

BOARD OF
EDUCATION



Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

Strategic Plan

Annual Report

2020-2021

School District No. 71
607 Cumberland Road
Courtenay, B.C. V9N 7G5
www.comoxvalleyschools.ca

A photograph of three young girls sitting outdoors. The girl on the left, with long blonde hair and freckles, is holding a book and looking down at it with her mouth open as if reading. The girl in the middle, with long brown hair, is looking at the book with a focused expression. The girl on the right, with blonde hair, is also looking at the book. They are all wearing casual clothing. The background shows some greenery and a building.

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

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



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.



VALUE STATEMENT

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

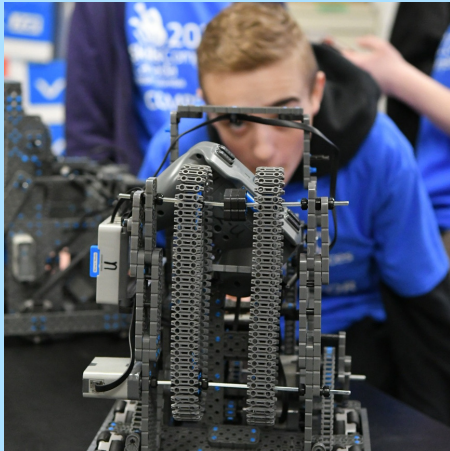
Accountability and shared responsibility

Open and engaging communication

Celebration of learning



STRATEGIC PRIORITY



Educational Excellence

Goals

Optimize innovative practices and learning opportunities

Actions

Provide ongoing professional development

Encourage and support staff innovative practices in education

Foster a climate that supports real-world connections with learning

Include Indigenous knowledge and perspectives into teaching and learning

EDUCATIONAL EXCELLENCE

GOAL: OPTIMIZE INNOVATIVE PRACTICES AND LEARNING OPPORTUNITIES

Actions:

- **Provide ongoing professional development**
 - District wide Pro D with an Indigenous theme with Mike Downie of the Downie/Wenjack Foundation. The entire district participated via a live zoom call with Mike. It was a very powerful session.
 - Collaborative inquiries from last year have been approved to continue for all teachers who have agreed to pursue their inquiry work.
 - Teachers continued to access mentorship program money and work with peers to improve learning.
 - The Peer Tutor Program ran this year with four peer tutors. The CDTA reports that it has been an effective program.
 - SEY2K and CR4YC programs continued this year as well as many Early Learning initiatives.
- **Encourage and support staff innovative practices in education**
 - Collaborative Inquiries have been awarded for the year, unfortunately, most schools did not pursue collaborative inquiries due to Covid-19 protocols and health and safety measures.
 - Staples recycling boxes were issued to all schools for recycling pens, mechanical pencils, markers, and highlighters as a sustainability initiative.
 - Archery training was completed at all secondary and middle schools in the district.
 - Partnership with the Courtenay Fish and Game club stalled because of Covid-19. This will partnership continue in the 2021-2022 school year.
- **Foster a climate that supports real-world connections with learning**
 - Continued to with initiatives designed to listen to students, receive their input and continue making strides toward sustainable practice in our school district.
- **Include Indigenous knowledge and perspectives into teaching and learning**
 - At all meetings and events there is acknowledgement of the traditional territories of the Comox First Nation.
 - All schools completed Downie/Wenjack projects for the 2020-2021 school year.
 - BCSSA meetings focused on reconciliation and reconciliACTION.



- There were several Kevin Lamoureux presentations throughout the year.
- There are two large scale maps that are circulated across the district.

At the Schools:

Airport Elementary

Strengthened students' phonemic awareness and developed an association of sounds to the spelling of words and further developed student automaticity and fluency with reading and spelling.

- Primary teachers built phonemic awareness using decodable books and the Jolly Phonics program. Intermediate teachers taught phonemic awareness as part of their spelling programs. Implemented "Raz-Kids" at early primary by all primary teachers.
- Intermediate teachers received Kathryn Grace's book and they used the program in their classrooms in cooperation with the learning support teacher.
- Decodable books were a main resource for teaching early reading in all primary classrooms. The school has an up-to-date collection of decodable books available for student use.

The staff learned from Dr. Jody Carrington about how to connect with children more efficiently.

Arden Elementary

Implemented the Tattum Project, to monitor our progress of reading. Our Learning Support teachers completed PM benchmarks this June to compare results from February and September.

Extensive lessons were delivered with ISW support in collaboration with teachers, utilizing storytelling, field trips (fish traps, Water Keepers Program at Comox Lake, plant walks), creative arts (tipi making, Metis plant making, Cedar roses, button blankets, Coast Salish art, animal canoe art), Bannock making & drumming. We now have an elder as part of our school, who was regularly in the building connecting with kids.

Aspen Park Elementary

Real world connections with learning were made through a school wide license to Mystery Science to help with inquiry-based learning in the classroom, ADST Instruction, Survival training in the park.

Indigenous knowledge and perspectives were included into teaching and learning:

- Every class created a large orange t-shirt with positive messages for Orange Shirt, Every Child Matters Day
- Aspen Park is a Legacy School.
- School Celebrations took place during the week of March 15 – 19: Indigenous Curriculum Support Teachers, taught our staff the story of The First Salmon Ceremony. Storyboards were loaned to us and permission given for us to tell this



story to our students. The salmon cared for by students through our Stream to Sea Program were released back into the Puntledge River. Classes participated in various salmon activities during the week, smoked salmon and cream cheese on crackers was served to all Aspen Park staff and students.

- Elder in Residence (Ni'noxola) - Edna Leask, writes letters and sends emails to our students. When a particular topic is being studied, teachers contact her to share information from her perspective.
- A lot happened in the classrooms around reconciliation.

Brooklyn Elementary

Healthy Self, Healthy Community: Continued to recognize the need for our students to internalize effective social emotional learning and recognized the benefits from a better understanding of SEL teaching strategies. With the opportunity to participate in a professional development session put on by POPEY.

Refined our school identity "The Brooklyn Way" and built collaborative and shared ownership of our school identity through monthly celebration assemblies and regular use of language

Courtenay Elementary

Built positive and clear communication by speaking, listening, viewing, sharing, questions and representing across subject. Phonemic Awareness from K to Grade 5.

Taught 6 Cedars Wolf Communication competency, tied to Core Competencies.

Focused on PBIS, Communication strategies created purposeful and meaningful communication for students, eportfolios, Outdoor education.

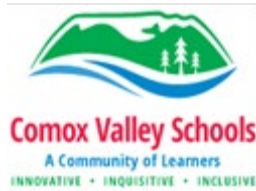
Rebuild 'the Courtenay Way' using ORCA. O= Own it, R= Responsibility, C= Caring, A=Aspire

Denman Island Elementary

Encouraged staff to use inquiry-based learning practices:

- Indigenous elder from our community worked with classes.
- Class embarked on a cross-curricular inquiry into Life in the Canadian Arctic.
- Story Workshop with Teacher followed through with lesson on story creation.
- Teacher Librarian introduced "Blue Bots" to K-3
- ADST Teacher facilitated "Escape Room" activities

Provided opportunities for Teachers and students to work around coding and robotics.



Ecole Puntledge Park

Fostered a climate that supports real world connections with learning effective communication and self-regulation strategies through Social Thinking.

- In collaboration with the staff it was determined that we would continue to support social thinking curriculum. The LST purchased the social thinking program to further expand the exciting structure and add capacity through the system.
- Students worked with the administration to create video morning announcements.
- Carnaval de Quebec is a traditional annual winter celebration designed to warm the hearts of the participants.

Included Indigenous knowledge and perspectives into the teaching and learning:

- Honour National Indigenous day.
- Cedar Weaving.
- Primary classes had a one-hour, outdoor storytelling session with Joanne Restoule.
- Kiki Van DerHeiden, artist was the illustrator for a book called Taans Moons, which explores the Haida moon cycle and observing the changes in our environment through the seasons.

Ecole Robb Road

Focused on Personal Awareness and Social Responsibility to build mental well-being and school community.

- Kindness mail.
- Good deed tree.
- Rainbow Alliance club was implemented and managed by the TL, counselor and teachers.
- Safe and inclusive environment for all students grades 4-7.
- Different volunteer roles around the school- classes helping with recycling, delivering fresh veggies, putting out the recess equipment bins, making morning announcements, garden club, picking litter, etc.
- Bringing awareness and self-reflection for this competency.

Classroom lessons about residential schools, reconciliation, orange shirt day and Downie Wenjack path activities took place.

Place based and outdoor learning focus for classrooms, including:

- Field trips.
- Partnership with LUSH Valley for our garden. Many classes growing / eating their own food from seed.
- Classrooms contributed veggies to our salad bar volunteers for consumption by students.
- Outdoor learning continued for grades K, 1,2,3,4,5,6 classes.
- All grade 4 and 5 students participated in x-country ski lessons.



- Outdoor learning ideas shared / teacher and cohort collaboration daily / weekly throughout the year. We have invested in providing resources in our outdoor shed, garden area for class use.

Hornby Island Community School

COVID 19 has led to the ability to access a greater variety of Professional Development opportunities.

Connected with a Cultural Presenter to allow to plan relevant and culturally accurate events and teachings for students and staff to learn more about Indigenous culture and ways of being and knowing. Learning includes:

- Building a model longhouse
- Button blankets
- Storytelling
- Games
- Planting with an Elder

Huband Park Elementary

All students participated in outdoor learning and in communicating with the community:

- Three incubators hosting chicken and duck eggs. Hatchlings in class for a while. Students learned about life cycles and animal care.
- Lush Valley worked with four classes about gardening and life cycle of plants.
- Rhubarb harvested from school garden; all classes made rhubarb crisp.
- 220 seedlings were planted by students either at their home or on the school grounds.

All classes attempted to incorporate indigenous perspectives in their learning:

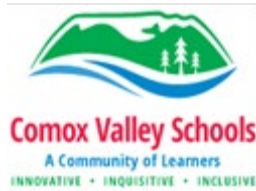
- Orange Shirt Day.
- Downie Wenjak walk in the fall for all students. (Guided station learning)
- Do traditional greeting at the start of each Outdoor Education class.
- Gr 3 class created an animated stop motion movie about Fatty Legs and then presented it to all classes.
- Legends of the West Coast blog.
- Wanda Crowder is working in every classroom and in some, helping teachers plan indigenous integration activities.

Miracle Beach Elementary

How are we improving and expanding students' knowledge, skills and attitudes in the area of Literacy (reading)?

Reading Strategies:

- Library-Miracle Beach reading club is a new program. The goal of the program is to read 20-chapter books to earn a prize bag.
- Students are also challenged to retell the main ideas of the book they read which helps with comprehension.



- To date there have been over 400 books read by those students participating in the reading club.

Queneesh Elementary

Through the Downie-Wenjack fund and organization ongoing efforts to make the school a welcoming and safe caring place for Indigenous families and students. Teachers have worked with InEd staff to deliver lessons and activities around reconciliation and understanding.

Monthly "professional learning team" meetings, groups learning together.

Royston Elementary

Elf Trap School Wide Challenge:

- All students involved in an Elf Trap Build.
- December Celebration of video - sent to families.
- Find the Elf in the classrooms and common spaces in the school daily in December.
- High engagement - introduction to the Raven Trickster.

What is kindness? School Wide Challenge

- Leaving your heart print everywhere
- Friendship group
- Cards for the seniors at Cumberland Lodge
- Coasters Art Project for residents at Berwick
- Kindness is and looks like
- Class Kindness Book
- Superkids booklet
- True Colours – song and shirt design for Pink Shirt Day
- Kindness quotes, personal kindness (daily gratitude booklets)
- Kindness Quilt
- Kindness Hotseat – posters in cloak room
- Raindrops for kindness

Valley View Elementary

Taught the We Thinker Program to primary grades to promote inclusion and group thinking.

Learning Resources Teacher Committee selected resources (books and manipulatives) to support numeracy K-7.

Many real-world connections were made throughout our classrooms with the tragic news from the Kamloops Residential School. 215 Feather displays. 215 Hearts made for the local Komoks Band Office.



Lake Trail Middle

Supported Inquiry Learning Teams within our school and in our Family of Schools. Data collected about the students for planning and decision making.

Increased our connections within our school - Inclusion for all. Teacher teams successfully created and then used class profiles to guide instruction, supports, and effective learning programs for all students.

Cumberland Community School

Collaborative Inquiry Projects were:

1. Using First Peoples Principals of Learning in the classroom.
2. Using Six Cedars to self assess and reflect on learning of Core Competencies.
3. How before and after school events can engage families and develop a sense of belonging?

Glacier View Secondary Centre

Provided training opportunities to students to increase chances of gaining employment:

- Fully Funded Healthcare Assistant Program Training is coming to Courtenay for Indigenous Peoples”.
- The job readiness program is a new initiative at Glacier View designed with the goal to better prepare our students for finding and securing employment in our community.

Offered Indigenous Workshops and Art:

- Jam Making Workshop
- Indigenous Masks
- Indigenous Education Cultural Enhancement Grant
- Talking Circles

Supported the school counsellor to attend an interactive workshop in suicide safety.

Highland Secondary

New course offerings this year included District Robotics program for students grade 8-12, Metalwork/Jewelry 8, Criminology 9/10, Blended Learning Versions of Pre-Calculus 11, Human Geography 12, English Studies 12, 20th Century History 12 and Genocide Studies 12.

Continued to lead in the area of Blended Learning. Teachers continued to develop their course materials in a manner which integrates online learning with the best elements (practice) of face-to-face instruction. The result is courses that easily accessible, allow students to work at their own pace and own level, allows for enrichment and adaption and allows the teacher the freedom to target direct instruction where and when it is needed. Teachers have now had a part or all of their course on Canvas and the majority have embraced a Blended approach to teaching and learning.



Mark R. Isfeld Secondary

Students from SOGI participated in the "World Community Development Society Queer and Allied Club.

Try-A-Trade: Sandwick Technical Educational School. 15 Isfeld students spent the day experimenting with a variety of community trades.

Senior foods classes are working in partnership with Lush Valley to prepare all their vegetables for the community's hot soup programs.

Salmon Smoking: Our indigenous education workers used the school smoker to teacher classes the process of smoking salmon and the role this played in the history and livelihood of Indigenous families in the Comox Valley.

Students organized a "Spirit Week" to enhance school culture.

- Monday: Festive Hat - wear your craziest hat
- Tuesday: Pajama Day - sleep attire
- Wednesday: Twin Day - dress as your twin
- Thursday: cozy attire day - dress in your comfy clothes
- Friday: Christmas door decorations

G.P. Vanier Secondary

Students participated in the Student Vote campaign, mirroring the provincial election.

Inquiry Learning included the following:

- Inquiry 8 added as one of the grade 8 rotations in our Exploratory classes.
- Creative Collective (shared partnership between art, electronics, metalwork and woodwork) allowed students to follow their passions and design their own projects.
- Social Justice 10 consisted of 12 classes to take on passion projects.
- Human & Physical Geography 12 classes take on an inquiry project for their final assessment.

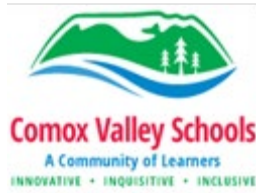
Navigate/NIDES

Increased sharing of individual passions and project learning, to increase student engagement in their own learning (HLC)

FAe and Compass programs provided a ski trip and a Tribune Bay trip for students.

Created meaningful, lasting learning connections with the following activities:

- Jump Rope for Heart
- School wide "Imagine" song rewrite into own lyrics.
- Online Variety Shows and Showcases where parents are invited to view from home. and which serve as a celebration of student learning and achievement.



- Weekly blog posts by teachers to inform parents.
- Weekly program update emails from admin.
- Older cohort specific -- at least one email or phone call each week to share positive news on how a child did at school that week.
- 4 times throughout the year teachers meet for spark meetings with parents to discuss student progress and achievement as well as the home learning plan. Meetings occur online for about 45 minutes each.
- Working on improving the functionality of the school garden as a learning space by removing vegetable beds and creating more open space for classes to work in.



STRATEGIC PRIORITY COMMUNITY ENGAGEMENT

Goals

Deepen integration of
Indigenous
ways and knowing

Goals

Foster relationships
with community,
parents and
educational partners

Actions

Work in partnership with IEC to
implement and celebrate the
Indigenous Education Agreement

Embed TRC recommendations
throughout district

Display tri-language signage at all
sites and facilities

Increase communication with IEC

Embrace established Indigenous
protocols

Actions

Continue the Re-Imagine
Organizational Culture

Continue to foster a
positive working
relationship with
Community Collaborative
and Early Learning
Partners

COMMUNITY ENGAGEMENT

GOAL: DEEPEN INTEGRATION OF INDIGENOUS WAYS AND KNOWING

Actions:

- **Work in partnership with IEC to implement and celebrate the Indigenous Enhancement Agreement**
- **Embed TRC recommendations throughout the district**
 - The ILC has been postponed this year due to COVID-19-issues across the island and the province. It is planned to pick this up next school year.
- **Display tri-language signage at all sites and facilities**
 - Schools have been asked to display tri-language at all sights (English, French, Indigenous).
 - 9 Schools have completed installation of tri-language signage, 4 Schools are in the progress of tri-language signage.
- **Increase communication with IEC**
 - Working with Komoks First Nations to create a Local Education Agreement (the first in 20 years).
- **Embrace established Indigenous protocols**
 - All district meetings begin with an official welcoming using the accepted/approved message from the Comox First Nation.
 - Continued work with the Comox First Nation to develop language protocols.



GOAL: FOSTER RELATIONSHIPS WITH COMMUNITY, PARENTS AND EDUCATIONAL PARTNERS

Actions:

- **Continue the Re-Imagine Organizational Culture**
 - Conducted weekly meetings with the CDTA and CUPE for updates and information sharing.
 - Met with DPAC monthly for a check in at DPAC monthly meetings.
- **Continue to foster a positive working relationship with Community Collaborative and Early Learning Partners**
 - There are ongoing projects with our Early Learning Partners.
 1. Strong Start: there are four full time centers and one program that operates on a part time basis in three of our schools for a total of seven strong start locations. Currently due to Covid-19 restrictions we are limiting the number of families at each center.
 2. CR4YC (Changing Results for Young Children): This ministry program is running at Queneesh Elementary and Courtenay Elementary. Working with Powell River School District and Qualicum School District.
 3. SEY2K (Strengthening Early Years to Kindergarten Transitions): Queneesh Elementary and Courtenay Elementary are involved with this ministry program designed to help children transition to kindergarten.
 4. Connections Project: Consultation process to develop early years programs in the northern part of the school district. Funding has come from the Comox Valley Foundation.

At the Schools:

Airport Elementary

Received an indigenous education grant to cover the cost of revitalizing the entrance of the school. The school also contributed funds to the project. The design has been completed, with input from community elders to ensure spelling and language are correct. Students with indigenous ancestry completed most of the artwork on the sign.

Positive working relationship with community included:

- Held monthly virtual PAC meetings.
- Shared monthly highlights, in the form of a slideshow, sent to families via email.
- Held monthly virtual assemblies and shared the link with the community.
- Included community members in the planning and revitalization of the school garden.



Arden Elementary

Strategically and creatively use traditional and new school structures and events, during a Covid-19 year, to communicate with families:

- Established structures that mirrored regular Arden routines that supported the positive school culture.
- Each learning cohort, With the support of the music teacher, teachers and support staff, created a portion of a video to welcome kids back to school. It was well-received and posted on our school blog.
- The Arden Ambassador leadership program was re-launched in the fall and continued with a second cohort this January. A regular schedule for their involvement in the school. It was a highly successful program. Kids view the role with pride and are eager to participate.
- The Santa's Workshop was incredibly successful this year. Learning cohorts were able to choose gifts for their families. It was a joyous day for all of us.
- A School Blog was created for our parent community to be informed. The blog has been positively received. Typically special events, learning projects, monthly assembly slideshows and school videos were shared. The Week at A Glance is also posted.

Indigenous students were invited to share the acknowledgement at assemblies.

Aspen Park Elementary

Greater exposure to tri-language, used language to start assemblies and at the start of each morning's announcements.

A lot happened in the classrooms around reconciliation: Novel Studies (Fatty Legs, A Stranger at Home, Island of the Blue Dolphins, No Time to Say Goodbye), Indigenous Picture Books. Monthly Legend Teaching, Sharing of the Chani Wenjack story, Ni'noxola Teachings, Spiritual Connectedness, Interconnectedness and Sustainability, Indigenous Art, Science and how it connects to traditional Indigenous ways of life.

Increased relationships with the community through:

- Free Masons service club donated two bikes and helmets. A reading incentive for students was implemented to help foster the love of reading and to increase the amount of reading that the students do. Students were entered to win the bikes after a teacher determined goal was reached for the students.
- Farm to Schools - Salad Bar was a huge success, Each student had the opportunity to try salad bar 2 times this year.
- Classrooms were assigned garden beds for planting and maintaining. Teachers incorporate classroom lessons using the flowers, vegetables and herbs planted (ie. science and math).



Brooklyn Elementary

Displays a tri-language sign.

ISW lead fabulous indigenous events - orange shirt, Wenjack hats for "do something". Class instruction that weaves indigenous content in a meaningful manner through novel studies (Fatty Legs), read alouds, picture books and meaningful conversations. Conversations around the medicine wheel along with hands on activities facilitate meaningful examples to connect to the land.

Community work was most visible through work in the garden this spring. Strong start starts their day their (their garden looks the most incredible) and the involvement of our parents, our teachers and even a community agency LUSH to learn alongside our students has been a success.

Courtenay Elementary

Created videos that share "What's going on at Courtenay Elementary" and shared with our families.

Traditional acknowledgements were used each week on announcements and for special assemblies.

Worked with Child Development Centre for K transitions, hosting Ready Set Learn and Welcome to K events and encouraging families to participate in Strong Start Programs.

Denman Island Elementary

Invited Indigenous elder to talk about identifying and plants and their medicinal uses by the first peoples.

- Indigenous elder worked in all three classes sharing the Indigenous perspective in content area of Science.
- All students planted sunflowers to take home and created a piece of art which has been turned into a card. Cards of condolence will be sent to Indigenous people in the Comox Valley from our school Community.
- Students studied the Chanie Wenjack story and read books about residential schools.
- Students were challenged to reflect on the long-term impact of residential schools, how our collective history has been impacted and how to move forward in an understanding, positive way.
- Students met weekly four times Indigenous support person, who shared her stories and knowledge of residential school and shared reflection and discussion with students.
- A lunch program facilitated by Community Programs and Indigenous elders facilitating an after school wildcrafting and gardening program.



Ecole Puntledge Park

Tri-Lingual signs in multiple locations including the front mural and front entrance.

Video announcements showed and shared the great things happening around the school.

Continued to acknowledge the privilege of living on the land and working with the children.

Launched a successful Welcome to K event with our community partners and our early learning network. We worked with the CVCDA to work on transition meetings to launch all our learners for a successful start to their year.

Ecole Robb Road

A local artist painted our front entry way with a local forest scene, included our Indigenous acknowledgement and our tri-lingual welcome to our school.

With the donation of a carved log drum, we reached out to thank the carver (Randy Frank) and the Morin family (donors). We also have asked for the protocols to begin to use the drum from the K'omoks people and are respectfully awaiting these protocols.

During field trips / outdoor learning, acknowledgement of the land is lead by students or teachers.

Hornby Island Community School

Welcome to Kindergarten and Ready Set Learn events took place.

The Library Clerk kept a connection with the Preschool/Daycare during this COVID through weekly story sessions with felt boards and books.

Huband Park Elementary

"Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students".

- One class created an animated stop motion movie about Fatty Legs and then presented it to all classes.
- Shared the Legends of the Westcoast podcast.
- Taught local language in early primary.
- Provided leadership: in service and leading by example ("push in") to partner with classroom teachers to integrate Indigenous content.

Miracle Beach Elementary

How are staff making the school environment welcoming and safe for students and families?
Created a Sense of Belonging through:



- Bucket Filling
- Create a safe, consistent, and caring environment that the students feel comfortable returning to each day.
- Engaged art activities, centres, and project work to encourage engagement and creativity.
- Taught students how everyone has different strengths and weaknesses so that all students feel comfortable and supported in their classroom community.
- Daily Circle Time; Daily personal check ins with students.
- Student of the day.

Queneesh Elementary

Installed tri-language signage at the school entryway.

Worked as a team towards reconciliation using age-appropriate strategies and structures including pink shirt day, Downie Wenjack project kick off week - including music, lessons, story walk, and art installation.

Continued to coordinate with strong start and early years programming to support our families.

Royston Elementary

Tri-language Signage displayed over office entry.

Supported District Indigenous initiatives and increase student-led indigenous greetings and leadership through:

- Outdoor Learning Inquiry.
- Rock painting project, turned into steppingstones for the school garden.
- Teepee math in our early primary grades.
- Oral story telling
- Metis weaving
- Added the Trickster Raven - Royston Raven as part of the Elf hunt, raising profile in the school.
- September 30 - Orange Shirt Day, displays and lessons supported by InEd. Support Worker as well as our Elder in Residence.

Valley View Elementary

Tri Language sign installed above front office foyer.

Traditional acknowledgements, Orange Shirt Day, Chaney Wenjack Walks.

Re-Imagined Organizational Culture through:

- Created 2 videos per term to share "What's going on at Valley View" to share with our families.
- Hosted school wide events each term - Terry Fox Run, Connection to Nature Puzzle, The Best Part of Me, "So, What is a Box?", Identity Day.



- Used our outside school windows as bulletin boards to showcase student work for our families to see from the outside.

Participated in CHEQ study, with Child Development Centre for K transitions, co-hosted Ready Set Learn Event.

Lake Trail Middle

Improved and increased our connections within our extended community through the following actions:

- Participate in Christmas Hamper program.
- Food to Share Bin.
- Winter Feast for school community.
- Contributed to the EDAS project by making cards and envelopes.
- Cross-curricular Holiday Market for Charity.
- Worked with environmentalists, Comox Valley Disc Golf Club, and Morrison Creek Stream keepers to establish the first nine holes of Disc Golf Course.
- School yard clean-up: getting outside and connecting to the greater community.
- “On the go” fruit program.
- Fresh to you fundraiser.
- Cook at home dinner kits.

Cumberland Community School

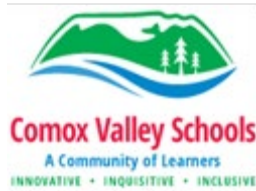
Tri Language Welcome signage is displayed in all three buildings.

Worked with local businesses to provide:

- prizes for events.
- to purchase needed material locally.
- monthly letters from students to residence of the senior’s centre.
- Seniors Center: Parades past windows - Halloween dress up, Caroling - outside residence.
- Celebrating Seniors Birthdays - send cards/ Window visits to sing happy birthday.
- Cumberland Forest Society helped build Cumberland Forest Resource Kit together

Glacier View Secondary Centre

Indigenous Acknowledgement were used at staff, PAC meetings and for assemblies.



Mark R. Isfeld Secondary

Sacred circles are being taught to all interested staff by the Indigenous education department and local Indigenous bands. This is occurring at set times in the outside classroom.

Virtual guest speakers brought in for staff and students were:

- Social media (WHite HAtter)
- Appropriate sexual relationships
- Impact of Pornography

Students and staff participated in the "Coldest Night of the Year Walk" and raised \$2000.00 to care for the homeless in the Comox Valley.

G.P. Vanier Secondary

All meetings were started with a Traditional Welcome.

Students participated in Orange Shirt Day, Indigenous Veterans Week, and Louis Reil Day.

Implemented Flex Days on Wednesday at Vanier after consultation with PAC, students, and staff.

Dual Credit partnerships continued at Vanier.

STRATEGIC PRIORITY

ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP

Goals

Optimize infrastructure to support learning

Actions

Ensure long range facilities plans are aligned with 21st Century practices

Maximize the use of school and community facilities to support learning

Goals

Foster environmental stewardship

Actions

Align outdoor and environment learning opportunities for long-term sustainability

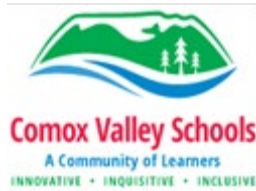
Reduce carbon emission and environmental footprint

Support the establishment and augmentation of school garden projects

Reduce the use of single-use plastics throughout district

Implement strategies for zero waste by increasing recycling and composting efforts in all facilities

Augment the Active Travel Program and public transit commute initiatives



ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP

GOAL: OPTIMIZE INFRASTRUCTURE TO SUPPORT LEARNING

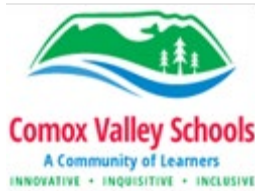
Actions:

- **Ensure long-range facility plans are aligned with 21st Century practices**
 - The Carbon Neutral Action Report is done every year in SD71 and can be viewed on the school district webpage by choosing the "Our District" drop down menu followed by "Reports and Publications". Reports for 2019 and 2018 are archived there for information. The new report for the 2020 school year will be completed in the spring of 2020.
 - The school district has been updating school boilers for many years now. 16 school sites have now had their boilers fully updated and we are currently working on the five remaining sites.
- **Maximize the use of school and community facilities to support learning**
 - FAe (Fine Arts e-cademy) is full and has a waiting list every year. We currently have approximately 132 students registered in the program in grades K-8. It is a face-to-face program 3 days per week with 2 days done at home.
 - Enter 1 is located at Aspen Park Elementary and is a program with 3 face to face days focusing on robotics.
 - Enter 2 is located at Highland Secondary school.
 - Each secondary school has blended learning programs in place. Highland Secondary is especially well advanced in blended learning.

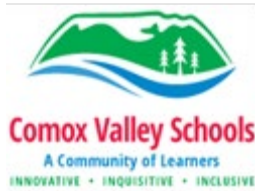
GOAL: FOSTER ENVIRONMENTAL STEWARDSHIP

Actions:

- **Align outdoor and environment learning opportunities for long-term sustainability**
 - A full time Environmental Outdoor Learning Lead Teacher was created for this year. This teacher works with all our district schools. Each school has an Outdoor Lead Teacher.
 - Continuing meeting with our sustainability lead teachers.
 - There is an ongoing relationship/partnership with the Courtenay Fish and Game Club.
 - There is the ability to use Tribune Bay Outdoor Society as an outdoor camping/activity site for our district schools.



- **Reduce carbon emissions and environmental footprint.**
 - The school district has been updating school boilers for many years now. 16 school sites have now had their boilers fully updated and we are currently working on the five remaining sites.
 - The Carbon Neutral Action Report is done yearly and can be viewed on the school district webpage by choosing the "Our District" drop down menu followed by "Reports and Publications". Reports for 2019 and 2018 are archived there for information.
- **Support the establishment and augmentation of the school garden projects**
 - Several schools in the district have a salad bar program. Covid-19 has resulted in challenges in this program. However, with Covid-19 protocols, several schools have implemented them once again.
- **Reduce the use of single-use plastics throughout the district**
 - Our schools will follow the BC ban on plastic bags.
 - Eliminating single use plastics and garbage.
 - Schools have stopped giving out water bottles at events and only have small quantities of water bottles on site for emergency purposes.
- **Implement strategies for zero waste by increasing recycling and composting efforts in all facilities**
 - All schools have been provided with recycle boxes for pens, mechanical pencils, felts and markers.
 - Recommendations that the board investigate implementing a district wide composting program to begin in the 2021-22 school year.
 - All schools have a sustainability lead teacher who is responsible for reporting on school sustainability actions to the staff and district. At the conclusion of the school year a sustainability report will be generated to look at what schools across the district have done to address the strategic priority regarding sustainability.
 - Many schools have "pack in-pack out" programs, that students take home any uneaten lunch or lunch waste instead of throwing it in school garbage cans. The hope is that parents see what their children are eating and can send an appropriate size lunch therefore avoiding food waste.
- **Augment the Active Travel Program and public transit commute initiatives**
 - The Environmental Outdoor Learning Lead Teacher is working with public transit and has developed procedures and protocols for using public transit with school groups.



AT THE SCHOOLS:

Airport Elementary

Replaced the raised beds in the school garden. Next steps are to remove the existing beds, level the area, mulch, and replace the raised beds with new ones. Parents, students, and staff are participating in the project.

Arden Elementary

Teacher team engaged in Collaborative Inquiry on Sustainable practices and share initiatives school wide:

1. Where does it go?
2. Pack-in, pack-out
3. Waste Jar challenge
4. Recycling triangle

The teachers engaged in this collaborative inquiry supported a school-wide waste jar challenge that was a huge success. Students reflected on their learning and a video was created and shared with our community.

The composting program continued and was organized by teachers with student involvement.

Minimized the use of paper on bulletin boards with the use of fabrics instead.

Aspen Park Elementary

Environmental stewardship strategies at the school included:

- Water bottle filling stations
- Pack It In, Pack It Out lunch
- Bulk order school supplies
- Composting program
- Classroom Gardens
- The Learning Circle, our forested areas or to nearby parks (Condor Park) for outdoor learning opportunities.
- Bike Racks were purchased, with PAC help, to encourage students to find alternate means of travel to school.

Brooklyn Elementary

Enjoyed the newly acquired outdoor classroom space. Great opportunity to teach and practice respectful behaviour within the natural environment.

Continued to encourage active travel to / from school. More bike racks added.



Worked toward zero percent waste included regular recycling and now composting (salad scraps) in the garden and new composters.

Enclosed garden was increased in size, and more beds added.

Courtenay Elementary

Supported outdoor play and learning activities through:

- Studied the ecosystems, river and forest & pond study and forest.
- Studied the beach environment.
- Used test tubes to collect water samples, magnifying glasses to see things up closer.
- Explored and learned about the different species of trees & plants, especially berry producing ones.
- Learned different Indigenous stories/legends and how they treat and appreciate the land.
- Many of primary classes went on walking fieldtrips.
- Nine out of 11 classes worked in the garden, planting, watering and weeding.
- Many teachers used the outdoor spaces for learning: morning circle, gym, science, art, garden work, story time, walks etc.
- Planted four additional garden beds on our primary side.
- In the process of getting two more beds built, a sandbox, two picnics tables and a partial fence.

Denman Island Elementary

The School Team supported the use of school facilities to support a variety of programs for the entire student body after school. Programs included: Maker, Drama, Gardening, Soccer, Basketball, Floor Hockey and Baseball.

Ecole Puntledge Park

Students developed Social Emotional Skills to be successful through outdoors and environmental learning:

- Completed the construction of our outdoor learning circle.
- Earth Week: students and staff were offered a variety of activities to promote environmental stewardship. The activities included: Recycle bingo + trivia, Bee dance game, Andy Goldsworthy site specific art challenge, Plant identification, Recycled Art Contest.
- Bird identification: Six decks of bird identification cards in Kwak'wala/French/English.
- Plant walk with Kwak'wala/French/English names.
- Poetry for the Earth: 500 French words (magnets) to create French poems or stories.
- Laminated cards of pictures of garden vegetables that need to be matched with the name as well as matched with the seed and a fun fact about the plant.
- Ecological Handprint activity.



Ecole Robb Road

Teachers created many opportunities for active field trips. Walking field trips included forest and beaches within a 1.5 km radius of the school. Sailing, clean-ups, nature studies, active games based in curriculum.

Bike to school event - tallies of walking / scootering / biking per class - prizes awarded as incentives.

Garden club initiatives included:

- Use of greenhouses, garden and veggies for soups and salad were a huge success with many classes participating.
- The garden club maintained and prepped spring garden beds.
- Partnership with LUSH Valley for seeds, veggie starts for spring planting enhanced our garden projects.
- Spring cleaning and planting of the beds / greenhouses by garden club.
- Garden projects in classrooms to support Science instruction. (plant, seed, butterfly, frog cycles /roles)
- Harvested fall vegetables and prepared our beds and greenhouses for winter.

Hornby Island Community School

Continued to form relationships with community groups and explored our surrounding natural environment. Highlights were a school-wide trip to Tribune Bay Outdoor Education centre.

Had an Indigenous Cultural Presenter become connected to our school, bringing forth stories and ways of knowing and being to contribute to sustainable ways of life.

Made mindful decisions about our lunch and snack programs to minimize/eliminate single use plastics.

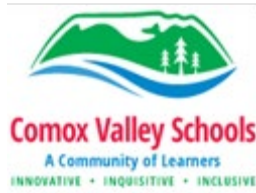
Huband Park Elementary

Every student participated in an outdoor learning/place-based learning programs now and we are working on building it as we go adapting to our place.

Encouraged pack in pack out lunches as well as composting and recycling and reusing in every room.

Queneesh Elementary

Continued to improve how we integrate our school garden into classes.



Royston Elementary

Encouraged and supported outdoor learning opportunities and field trips.

Continued with pack in pack out lunches.

Cleaned up school garden and prepared for spring use.

Valley View Elementary

Established and maintain a 'Weekend Warrior' schedule for families to keep our school grounds clean during the weekend.

Pack it in pack it out lunches and bi-weekly recycling continued.

Lake Trail Middle

Improved environmental awareness, connections, and stewardship through:

- Committed to a robust recycling program for next year and have begun purchasing the necessary receptacles.
- Working as part of a multi-organization group to increase riparian planting and spawning grounds.
- Raised and released Coho fry.
- Reworked the disc golf course, with the community and students, to be more environmentally sensitive of protected areas. We improved the layout and set-up.
- School clean-up – “Adopt-an-area”.

Received grants to support garden redesign that includes a community learning space in the garden.

Cumberland Community School

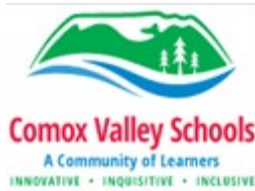
School PAC was awarded a \$10,000 grant to take part in the Active School Travel pilot program with BC Healthy School Communities. Money will be used to take sustainable actions that will support more students to use active modes to travel to and from school. This work will be done by working with the school and the Village of Cumberland.

Glacier View Secondary Centre

Successfully started an Environment Club that secured funding from the school PAC which has paid for the recent installation of a new irrigation system for the school garden.

Received approval for the installation of another set of LED lights in our 4th classroom.

Supported and distributed students and their families with City Transit Bus Passes.



Mark R. Isfeld Secondary

Environmental Club began a composting initiative.

The garden club has doubled in size and new tools, soil, and seeds were purchased. They are now connected with the foods program to utilize the vegetables in a "seed to table" experience.

G.P. Vanier Secondary

Implemented recycling containers and bins for sorting garbage/litter/recyclables.

The Social and Environmental Sciences class has completed active field studies:

- Towhee Creek and Garry Oak ecosystem mapping.
- Riparian zone restoration at the Courtenay Fish and Game Protective Association camp site at Comox Lake.
- Traditional Ecological Knowledge and Indigenous fish traps in the mouth of the Courtenay River Estuary.
- Organic farming and planting garlic at Amara Farm in Merville.
- Quadrat analysis of intertidal zones at Point Holmes.
- Biomass analysis of second growth forests in Seal Bay Regional Park and Kitty Coleman Provincial Park.
- Plankton collection for analysis at Comox Marina and plastic study at Goose Spit Regional Park.
- We would normally head to Deep Bay for a look at the work they're doing on shellfish but we're doing a virtual expedition via Zoom with them this week.
- Our last field study will be an analysis of snow levels, depth, composition and equivalent water volume around Anderson Hill on the Mount Washington Parkway.

Foods teachers were working to improve the kitchen garden behind the school.

STRATEGIC PRIORITY



PHYSICAL HEALTH & MENTAL WELL-BEING

Goals

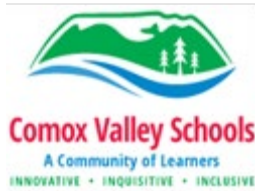
Invest in the holistic well-being of our people

Actions

Implement a district-wide mental health initiative

Continue the Work to Wellness program

Continue to build capacity in sexual health education



PHYSICAL HEALTH & MENTAL WELL-BEING

GOAL: INVEST IN THE HOLISTIC WELL-BEING OF OUR PEOPLE

Actions:

- **Implement a district-wide mental health initiative**
 - The Director of Student Services is designing a comprehensive plan around mental health called Pathways to Hope.
 - There was an Education Committee Meeting with school trustees on the topic of Mental Health and our SOGI policy.

- **Continue the Work to Wellness program**
 - The Human Resources department has an extensive work to wellness program which can be accessed on the school district webpage.
 - An after-school meditation program was offered at Queneesh last year and it was the springboard for offering a district meditation/yoga/mindfulness course to all educators in SD71.
 - The Inner Explorer program of mindfulness was offered in 14 of our schools this year. The program is accessible to teachers and students.

- **Continue to build capacity in sexual health education**
 - The district worked extensively with Dr. Claire Vanston to develop a robust sexual health program offered to all students in grades K-10. Supplemental course instruction was also offered to grade 11 and 12 students.
 - Many parent evenings were offered to help educate parents.
 - Teachers were educated through pro d workshops that involved Dr. Claire Vanston and time was paid for by the district for this work.
 - Our Director of Student Services insured that grade 11 and 12 students were given the opportunity to take extra sexual health courses at our three secondary schools. These courses were offered outside of the timetable.
 - Continued meetings with DPAC to hear sexual health viewpoints.

AT THE SCHOOLS:

Aspen Park Elementary

Staff were encouraged to participate in the Work to Wellness Programs and the 12 days of Fitmas.

Sexual health lessons were done school wide. All students received these lessons at the same time. The lessons and resources were provided by Dr. Claire Vanston.



Brooklyn Elementary

Teacher lead fitness circuits for students and a HIIT class for staff.

Continued commitment to Sexual Health education completed by all classes by Spring Break using Dr. Claire's resources and many complementary books.

Nine staff participated in the EASE anxiety training. School purchased mental health supporting books to support this work in classrooms and for parents.

Courtenay Elementary

Taught The Zones of Regulation to all students. Consistent use of calm down routines and mindfulness in classrooms, Teachers used Go Noodle, Go Zen, Inner explorer, Mind up, We Thinkers, EASE and Cosmic Kids.

Denman Island Elementary

Implemented the EASE program and self regulation strategies.

Ecole Puntledge Park

All classes completed the sexual health curriculum.

Through consultation with our Curriculum support teacher, or LST and our district support teachers we invested in the Social Thinking curriculum and purchased the program to support and continue next year.

Ecole Robb Road

A school-wide focus on Physical Health and Mental Well-being for our staff themselves- caring for the caregivers! Emphasis on caring for ourselves.

All classes have used Dr. Clair/ Kids in the Know resources this year.

Hornby Island Community School

What impact will providing additional opportunities for arts education have on our learners' social emotional growth in relation to core competencies?

- 90% of our school joined a group dance session (outside).
- Arts teacher taught the kids a dance and they came together to perform not just once...but for several weeks in a row... The observations have brought to our kids increased confidence, teamwork, social emotional learning, and increased creativity.
- Mini showcases. We cannot have parents in to watch but we can perform for each other!



- For Chinese New Year, the kids made lanterns and we had a parade around our deck.
- Worked with musical theater.
- Our "Hornby School" letters project is complete. The letters are hung on our outdoor shelter to brighten up the plywood!

Huband Park Elementary

Improved student mental health: reduced anxiety in our school population.

1. Professional development, EASE training
2. Assessment of student needs
3. Created and maintained a school culture that contributes to mental well being for students and adults.

Royston Elementary

How can we explore and celebrate Royston's core values (personal and social responsibility) to enhance the emotional well being of the school community?

- Monday morning with Talking Circle; they all learn how to respect one another and learn about each other (community building).
- Modeling the behaviour and being "bucket fillers"
- Celebrating together as a whole school!
- Zones of regulation checks.
- Positive praise to kids has seemed to be uplifting and creates encouragement to show more act of kindness.
- Weekly "ambassador" whose job is to write a kind and encouraging note to a staff member, explaining to them that the staff need encouragement too!
- Honesty, opportunities for self assessment and kindness and respect circle.
- Regulation-soft starts, mask breaks, mindful colouring, and poetry, read aloud, journaling.
- Reading books from the EASE and WITS programs.
- Positive recognition through classroom compliments.

Valley View Elementary

All classes were delivered the sexual health curriculum.

Established a school culture around Covid Safety Measures - standing item on health and safety staff meeting agenda, in class practice and reminders of protocols, regular communication to parents regarding Covid protocols from the administration etc.

A monthly 'Fill a Bucket' draws for student recognition took place.



Lake Trail Middle

A goal to Support and improve student health through:

- Improved emotional wellness through having a place for students to go when they are having a tough day, Mindfulness and mind skills, Using Inner Explorer, Art as therapy, A sense of student personal identity, mindfulness activity and outdoor exercise in outdoor ed.
- Improved digital wellness through Creating more spaces for tech-free activities, propaganda investigations to improve student health around social media.
- Improved environmental awareness, connections, and stewardship.
- Improved mental wellness. classes have received instruction in Mental Health.
- Improved nutrition and food literacy. Make sure students have food, utilize school breakfast program, Check student eating habits and needs, Healthy meals provided through our concession. received three more grants to help support our healthy food program.
- Improved physical literacy and health through Physical activity five days a week, focusing on sexual health, Outdoor activities, Added extra PE opportunities whenever possible.

Cumberland Community School

Faculty and staff encouraged each other to participate in the 12 days of fitness. With School based prizes.

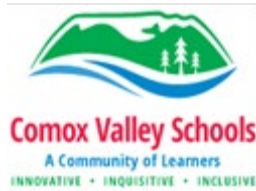
School activities and opportunities to support wellbeing include:

- Promoted physical activity during outside play - putting in more basketball areas, 4 square and tether ball.
- Continued house challenges within classes and cohorts.
- Monthly dress up challenges - PJ Day, Jersey Day, Twin Day etc.
- 2 x 30 minutes outside break for all students
- Eating together in class with teacher
- Modified "normal events" so they can still happen (i.e.: Terry Fox run in cohorts)
- After school cohorted sports for Grade 6-9,

Glacier View Secondary Centre

Implemented various mental & physical health supports for students, including:

- Naloxone Training
- CALM Room
- GSA Group
- BackpackBuddies.ca
- Vancouver Sun Children's Fund: Adopt-a-School Grant
- Sexual Health Education
- Early Intervention/Prevention Substance Use Sessions
- ISPARC Program (Indigenous Sport, Physical Activity & Recreation Council)



- Soup Program
- Healthy Snack Program

G.P. Vanier Secondary

Encouraged staff to participate in the 12 days of Fitmas.

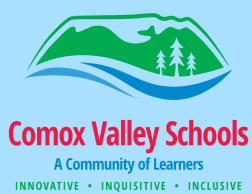
Meditation was available to staff after school on Thursdays.

Mental Wellness was a topic at staff meetings.

Navigate/NIDES

Supported the physical health and mental well-being of our school community:

- Afternoon Brain breaks – allow students time to go outside and either read, play, or do whatever helps them fill their bucket.
- Forest Walks – 2-3 times a week weather dependent.
- We thinkers
- EASE (Everyday Anxiety Strategies for Educators) Workshops.
- Allowed more time for families to accommodate their emotional needs based on Maslow's hierarchy of needs.
- To brighten the space in our covered play area, an artist was commissioned to work with staff and students to paint a landscape scene that includes brighter colours, LGBTQ content and the words "We Are All One".
- Flexibility around absences – work with parents to create a more supportive home learning option.
- School wide Jump Rope for Heart Day.
- Ski Day as a school.
- Exploring the use of alternative musical instruments.
- Cohort based day trips to the Tribune Bay Outdoor Education Center



**INTERNATIONAL
STUDENT PROGRAM
COMOX VALLEY**

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