



Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

Board of Education

Regular Public Board Meeting Agenda

Tuesday, June 21, 2022

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

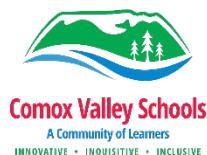
Accountability and shared responsibility

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 21, 2022
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 heidi.bell@sd71.bc.ca

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

Questions pertaining to current agenda items can be submitted to boardmeetings@sd71.bc.ca, this allows staff to provide thorough answers.

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 for School District No.71 (Comox Valley) adopt the June 21, 2022, Regular Public Board Meeting Agenda as presented.

3. Board Meeting Minutes

Pages 1-6

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) adopt the May 24, 2022, Regular Public Board Meeting Minutes as presented.

4. Unfinished Business

DPAC Presentation - Next Steps

5. Record of In-Camera Meeting Minutes / Reports

Page 7

- May 24, 2022 – Regular In-Camera Meeting
- May 24, 2022 – Special In-Camera Meeting

6. **Board Chair's Report – Verbal**

7. **Presentations / Delegations**

None

8. **Education Committee Meeting – No Meeting in June**

Next Education Committee Meeting:

TOPIC: TBA
DATE: October 2022
TIME: 6:30 pm
LOCATION: TBA

9. **Strategic Direction**

A. Superintendent

- i. District News
- ii. Communications 2021/22 Update
- iii. Speed Limits in School Zones – Verbal Update
- iv. Trustee Bylaw and Committee Structures – **Briefing Note**

Pages 8-9

The Board Procedural Bylaw, Policy Handbook and Terms of Reference will be shared with Trustees prior to this meeting and will be attached in the minutes of this regular public board meeting.

Procedural Bylaw

Recommendation:

THAT the Board Procedural Bylaw be given first reading.

Recommendation:

THAT the Board Procedural Bylaw be given second reading.

Recommendation:

THAT in accordance with Section 68 (4) of the School Act, all three readings of the Board Procedural Bylaw be given at tonight's meeting.

Recommendation:

THAT the Board Procedural Bylaw be given third and final reading.

Board Policy Manual and Terms of Reference

Recommendation:

THAT the Board Policy Manual and Terms of Reference be given first reading.

Recommendation:

THAT the Board Policy Manual and Terms of Reference be given second reading.

Recommendation:

THAT in accordance with Section 68 (4) of the School Act, all three readings of the Board Policy Manual and Terms of Reference be given at tonight's meeting.

Recommendation:

THAT the Board Policy Manual and Terms of Reference be given third and final reading.

v. Fostering Environmental Stewardship / Climate Crisis – District Update Report

Pages 10-49

vi. 55+ BC Games Application for 2024, 2025 or 2026 – See letter under Board Correspondence

Recommendation:

THAT the Comox Valley School District 71 support the jointly prepared application for the 2024, 2025 or 2026 55+ BC Games to be held in the Comox Valley and City of Campbell River.

Recommendation:

THAT the Comox Valley School District 71 will commit to providing in-kind support of services and facilities should the bid be successful.

B. Assistant Superintendent

i. Board Authority Authorized (BAA) Course – Briefing Note

Pages 50-56

Recommendation:

THAT the Board of Education for School District No.71 (Comox Valley) approve the BAA Courses as presented.

ii. School Fees – Briefing Note

Pages 57-62

Recommendation:

THAT the Board of Education for School District No.71 (Comox Valley) approve the School Fees Schedule for the 2022-2023 school year as presented.

C. Secretary-Treasurer

Pages 63

- i. Policy 7 Board Operations – **Briefing Note**
 - 19. Trustee Remuneration
 - 19.1 Recommendation
 - 19.1.1 Effective January 1, 2019, trustee base remuneration shall be \$13,900 with an additional remuneration for the board chair to be \$3,400; and the additional remuneration for the vice-chair to be \$1,700.
 - 19.1.2 Annual adjustments of trustee remuneration shall be made July 1 of each year, based on the BC Consumer Price Index change from December 31 of the prior year.
- ii. Trustee Information Night – June 28, 2022 @ 7pm – School Board Office

D. Human Resources

Page 64

- i. Retirements and Recognition

10. Board Standing Committee Reports

A. Finance Committee Board Report – June 13, 2022

Pages 65-71

Recommendation:

THAT the Board of Education for School District No.71 (Comox Valley) acknowledge that staff will prepare the draft Financial Statements to account for previously approved allocations, budgets and projects based on the policies and rationale in the briefing note.

Recommendation:

THAT the Board of Education for School District No. 71 (Comox Valley) approve Staff to review the financial accounting policies and administrative procedures to ensure compliance with Ministry directives. The revisions will then be reviewed by the Policy Committee and to go to the Board for approval.

Recommendation:

THAT the Board of Education for School District No.71 (Comox Valley) receive the Finance Committee Board Report as presented.

B. Audit Committee Board Report – June 13, 2022

Pages 72-94

Recommendation:

THAT the Board of Education for School District No.71 (Comox Valley) receive the Audit Committee Board Report as presented.

C. Policy Committee Board Report – No Meeting in June

D. Facilities Committee – June 13, 2022

Pages 95-104

Examples of submission letters to the Ministry

Pages 105-107

Recommendation:

THAT the Board of Education for School District No.71 (Comox Valley) approve the 2023/24 Major Capital Plan submission.

Recommendation:

THAT the Board of Education for School District No.71 (Comox Valley) approve the 2023/24 Minor Capital submission.

Recommendation:

THAT the Board of Education for School District No.71 (Comox Valley) approve the Building Envelope Program submission.

Recommendation:

THAT the Board of Education for School District No.71 (Comox Valley) receive the Facilities Committee Board Report as presented.

11. Board Business

A. 2022-23 Board Meeting Schedule & Committee of Whole Schedule – Briefing Note

Pages 108-110

Recommendation:

THAT the Board of Education for School District No. 71 (Comox Valley) waive the requirement for regular meetings in July and August 2022.

Recommendation:

THAT the Board of Education for School District No. 71 (Comox Valley) approve the 2022-23 Board Meeting Schedule as presented.

Recommendation:

THAT the Board of Education for School District No. 71 (Comox Valley) approve the 2022-23 Committee of the Whole Schedule as presented.

B. Motion

Janice Caton, Trustee

THAT the Board of Education for School District No. 71 (Comox Valley) have the Superintendent explore the options and process of creating a District Student Council, which would have representation from all District High Schools; including NIDES/Navigate and Nala'atsi.

C. VISTA – Meeting Update

12. Board Correspondence

- A. **Correspondence:** from **District Parent Advisory Council (DAPC)** to **SD71 School Board Trustees and Senior Administration** – Request to Make Gender-Based Violence Reform a District Priority. Pages 111-116
- B. **Correspondence:** from **City of Courtenay** to **SD71 Board Chairperson** – 55+ BC Games Application for 2024, 2025 or 2026 Page 117

13. Public Question Period

14. Adjournment

Motion:

THAT the Board of Education adjourn this meeting.

REGULAR BOARD MEETING MINUTES

Tuesday, May 24, 2022
7:00pm

Attendance In Person:

Trustees:

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

Staff:

Tom Demeo, Superintendent of Schools
Brenda Hooker, Secretary-Treasurer, via Zoom
Geoff Manning, Assistant Superintendent
Candice Hilton, Director of Finance
Ian Heselgrave, Director of Operations
Sean Lamoureux, Director of Inclusive Education
Vivian Collyer, Director of Instruction
Jay Dixon, Director of Instruction
Sean Jones, Director Information Technology

Regrets:

Recording Secretary: Heidi Bell, Sr. Executive Assistant

1. Call to Order

Board Chair, Tonia Frawley called the meeting to order at 7:05 pm 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 for School District No.71 (Comox Valley) adopt the May 24, 2022, Regular Public Board Meeting Agenda.

[Howe/May]

CARRIED

3. Board Meeting Minutes

Pages 1-7

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) adopt the April 26, 2022, Regular Board Meeting Minutes as presented.

[Howe/Hawksby]

CARRIED

4. Unfinished Business

None

5. **Record of In-Camera Meetings / Reports**

Page 8

- April 26, 2022 – Regular In-Camera Board Meeting

6. **Board Chair's Report**

Board Chair, Tonia Frawley acknowledge that it has been one year since the 215 students in Kamloops were discovered. An acknowledgment was given to the shooting at an elementary school in Texas where 18 students and 3 adults were killed. The Board, senior staff and the public present held a moment of silence in their honour.

7. **Presentations / Delegations**

DPAC Sexual Health Committee Chair, Shannon Aldinger
Ms. Aldinger gave a 10 min presentation, "Request for Gender-Based Violence & Misconduct Reform". A written request was sent to the Trustees and Senior Administration on May 16, 2022, which will be June's agenda package.

8. **Education Committee Meeting**

Pages 9-10

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) receive the Education Committee Board Report as presented.

[Waite/Howe]

CARRIED

Next Education Committee Meeting:

TOPIC: TBD
DATE: October 2022
TIME: 6:30 pm
LOCATION: TBA

9. **Strategic Direction**

A. Superintendent

- i. All District News can be found on our School District No.71 (Comox Valley) website:

<https://www.comoxvalleyschools.ca/newsletter/>

District News - Verbal Update:

- Canadian Improv Games – Highland Hybrid Senior's won first place. Isfeld & Vanier Hybrid Junior's both tied for first place
- GP Vanier hosted the Alcohol & Drug Awareness and the Prevention of Trauma Event – May 10, 2022

- First Indigenous Rugby Day was a big hit with over 80 participants, hosted at Vanier
 - Concours D'art Oratoire French Seaking Skills Contest Provincials, two students came first. Hadley Unrau and Gabelle St. Pierre.
 - First district wide track meet in 3 years.
 - Brooklyn raised \$2300 for Jump Rope for Heart.
 - Glacier View's Student Leadership group is going to Queneesh to run a Mental Health Literacy presentation for grade 7 students
- ii. **Administrative Assignments 2022/23**
The Administrative Assignments 2022/23 are complete, and a final placement announcement will be sent out next week.
- iii. **Enrollment Update**
The district has now met the enrollment projections for the 2022/23 school year. All enrollments from now on are over and above our projected numbers.

B. Assistant Superintendent

- i. **Graduation 2022**
Highland Secondary – May 28th 2 pm, Filberg Park
NIDES/Navigate – June 3rd 1 pm, Crown Isle Resort
Nala'atsi – June 16th 7 pm, Comox Band Hall
Mark Isfeld Secondary – June 18th 1 pm, School Field
Glacier View Secondary – June 23rd 1 pm, Simms Park
Vanier Secondary – June 25th, 3 pm, Exhibition Grounds
- ii. **Graduation 2022**

C. Secretary-Treasurer

- i. **Arden and Glacier View Child Care**
Staff are in discussions with the Ministry of Children & Family Development and the Ministry of Education Child Care Branch, we are very close to having a signed contract and are confident these projects will proceed.
- ii. **Policy 7 Board Operations**
19.1 Trustee Remuneration – Staff are working on this calculation and will bring further details to the June's Board meeting.

Trustee Elections – Nomination period - August 30, 2022 – September 9, 2022

Trustee Information Night will be held in June - TBD

iii. **Trustee Bylaw and Committee Structures – Briefing Note**

Page 11

The Secretary Treasurer spoke to the briefing note and answered questions for the Board.

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) direct the Superintendent to prepare a report on implementing a Committee of the Whole structure for consideration at the June 21st, 2022, Board meeting.

[Howe/Waite]

CARRIED

D. Human Resources

i. **Retirements and Recognition**

Page 12

The district announced 11 retirements, which added up to 312 combined years of service.

10. **Board Standing Committee Reports**

A. Finance Committee Board Report – May 16, 2022

Pages 13-46

i. **2022-23 Annual Budget and Bylaw – Presentation by the Secretary Treasurer, Brenda Hooker and the Director of Finance, Candice Hilton**

Motion:

THAT Annual Budget and Bylaw 2022-23 be given first reading

[Caton/May]

CARRIED

Motion:

THAT Annual Budget and Bylaw 2022-23 be given second reading

[Caton/Howe]

CARRIED

Motion:

THAT in accordance with Section 68 (4) of the School Act, all three readings of Annual Budget and Bylaw 2022-23 be given at tonight's meeting

[Caton/Hawksby]

CARRIED UNANIMOUSLY

Motion:

THAT Annual Budget and Bylaw 2022-23 be given third and final reading

[Caton/Howe]

CARRIED

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) receive the Finance Committee Board Report as presented.

[Caton/Howe]

CARRIED

B. Policy Committee Board Report – No Meeting in June

C. Facilities Committee Report – May 16, 2022

Pages 47-48

Motion:

THAT the Board of Education for School District No.71 (Comox Valley) receive the Facilities Committee Board Report as presented.

[Howe/Waite]

CARRIED

11. Board Business

A. VISTA Verbal Update – Janice Caton, Trustee

Trustee Caton gave an update on motions which were brought to the VISTA Branch and then to the BCSTA AGM.

https://cdn.cyberimpact.com/clients/29367/public/cab73408-7860-4e5c-15a1-aa9217f3e704/files/Weekly/2022_Q2_Apr_Jun/BCSTA-Motions-AGM-2022_May_2.pdf

B. Notice of Motion – District Student Council

Janice Caton, Trustee

THAT the Board of Education for School District No. 71 (Comox Valley) have the Superintendent explore the options and process of creating a District Student Council, which would have representation from all District High Schools; including NIDES/Navigate and Nala'atsi.

12. Board Correspondence

None

13. Public Question Period

14. Meeting Adjourned – 8:43 pm

MOTION:

THAT the Board of Education adjourn this meeting.

[Howe/May]

CARRIED

Board Approved on:
June 21, 2022

Certified Correct:

Brenda Hooker, CPA, CGA
Secretary-Treasurer

Tonia Frawley
Board Chair

DRAFT

RECORD OF IN-CAMERA MEETINGS

TO: Board of Education

DATE: June 21, 2022

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 24, 2022 – Special In-Camera Meeting

1. Receipt of and updates on no land/property matters
2. Receipt of and updates on no legal matters
3. Receipt of and updated on one other matters

The meeting was called to order at 4:00 pm, suspended at 6:00 pm, resumed at 9:06 pm and adjourned at 9:24 pm.

May 24, 2022 – Regular In-Camera Meeting

1. Receipt of and updates on two land/property matters
2. Receipt of and updates on no legal matters
3. Receipt of and updated on seven other matters

The meeting was called to order at 6:04 pm and adjourned at 6:59 pm.

BRIEFING NOTE

TO: The Board of Education
FROM: Brenda Hooker – Secretary Treasurer
RE: Review of Board Committee Structure

DATE: June 21, 2022

PURPOSE:

On May 26, 2022, the Board of Education made the following motion.

“THAT the Board of Education for School District No. 71 (Comox Valley) direct the Superintendent to prepare a report on implementing a Committee of the Whole structure for consideration at the June 21st, 2022, Board Meeting.”

To have Trustees consider options for changing the governance and business meetings structure of the Board, staff have prepared revisions to both the Board Procedural Bylaw, several policies, and Terms of Reference.

BACKGROUND:

As part last year’s governance training sessions, the Board discussed options for increasing clarity, ensuring equal access to all information, and effectiveness in how information flows through Board operations to the public board meetings. Moving to a Committee of the Whole structure was suggested as an efficient option to consider.

ANALYSIS:

The current Trustee four-year term ends in the fall of 2022. If the Board is considering changes to its committee structure and meeting schedule it may be expedient to have the work completed ahead of the fall election. This would allow the new Board to plan and prepare for the schedule and corresponding time commitment.

The initial research by staff indicates that a Committee of the Whole structure would be beneficial and that many Board’s in the province have either moved to a similar model or are considering it. Benefits include the flow of information to all Trustees, could provide clarity of reporting structures like the Budget Advisory/Finance Committee, assist with occasional challenges around meeting quorum requirements at sub-committees.

Procedural Bylaw

RECOMMENDATION:

THAT the Board Procedural Bylaw be given first reading.

RECOMMENDATION:

THAT the Board Procedural Bylaw be given second reading.

RECOMMENDATION:

THAT in accordance with Section 68 (4) of the School Act, all three readings of the Board Procedural Bylaw be given at tonight's meeting.

RECOMMENDATION:

THAT the Board Procedural Bylaw be given third and final reading.

Board Policy Manual and Terms of Reference

RECOMMENDATION:

THAT the Board Policy Manual and Terms of Reference be given first reading.

RECOMMENDATION:

THAT the Board Policy Manual and Terms of Reference be given second reading.

RECOMMENDATION:

THAT in accordance with Section 68 (4) of the School Act, all three readings of the Board Policy Manual and Terms of Reference be given at tonight's meeting.

RECOMMENDATION:

THAT the Board Policy Manual and Terms of Reference be given third and final reading.

Respectfully submitted,

Brenda Hooker

Brenda Hooker - Secretary Treasurer

Fostering Environmental Stewardship - District Update



Prepared for the Board of Education
June 17, 2022

*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.*

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Curriculum and Learning Update

One of Comox Valley Schools' strategic goals is to **foster environmental stewardship**. Documenting and sharing our district's progress in implementing this strategic priority provides the opportunity to reflect back on accomplishments as well as informs potential next steps to further develop. This report summarizes the district's recent work in this area and looks forward to future possibilities for the district.



Environmental and Outdoor Learning 2018 - 2021

Since the fall of 2018, the district has been focusing on enhancing teacher leadership, furthering student opportunities, and developing learning resources for environmental and outdoor learning. District initiatives to date have primarily targeted the following actions from the [Strategic Plan](#):

- ✓ Align outdoor and environment learning opportunities for long-term sustainability
- ✓ Augment the Active Travel Program & public transit commute initiatives

The following section outlines the key strategies to implement these actions, as well as related highlights.

Implementation strategies

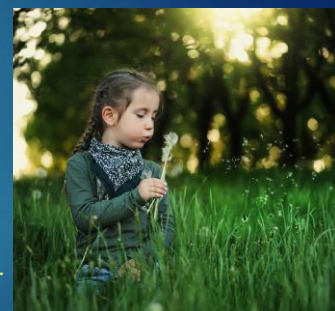
- Leadership provided by the District Teacher of Environmental and Outdoor Learning to facilitate capacity building and the development of supportive networks and structures.
- Establishment of the SD71 Environmental and Outdoor Learning (EOL) Network with lead representatives from each of the schools to support school-based initiatives and collaboration with ongoing meetings throughout the year.
- Establishment of the central island regional network of district leads to collaborate on events and professional learning activities.

Environmental and Outdoor Learning Network:

- Maintains trusting relationships throughout our community and networks.
- Supports students' connectedness to nature and their personal responsibility.
- Supports K-12 opportunities to develop Care, Compassion, Ownership and Stewardship of the Earth.
- Provides opportunities that demonstrate the interconnectedness of systems.
- Provides opportunities that promote, encourage and foster personal and interpersonal growth through outdoor exploration, education and challenge.

Environmental & Outdoor Learning Mission

*To instill caring, growth, and collaboration, through an interdisciplinary **Environmental** and **Outdoor** Education Program, that promotes long-lasting connections with the environment and educational community.*



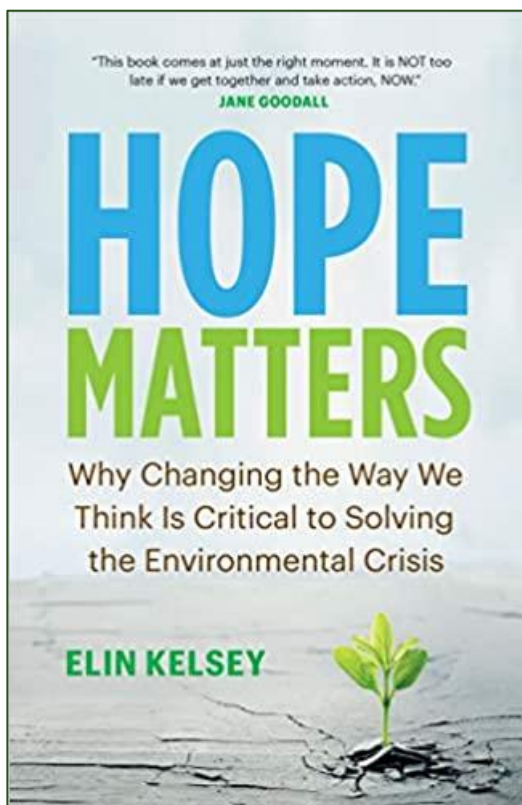
Core Values and Guiding Principles

Educators in the Comox Valley School District will:

- Model and teach Environmental and Outdoor Learning to create, maintain and nurture connected and trusting relationships throughout our community and networks
- Support every student's success in understanding their personal connectedness to nature and their personal responsibility
- Structure learning opportunities for students in kindergarten through grade 12 to develop Care, Compassion, Ownership and Stewardship of the Earth
- Provide broad and deep learning opportunities that demonstrate the interconnectedness of systems – Environment; Biodiversity; Outdoor Learning; Outdoor Adventure – that exist in nature
- Provide diverse learning opportunities in every grade that promote, encourage and foster learning for personal and interpersonal growth through outdoor exploration, education and challenge

Over the last couple of years, the EOL Network has been sharing ideas and collaborating in the development of the foundational teaching and learning vision for fostering environmental stewardship in our district.

- Professional learning opportunities, including the series hosting environmental scholar and our critical friend, Dr. Elin Kelsey, with educators from across the district and visiting colleagues from neighbouring districts.



Pro-D Series

3 Part Series

Focus Group: Middle School to High School Teachers
(support staff & admin welcome too)

REGISTRATION: Please register with **Serina Allison**,
serina.allison@sd71.bc.ca

Time: Virtually from 4pm-6pm

Session 1: October 22nd, 2020

Session 2 January 7th, 2021 – **Virtual**

Session 3 April 8th, 2021 – **Virtual**



Professional Development

- Courtenay Fish and Game Club x3
- Outdoor Learning 101
- OCC- Outdoor Council of Canada certification
- PEAK wilderness First Aid
- SD71 District Bikes
- OE Community Connections Displays Booths
- Ocean Network
- Dr. Elin Kelsey– Solutions based approach to Climate Crises
- Meagan Zeni - School Gardens
- Early Learning Framework and Play Outside



- Outdoor education safety training and certification opportunities
 - Enhancement of risk management protocols, and alignment with district field trip procedures and forms.
 - Hosting specialized training opportunities for Outdoor Education program educators, including Outdoor Council of Canada's field leader certification and wilderness first aid.
 - Teacher and class support during first-time field excursions, such as snowshoeing and biking excursions, with District EOL Teacher.



- Environmental Learning events for students, including:
 - Dr. Elin Kelsey student learning series
 - Youth Climate Action Conference – Empowerment for Impact



- Ocean Literacy and Leadership Camp
- Grade 9 school-wide Ocean Plastic unit and field excursion - Mark R. Isfeld Secondary
- Trades sampler field excursion, working in sensitive ecosystems - G.P. Vanier Secondary







- School Cycling Program and district bikes - Encouraging lifestyle habits that are beneficial to personal health and well-being in addition to being environmentally friendly!

SD71 District Bikes and School Cycling Program

- **Environmental Stewardship** - Creating a new norm of active transportation
- **Physical Literacy**: Skill development for life long physical activity. Team and individual
- **Communication and team work**: team skill development and individual awareness.
- **Community Engagement**: connection to people in the community
- **Connecting to Place**: exploring and celebrating different aspect of the Comox Valley.
- **Mental Health**: Confidence building and skills for later in life.
- **Resilience**: Supporting independence and resilience in youth. Equity and access for all students



- School group pass for public transportation & BC transit school visits - Compared with driving alone, taking public transportation reduces CO2 emissions by 45%, decreasing pollutants in the atmosphere and improving air quality!



Comox Valley
REGIONAL DISTRICT

Comox Valley Schools
A Community of Learners
RESPECT • INQUIRY • GROWTH

BC Transit



School Group Pass

- Phase 1: Discounted Price Flat rate \$30
- **Phase 2:** - Educational "Kids Ride Program" Kids ride FREE!

- Snowshoeing program – 50 district snowshoes and guidance from the District Teacher of EOL for first-time field trips.



- Archery program – All middle schools and high schools have school archery kits and teachers trained to support the program.



- Strengthening community partnerships and connections in support of school environmental outdoor learning programs and to deepen our sense of place in the Comox Valley.





**COURTENAY AND DISTRICT
FISH AND GAME
PROTECTIVE ASSOCIATION**



Grow Food Everywhere: An Intergenerational School Garden Pilot in Comox Valley



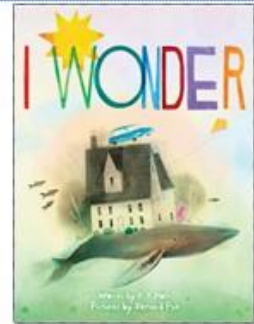
- Development of teaching and learning resources
 - ✓ Environmental and Outdoor Learning [web page](#)
 - ✓ Learning kits at the Learning Resource Centre

LRC KITS

- Tracks, Scat and Habitats
- Sustainability Kits – Ocean Health
- Community Sustainability
- Alternative Energy
- Story Walks
- Sight words and outdoor connection
- Connected by Nature
- TREE's
- Winter snowshoe kit

Story Walks Series "I Wonder"

A Collaborative project:
Outdoor Learning & Literacy
Jacquie Anderson, Serina Allison, Carol Wiebers
Drawing, Naming and Poetry



Environmental and Outdoor Learning - Spring 2022

In addition to continuing the aforementioned initiatives, the district recently offered professional learning opportunities in the areas of design thinking to address climate challenges and school garden sessions.



Design Thinking in the Classroom

Grades 5-9

How can we apply design thinking
to empower students as environmental stewards?

We are pleased to invite Middle Years teachers to a professional learning series focused on how the *design thinking* process can help students grapple with real-world social justice and environmental challenges.

If you are...

- ✓ Curious about how *design thinking principles* can enhance teaching and learning;
- ✓ Interested in supporting youth with complex challenges through a solutions-orientated lens;
- ✓ Seeking more strategies that foster student agency and core competency development;
- ✓ Wondering about practical ways to differentiate and support learning intentions through a deeper learning approach;
- ✓ Looking forward to professional dialogue, sharing, and collaborating with Middle Years colleagues...
- ✓ ...then please submit your expression of interest to participate in this exciting professional opportunity.

Session dates:

Mar. 3 – session 1

Mar. 15 – session 2

After spring break, TBD – session 3

Times: 8:45-11:30 a.m.

Location: LRC meeting room

Facilitators: Serina Allison and
Dawn Anderson

PARTICIPANT COMMITMENTS

- Participate in three afternoon sessions;
- Explore the *design thinking* process;
- Try new approaches to teaching and learning with your students between sessions;
- Collaborate and dialogue with colleagues about design-based learning, strategies tried, and your learners' experiences throughout the series.





+Bringing back the Bees

SD71 Pollinator Project

ADST Building Projects
Grade 4 - Pollinator Planter Boxes
Grade 7- Mason Bee Houses

Teacher Building sessions
Pollinator Planter Boxes- March 1st
Mason Bee Houses- March 7th
Sessions 3:30-5pm at Sandwick Technical School

Contact Dawn Anderson to register: dawn.anderson@sd71.bc.ca
Registration closes Feb. 21st, 2022



Several workshops on related ecological topics were offered. For example, the pollinator project gets students working hands-on to make boxes, integrating their science learning with the applied design, skills, and technologies curriculum.



SCHOOL GARDEN SERIES

WITH MEGAN ZENI



SD71 is excited to invite expert School Garden educator, Megan Zeni, to help guide us through practical applications to School Garden Learning.

The custom 6 part School Garden Series will include frameworks for organizing a shared space, lesson ideas, and year round timely tasks. Megan will join us virtually co-facilitated in-person with Serina Allison.

Each afternoon session will include:

- Virtual presentation with Megan Zeni, Garden-Based Learning consultant;
- Facilitated professional learning in-person in host school's garden;
- Planning for next steps in your school's garden-based learning initiative.
- If required, TLOC release time provided by the district for SD71 participants



Megan is a vocal advocate for unstructured nature play in our schools. She is a teacher, master gardener, outdoor play specialist and expert school garden educator. Megan is currently a PhD candidate at UBC researching pedagogies of place and play.

Times: 12:30-3pm
Location: Rotating host school
All grades & subject areas welcome

Session 1: April 5th - Shared Space, Garden Mapping, Starts & Seeds, Timely Tasks
Session 2: April 26th - Weed management, Compost Components, & Classroom Management.
Session 3: May 17th - Core Routines, Theft & Security, Pollination
Session 4: June 7th - Summer Sustainability, Harvest, Cooking Outdoors
Session 5: Aug. 30th - Clean-up, Preparing for Fall, Core Routines (re-visited)
Session 6: Sept. 27th - Winter Prep, Winter Planting, Compost Care

Current Perspectives about Environmental Stewardship

Reflecting on our district's progress with this implementation goal, we have many successful environmental and outdoor learning initiatives and community partnerships to build on as we move forward with next steps. We are noticing the need to further emphasize **student learning and agency as environmental stewards and citizens** as we

continue our district's journey in fostering environmental stewardship. As we move forward with this strategic priority, current research and curricular opportunities are important considerations in determining next steps. Highlights are shared below.

Global Citizenship - UN Sustainable Development Goals

In September 2015, Canada and all other 192 United Nations Member States adopted the 2030 Agenda for Sustainable Development at the UN General Assembly. This initiative is a global call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

The 2030 Agenda presents Canada, and the world, with a historic opportunity to positively shape how societies of tomorrow grow and develop sustainably and inclusively to the shared benefit of all.

SUSTAINABLE DEVELOPMENT GOALS



<https://sdgs.un.org/goals>

Effective Environmental Education

Effective approaches to fostering environmental stewardship include:

- ✓ developing ecological literacy
- ✓ student inquiry
- ✓ experiential learning
- ✓ community partnerships
- ✓ learning how to engage constructively in climate change conversations with others.

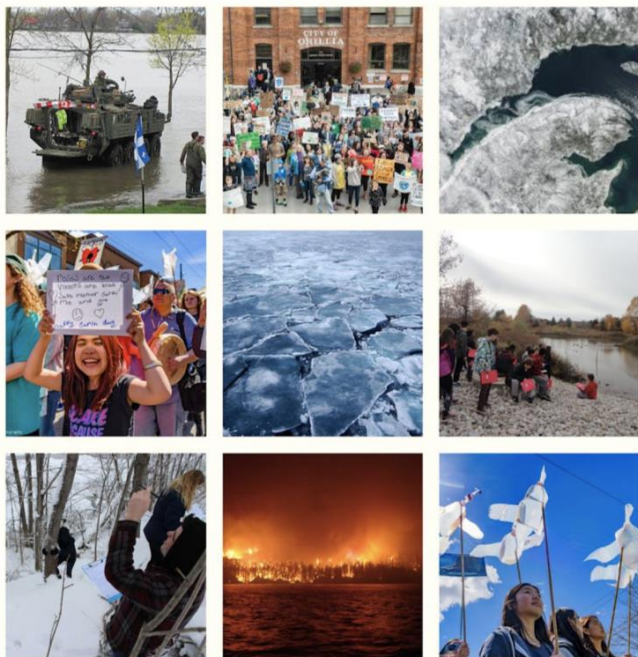
Ecological literacy

Effective environmental education produces ecologically literate citizens who understand and value healthy environments. They understand their connection to and impact on natural environments, and through this understanding become motivated to act as environmental stewards and live sustainable, healthy lives.



Canada, Climate Change and Education:

Opportunities for Public and Formal Education



November, 2019

“To address apathy and eco-anxiety, school boards, schools and teachers should ensure student learning is authentic and relevant to local climate impacts, utilizing strategies including **inquiry**, **experiential learning**, opportunities for **deliberative dialogue**, and **community partnerships** for local climate action.”

Canada, Climate Change, and Education: Opportunities for Public and Formal Education, 2019

Climate change...is a solvable problem, and education – accompanied by well informed action – is our best strategic tool. When it comes to climate change, we urge you to move from the overwhelming ‘problem space’ to the inspiring and action-oriented ‘solution space’ - there are many, many solutions that students can work on.

“Hope is a verb with its sleeves rolled up.”

- Dr. David Orr

[Enhancing Student Voice through Climate Change Education](#)

The #TalkingClimate Handbook

HOW TO HAVE CONVERSATIONS ABOUT CLIMATE CHANGE IN YOUR DAILY LIFE



climate outreach

eit Climate-KIC
European Commission
EUROPEAN UNION

Respect your conversational partner and find common ground

Enjoy the conversation

Ask questions

Listen, and show you’ve heard

Tell your story

Action makes it easier (but doesn’t fix it)

Learn from the conversation

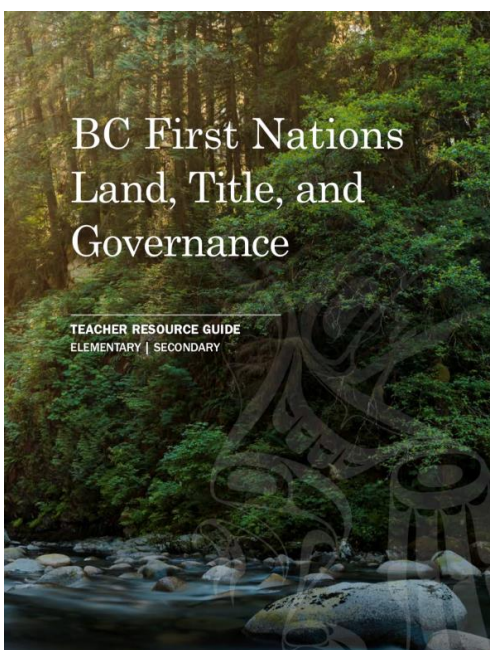
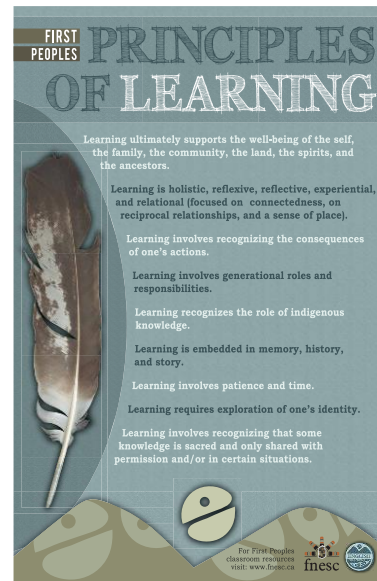
Keep going and keep connected

Honouring and applying Indigenous Perspectives and Knowledge

More and more we are appreciating how valuable Indigenous perspectives and knowledge are to fostering meaningful connection to place and nature. First Peoples Principles of Learning, land-based learning, and Traditional Ecological Knowledge can deepen environmental learning in holistic and beneficial ways for everyone in the school community.

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, on reciprocal relationships, and a sense of place).



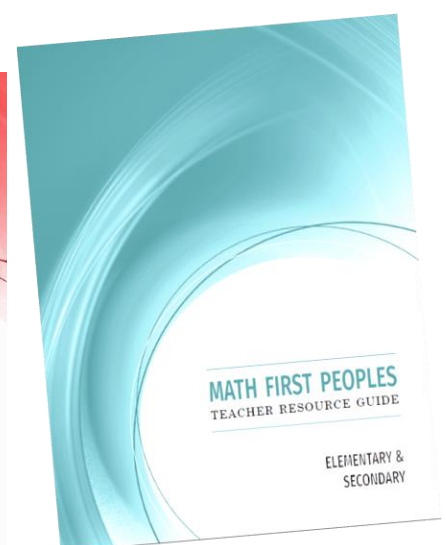
Land-based learning is intended to help students:

- develop their own relationships with the land
- interact with their environment and community
- engage in authentic experiences
- develop an understanding and appreciation of different relationships with the land
- view the land from a holistic, interconnected perspective

[Connecting with the Land](#)

Traditional Ecological Knowledge:

- Is specialized knowledge about the interconnectedness of all aspects of the world
- Includes local place-based knowledge about ecosystems in a particular territory
- Is cumulative, learned and passed on over a long period of time
- Enables sustainable use of resources
- Includes how to survive in a specific territory from one generation to the next
- Enables people to be adaptable, dynamic and resilient in the face of change



Teaching and learning resources recommended by Jo Chrona, keynote speaker at this year's Indigenous-focused Pro D Day event.

Opportunities in BC's Curriculum

British Columbia's curriculum is concept-based and competency-driven, providing many opportunities for students and teachers to foster environmental stewardship.

Designed for deeper learning

The design of the curriculum K-12 encourages active and deeper learning opportunities that align with current research on effective environmental education approaches. "Deeper learning refers to learning that emphasizes the use of key disciplinary concepts, principles, and generalizations to think critically, solve problems, and communicate ideas." ([BC Curriculum](#)). Learning approaches for pre-school aged children also emphasizes the importance of deeper learning processes ([BC Early Learning Framework](#)).



The processes reflected throughout these teaching and learning mandates include:

Experiential learning - learning through reflecting on authentic experiences

Play - exploration of the world that is driven by the learner's curiosities

Inquiry - building knowledge and understanding through active and open-minded exploration of meaningful questions, problems, and issues in the world

Service learning - active learning that involves making real-world contributions to benefit others, the community, and/or the environment

Design thinking - process for learning that moves from empathetic observation to action when tackling real-world challenges

Place-based learning - learning in and through nature that fosters deep environmental knowledge and understanding and action

Capstone preparation and presentation - graduating students demonstrate the knowledge, competencies, and passions that they can contribute to the world, integrating personal interests, strengths, and new learning with their preferred future possibilities. It is a deeper learning experience intended to support the student's journey into post-graduation opportunities and provides an opportunity to reflect and synthesize as well as showcase and celebrate.

Learning Standards

Topics and perspectives related to the environment and climate change are found in the required learning standards throughout the curriculum as well. For example, the Science curriculum K-12 includes a **place-based** approach to learning - “Students will develop place-based knowledge about the area in which they live, learning about and building on Aboriginal knowledge and other traditional knowledge of the area. This provides a basis for an intuitive relationship with and respect for the natural world; connections to their ecosystem and community; and a sense of relatedness that encourages lifelong harmony with nature”. Specialized science courses such as Earth Sciences 11, Environmental Science 11, Science for Citizens 11, and Environmental Science 12 provide opportunities for students to study the environment and climate change in more detail. Additional curricular connections are provided in the Table below.

Areas of Learning	Opportunities for Environmental Stewardship and Learning
Applied Design, Skills and Technologies (ADST)	Curricular competencies draw from design thinking principles, including awareness of and responsibility for product life cycles, environmental impacts of production, and minimizing waste.
Career Education	Ongoing reflection about learning experiences and contributions to the World and self-assessment of Core Competencies development; Capstone – new requirement for graduation; includes Core Competencies self-assessment and community connections which can focus on environmental citizenship.
English Language Arts	Empowering students to become thoughtful, ethical, and responsible citizens as well as proficient and knowledgeable communicators and collaborators, enabling skills needed to address the World’s complex challenges.
Mathematics	Mathematical values and habits of mind go beyond numbers and symbols; they help us connect, create, communicate, visualize, and reason, as part of the complex process of problem-solving. These habits of mind are valuable when address complex problems from a variety of perspectives, considering possible solutions, and evaluating the effectiveness of the solutions.
Physical and Health Education	Empowering students to develop a personalized understanding of what healthy living means to them as individuals and members of the World; Recognizing and changing unhealthy behaviours and advocating for the safety, health, and well-being of others and the environment.
Science	Scientific inquiry and place-based learning; Scientifically educated citizens are place-conscious, see themselves as part of the planet rather than ruler of the planet, stay informed about scientific developments, and are aware of the impact of science on the planet and its subsystems. The Science curriculum features reflection questions about place to develop environmental awareness and a deep understanding of ecological concepts.
Social Studies	Inquiry through investigations into interesting, open-ended questions, debating and discussing historical and contemporary issues; Studying human interactions and the relationship between humans and the environment; Developing an understanding of how economic systems work and their place in an interconnected global economy so they are aware of the interactions between political, environmental, and economic decisions, and the trade-offs involved in balancing different interests.

Core Competencies In addition, the requirement for students to self-assess in the [Core Competencies](#) can further encourage environmental stewardship. The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to engage in deep, lifelong learning as well as to grapple with the complex challenges of today's world. Explicit reference to *caring for the environment* is found within the Social Awareness and Responsibility competency.

BC Curriculum – Core Competencies



- Educated citizens and lifelong learners.
- Embedded throughout all of the curriculum in all areas of learning.
- Student reflection and self-assessment.

Social Awareness and Responsibility

Facet - *Contributing to community and caring for the environment*

– Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment. They are aware of the impact of their decisions, actions, and footprint. They advocate for and act to bring about positive change.



Next Steps

The district will continue to build on the aforementioned strategic actions, as well as maintain and support the effective environmental and outdoor learning activities and partnerships that are already in place. In addition, we will focus on the following strategic actions:



Action: Support the establishment and augmentation of school garden projects.
Action: Increase composting efforts.

Information about upcoming district-wide initiatives for next year are provided in this section. Suggestions for future possibilities from the SD71 EOL Network are also included. Note that the aforementioned considerations about environmental perspectives and education will be integrated into a holistic approach to student learning and agency that fosters environmental stewardship.

Garden-Based Learning

The District Teacher for Environmental and Outdoor Learning conducted a review of school gardens and food programs across the district this year to help inform next steps. Many schools have been working on these initiatives across the years, and through the review process, individual teacher commitment, community partnerships, and parent volunteers have emerged as key strengths for our district.

Garden care during summer months and sustainability of educational programming were identified as challenges to address. The need to focus on using the garden space as an everyday learning environment, where curriculum can be integrated with deeper learning approaches that foster ecological literacy development, was also highlighted. Moving forward into next school year, the district will facilitate sustainable garden-based learning programs, including support for functional gardens as learning spaces, professional learning opportunities, and continued development of learning resources.

Many teaching and learning resources about school gardens and food literacy are available on the Environmental and Outdoor Learning webpage.

Honorable Harvest

Guiding Principles to Restoring Our Relationship to the Natural World

Robin Wall Kimmerer, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*
Author, Environmental Educator, & Plant Ecologist

- *Know the ways of the ones who take care of you, so that you may take care of them.*
- *Introduce yourself. Ask permission before taking. Abide by the answer.*
- *Never take the first. Never take the last. Take only what you need.*
- *Take only that which is given.*
- *Never take more than half. Leave some for others.*
Harvest in a way that minimizes harm.
- *Use it respectfully. Never waste what you have taken. Share.*
- *Give thanks for what you have been given.*
Give a gift, in reciprocity for what you have taken.

Nurturing ecological literacy and interdisciplinary knowledge through **garden-based learning**



Kindergarten teacher's observation: "...the school garden differed from more general outdoor education because (students) spent enough time in the garden to become really familiar with it, and that in turn helped his students become more adept at observation...It's inspiring to go out to see the kids *really looking*. The practice of really looking and the opportunity to come back to the same place to notice how it changes over time not only expands students' base knowledge, it also teaches them skills they will need throughout their education, in English language arts as well as in science." - *Ripe for Change: Garden-based Learning in Schools (2015)*, p. 27.

Professional learning series

The district will continue the professional learning series about school gardens with Megan Zeni into the Fall. Related workshops will also continue.

Garden-based learning framework

In support of sustainable educational programming, the district will facilitate the development of a garden-based learning framework that will articulate learning approaches and curricular connections, offer tips on working with classes in the garden as a learning space, and lesson ideas. Arden, Brooklyn, Denman, Huband Park, Queneesh, and NIDES have been identified as our lead schools in this work. Through their exploration of the questions below, these school teams will take the lead the development of the framework.

Questions:

- What garden-based learning approaches, structures, and practices foster environmental stewardship?
- How can schools develop and sustain garden spaces as ongoing learning environments?

A garden-based learning framework based on the insights from our lead schools will become a valuable resource to other school staffs, including lessons learned and sharing strategies and structures that work best for sustainable educational programming.

Gardens as an Ecological Milieu and learning space

When school gardens have strong roots in academic learning and they are integrated into school life, then they are not viewed as 'add on' to the curriculum or as after-thoughts. With academic learning as a central goal, garden-based learning can be integrated into a continuum that addresses held dichotomies of nature and culture, school and community, ecology and economy, and life and learning." - *Learning Gardens and Sustainability Education: Bringing Life to Schools and Schools to Life* (2012), p. 22.



Design Thinking and Climate Action

Building on the professional learning offered this year, the district will continue to support students and teachers who are interested in design thinking as a deeper learning approach that furthers students' agency and capacity for innovative thinking and problem-solving. In addition, the district has partnered in a research study called the Youth Designing Climate Resilience Project with Royal Roads University, other BC districts, and schools in Puerto Rico to further enhance our teaching and learning practices in this area. More details on how students and teachers can participate will be shared in the fall.

Other Possibilities

→ Outdoor learning structures

Many schools have outdoor learning spaces. Expanding and enhancing these spaces in addition to offering professional learning on how to maximize student learning and agency in these spaces may be of interest.

→ Furthering environmentally friendly habits

Encouraging school communities to continue their efforts at developing environmentally friendly habits is recommended. For example, the [Be the Change Action Guide: A Global Mindshift Happens One Choice at a Time](#) has been purchased for each school to help students come up with ideas about lifestyle actions individuals and school communities can take to make a difference.

→ Interdisciplinary learning opportunities

Supporting teachers in how to integrate environmental learning into all subjects will help to foster environmental stewardship in a holistic way. Finding ways to bundle course offerings at the secondary level to encourage a multi-disciplinary approach may be another avenue to explore as well.

→ Capstone and mentorship opportunities

For those senior secondary students who have a passion for environmental activism and would like to explore post-secondary options more deeply, the capstone is an ideal embedded curricular opportunity and graduation requirement to leverage. In addition, increasing opportunities for mentorship with community agencies in support of this learning is an area to explore further.

→ Enhancing current initiatives

Enhancing current initiatives is of interest to teachers as well. Some examples include increasing the number of schools that have recycling and composting systems and offering bike maintenance training for students and teachers. In addition, the district is exploring the possibility of hosting a Graduate Diploma program focused on nature-based learning with Simon Fraser University to further enhance instructional leadership and innovation.

2021 PSO CLIMATE CHANGE ACCOUNTABILITY REPORT (CCAR)

SCHOOL DISTRICT NO. 71
COMOX VALLEY SCHOOLS



Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

VANCOUVER ISLAND

OVERVIEW - COMOX VALLEY SCHOOLS

Comox Valley Schools (SD71) is a positive, progressive, and growing school district situated on the east coast of Vancouver Island on the traditional territory of the K'omoks First Nation. Located within the Valley are the municipalities we serve: City of

Courtenay, Town of Comox, Village of Cumberland and the Regional District, including the surrounding communities of Black Creek, Merville, Royston, Union Bay, Hornby Island and Denman Island. Each location providing their own unique services and community cultures.

School District No. 71 (SD71) is one of 60 school districts in British Columbia.

QUICK FACTS – SD71 serves:

- 1 Regional District
- 2 Islands
- 9700 + students
- 3 Municipalities
- 1 First Nation



Vancouver Island, BC

Fifteen Elementary Schools: Airport, Arden, Aspen Park, Brooklyn, Courtenay, Cumberland Community School (K-9), Denman Island, École Puntledge Park, École Robb Road, Hornby Island, Huband Park, Miracle Beach, Queneesh, Royston, Valley View

One Middle School: Lake Trail Community School (Gr. 6-9)

Three Secondary Schools: Georges P. Vanier, Highland, École Secondaire Mark R. Isfeld

Additional Schools/Programs: Glacier View Secondary Centre (Alternate Gr. 8-12), Nala'atsi Alternate Program, Navigate (NIDES), International Student Program (ISP)

SD71's Vision and Mission Statement:

"An inclusive learning community that embraces diversity, fosters relationships and empowers all learners to have a positive impact on the world. To inspire engaged, compassionate, resilient lifelong learners and cultivate a collaborative community together."

Board of Education 2019 – 2023

PART 1. Legislative Reporting Requirements

DECLARATION STATEMENT

This Climate Change Accountability Report (CCAR) for the period January 1st, 2021, to December 31st, 2021, summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2021 to reduce our GHG emissions, and our plans to continue reducing emissions in 2022 and beyond.



By June 30, 2022, School District No. 71 (SD71), also referenced as Comox Valley Schools, will post this Climate Change Accountability Report to our website at www.comoxvalleyschools.ca/.

EMISSION REDUCTIONS: ACTIONS & PLANS

A. Stationary Sources (e.g. buildings, power generation)

Throughout SD71 we are committed to preparing all learners for a changing world.

We value educational excellence, community engagement, organizational stability, environmental stewardship, physical health, and mental well-being. The district is committed to minimizing GHG emissions and has met the challenges of rising heating costs and increased demand on aging facilities. Energy efficiency is a key strategy in SD71's approach to minimizing GHG emissions from stationary sources. Senior management plays an active role in seeking out and securing funding opportunities that will result in GHG emission reductions. The following four principles are of key importance when assessing the need for replacing equipment:

- I. Creating healthy environments, including air, temperature and noise for students, teachers and support staff
- II. Reducing GHGs
- III. Reducing energy consumption and waste
- IV. Increasing equipment and system efficiency

When reviewing existing mechanical systems in service within SD71 and evaluating recommendations to upgrade or replace with new systems, the new systems are assessed to meet the following minimum requirements:

- significantly reduce the carbon emissions produced by the building systems;
- conserve energy (electricity and fossil fuels) and decrease operating costs;
- demonstrate a successful approach to addressing climate change.

When looking at building retrofits for SD71, energy conservation measures that are practical and cost-effective are reviewed and assessed for implementation with a goal to ensure estimated savings are optimized and maintained during the useful life of the initiative and beyond. It is SD71's intent to tie together climate adaption policies with planned capital upgrades to ensure that future work reduces GHG emissions and improves infrastructure resiliency.

Ongoing plans to continue reducing emissions from stationary sources include making sure our building heating and cooling management systems are operating in the way they are intended. Optimization of building HVAC systems, lighting upgrades and domestic hot water upgrades (e.g. moving away from storage tank hot water systems to using boiler plant heat as a means to heat our hot water) are all under review. The district is looking to integrate strategic and tactical energy

management planning and systems into our processes and will be reviewing, assessing, and analysing mechanical systems to ensure they are programed effectively and efficiently for our educational institutional needs and goals, leading to reduced emissions.

The most significant GHG reduction upgrade projects completed in 2021 include:

- I. Boiler Plant Upgrades at Aspen, Brooklyn & Huband Park Elementary Schools
- II. Lake Trail Community School Boiler Plant Upgrade
- III.** Direct Digital Control (DDC) Upgrades at Aspen, Brooklyn, Hornby and Queneesh Elementary Schools & Lake Trail Community School

I. Boiler Plant Upgrades at Aspen, Brooklyn and Huband Park Elementary Schools



Figure 1 – Huband Park Elementary, Aspen Elementary and Brooklyn Elementary School entrances

As the boilers at Aspen, Brooklyn and Huband Park Elementary Schools were at the end of their service lives, the old, inefficient, gas fired atmospheric copper fin hot water space heating, Lochinvar boilers were removed and replaced with new high efficiency Viessmann



Figure 3- New Pumps installed in Aspen Elementary

condensing boilers and pumps to minimize energy consumption, reduce greenhouse gas emissions and lower operating costs.

Alongside funds from the SD71 operating budget, these projects were subsidised by the provincial Carbon Neutral Capital Program (CNCP) and provincial Annual Facilities



Figure 2 – New boilers installed at Aspen Elementary

Grant (AFG) funding.

Based on mechanical reports prepared by Integral Group Consulting Engineers, the annual estimated gas consumption for the boiler plant upgrades at Aspen and Brooklyn Elementary is expected to be reduced by 33.3% per site. Annual expected emission reductions from these projects are approximately 27 - 35 tonnes of carbon dioxide per site, based on the same reports.

II. Lake Trail Community School Boiler Plant Upgrades

Lake Trail Community School is a new build that was completed in the fall of 2021. The replacement school was built onto the existing gymnasium of the old school to create a seismically safe school for students in the area. Overall, the new build has a smaller footprint than the old school and incorporates modern building systems (windows, insulation etc.) which make for a more efficient building. The project included new mechanical systems, featuring very high efficiency Viessman boilers and on-demand hot water via gas fired water heaters which will use less natural gas than the older style, traditional commercial hot water heaters. The boilers that were in the older school had been replaced in 2015 and were repurposed to boiler retrofits in Aspen and Huband, noted above, replacing systems that were at their end-of-life cycle.



Figure 4 – New Viessman boilers, Lake Trail Community School entrance & on-demand hot water heaters

III. Direct Digital Control (DDC) Upgrades at Aspen, Brooklyn, Hornby and Queneesh Elementary Schools & Lake Trail Community School

DDC systems can simplify processes and allow for system automation and energy efficiency in the workplace. They are a key component to optimizing HVAC efficiency. DDC upgrades to the Aspen, Brooklyn, Hornby, Lake Trail and Queneesh schools will aid in reducing energy waste, reducing energy consumption and



Figure 5 - Main DDC Panel for Lake Trail Community School

increasing equipment and system efficiency. The old systems had reached their end-of-life cycles and were obsolete. The DDC upgrades were funded through various streams including SD71 operating budget, capital funding, federal HVAC funding, and provincial seismic funding.

Heating, Ventilation, and Air Conditioning (HVAC) Notes in Context of COVID-19 Operations:

Of note, SD71 HVAC systems were reprogrammed to comply with the American Society of Heating and Refrigeration Engineers (ASHRAE) best practices and recommendations for the prevention of COVID-19 transmission. The changes include:

- Ventilation system programmed to run a building flush for two hours prior to occupancy to significantly increase the volume (doubled) of fresh air being brought into the buildings;
- Lowered the CO₂ setpoint to 800 ppm which significantly increases fresh air volumes in the school;
- Increase the duration of all systems with occupancy sensors to run systems for a minimum of 2 hours. Thus, when you leave the classroom at a break time the system keeps exchanging the air in the classroom; and
- All large air-handling systems such as the gymnasiums, and other large single zones, run the systems at 100% rather than a reduced fan speed which is the normal mode.

These standards are at odds with energy conservation and have resulted in increased energy consumption and green house gas emissions throughout our district. Additionally, school staff have changed their behaviour with respect to ventilation in their classrooms – it has become common practice to leave windows and doors open through out the year. This has resulted in a substantial increase in heating costs and further erosion of energy conservation principles.

Various Building and Equipment Upgrades

IT Hardware Upgrades - The IT Department continues to replace older computers that draw more power and create more heat with newer units as a part of the district's ongoing technology replacement plan. At the same time, replacing older liquid-crystal display (LCD) monitors with newer light-emitting diode (LED) monitors results in less heat generation and power loss. Additionally, centrally located printers have replaced multiple personal use printers.



Ongoing light-emitting diode (LED) Light upgrades were completed in various school classrooms and office spaces. The new LED lighting consumes 40% less electricity, has lower maintenance and a much longer life span than the former fluorescent tube lighting, which contains mercury and uses heat to create light.



B. Mobile Sources (e.g. fleet vehicles, off-road/portable equipment)

Mandating greater vehicle fuel economy is a straightforward way to reduce GHG's from motor vehicle use. Optimal fuel performance is a driving factor embedded within SD71's vehicle policy and mileage & fuel consumption tracking. Finding ways to reduce fuel consumption promotes fuel efficiency and reduces emissions; the SD71 vehicle policy incorporates tips from Natural Resources Canada including idling reduction tips and strategies. Management reviews the vehicle policy with maintenance staff annually. The policy includes notes on GPS tracking, highlighting that we track vehicle location, speed, acceleration, harsh braking and cornering.

The district continues to remove older fleet vehicles and purchase newer vehicles that are fuel-efficient and produce less emissions. Of note, SD71's heavy equipment fleet all meet Tier 4 diesel emission standards (e.g. computer control and sensing for exhaust system particulate). The Tier 4 standard is a modern standard that runs cleaner than older heavy equipment.

Additionally, SD71 is in the early stages of researching and investigating suitable equipment for trades vehicles that are lower or zero emission and establishing a Clean Fleet Plan. Stable funding options will be necessary for a cleaner fleet and will direct resource and organizational capacity in moving forward with development and implementation of a Clean Fleet Plan.



C. Paper Consumption

Comox Valley Schools is gaining efficiencies and reducing paper consumption by updating processes to online formats and using technology to reduce paper consumption. Starting in January 2021, SD71 moved to an online bus registration form. Prior to this transition, all bus registrations came in by paper. Additionally, the district moved its work order system and school registrations to online formats in 2021. These processes were previously heavily paper based. Overall, transitioning to electronic formats is helpful for reducing paper consumption in the long term, throughout the district. In 2021, SD71 did see an increase in paper consumption even with the implementation of electronic formats to replace paper-based systems. Comox Valley Schools has been one of the fastest growing districts in the province; increased student enrolments, along with increased signage and messaging for COVID-19 are factors that contributed to increased paper consumption in 2021. Ongoing efforts to reduce paper consumption will include continued efforts to use technology to integrate more of our business processes to electronic formats.

2021 GHG Emissions and Offsets Summary Table:

School District No. 71 2021 GHG Emissions and Offsets Summary	
GHG Emissions created in Calendar Year 2021	
Total Emissions (tCO ₂ e)	2250
Total BioCO ₂	6.36
Total Offsets (tCO ₂ e)	2243
Adjustments to Offset Required GHG Emissions Reported in Prior Years	
Total Offsets Adjustment (tCO ₂ e)	0
Grand Total Offsets for the 2021 Reporting Year	
Grand Total Offsets (tCO ₂ e) to be Retired for 2021 Reporting Year	2243
Offset Investment (\$25 per tCO ₂ e) [Grand Total Offsets to be Retired x \$25/tCO ₂ e]	2243 X \$25 = \$56,075

- i. [Note, BioCO₂ is included in Total Emissions but not Total Offsets. For K-12 and Post-Secondary organizations, and BC Transit, Total Offsets will not equal Total Emissions minus Total BioCO₂ because offset exempt emissions for buses are included within Total Emissions.]
- ii. Emissions and offset investment amounts will be validated by CAS prior to distributing invoices.
- iii. You must round "Grand Total Offsets to be Retired" to a whole number (no decimal places) before multiplying by \$25 (e.g., 43.2 = 43, 43.5 = 44).]

Retirement of Offsets:

In accordance with the requirements of the *Climate Change Accountability Act* and Carbon Neutral Government Regulation, School District No. 71 (**the Organization**) is responsible for arranging for the retirement of the offsets obligation reported above for the 2021 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Environment and Climate Change Strategy (**the Ministry**) ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

Clean Government Reporting Tool (CGRT) GHG Offset Summary

	School District 71 - Comox Valley
	2021
Direct Fuel Combustion	
t CO ₂ e, GHG, All	1922
Purchased Energy	
t CO ₂ e, GHG, All	66.8
Mobile Energy Use	
t CO ₂ e, GHG, All	200
Office Paper	
t CO ₂ e, GHG, All	55.0
Fugitive Emissions	
t CO ₂ e, GHG, All	

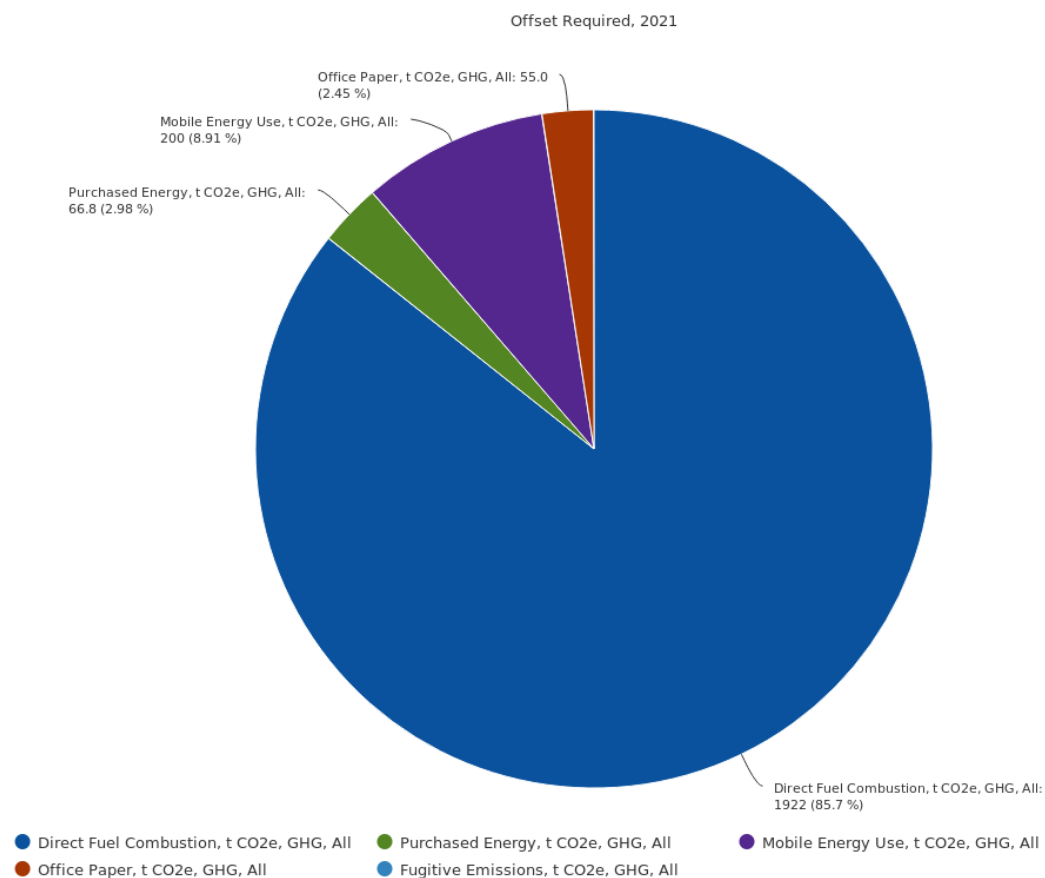


Figure 6 – CGRT graph showing proportional GHG emissions in tCO₂e by SD71 in 2021

PART 2. Public Sector Leadership

2A. Climate Risk Management

Along with accounting for green house gas emissions, SD71 is preparing for a changing climate and managing climate related risks. The strategy involves developing climate-related targets that will enable Board level oversight. This work will start in 2022 and carry forward into coming years. Additionally, SD71 is starting work on a climate risk management plan for operational and capital planning around climate-related risks and opportunities. Energy management and building resilience are at the forefront of capital infrastructure planning. Operational initiatives driven by climate change, particularly, high heat trends during 2021 included updating procedures for working in the heat and the



Figure 7 – Isfeld student involvement planting shade trees



Figure 8 – SD71 maintenance staff working on Isfeld shade trees

addition of air conditions to all modular classrooms. Additionally, when reviewing landscaping at sites within the district, consideration is given to planting trees strategically to provide shade. As well as assisting in cooling classrooms, natural plantings of trees and shrubs can diminish air and noise pollution. Shade trees were added at École Secondaire Mark R. Isfeld Secondary and Valley View Elementary in 2021.

2B. Other Sustainability Initiatives

As part of its [Value Statement](#), The Board of Education of SD71, Comox Valley Schools, embraces and encourages Global Awareness and Environmental Stewardship. Furthermore, Organizational Stability & Environmental Stewardship is one of four strategic priorities of the district's [Strategic Plan](#) with the goal of cultivating environmental stewardship by fostering the following actions:

- Align outdoor and environment learning opportunities for long-term sustainability
- Reduce carbon emissions and environmental footprint

- Support the establishment and augmentation of school garden projects
- Reduce the use of single-use plastics throughout the 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

A sustainability project of note that took place during 2021 was the Arden Creek Restoration Project. Restoration along Arden and Morrison Creeks and their confluence included trail improvement and planting. The project promoted student and community engagement around environmental and habitat protection. The public info sheet included as Appendix A, provides a good summary.



Figure 9- Community members and students working together on the Arden Creek restoration project

Additionally, SD71 senior management continues to assist teachers, support workers, parents, and students in their educational green initiatives and activities throughout the school district and community. Of note, Lake Trail Community School is working on reducing its impact on the environment by minimizing waste generation and cultivating awareness around zero waste principles such as conserving resources and minimizing pollution through the implementation of a 'green station' in a central location in the new school. The project was reported in an article in the September 17, 2021, Comox Valley Record: ['Courtenay's Lake Trail School introduces waste free initiative'](#) (click on the link or see Appendix B).

2C. Success Stories

Roughly, 80% of SD71 buildings have fuel heating. Natural gas and propane have much higher tCO₂e emissions than electricity. In recent years, as funding and budgets have allowed the district has been upgrading older boiler plants in its

portfolio. Since 2010, 95% of SD71's boiler inventory has been upgraded to higher efficiency boiler systems.

New boilers have better annual fuel utilization efficiency (AFUE) ratings – generally speaking, a higher AFUE rating means higher efficiency. New boilers have an AFUE of 90 to 95% vs older boilers with an AFUE of 55 to 65%. Replacing all the old standard efficiency boilers with high efficiency boilers increases student and staff comfort and reduces natural gas consumption. All boiler replacements were upgrades from non-condensing boilers to condensing boilers. The image below notes some of the key differences:

Differences between Condensing & Non-Condensing Boilers	
Condensing Boilers	Non-Condensing Boilers
One or more larger heat exchangers	Single combustion chamber and single heat exchanger
Lower temperature of combustion products (around 55°C)	Higher temperature of combustion products (around 180°C)
Exhaust gas is recycled through the condensing heat exchanger	Combustion gases go into the flue and 30% of the heat is wasted
Help combat climate change by reducing CO ₂ emissions	Higher carbon footprint
Higher initial cost, but cost efficient in the long-run	Lower initial cost, but very costly venting

Boiler plant upgrades alongside the seismic upgrade at Lake Trail Community School provide an interesting case study to highlight because it not only demonstrates the impact of using higher efficiency boilers, but also the impact of modern building standards. During 2015, the boiler plant in the school was upgraded and subsequently upgraded again in 2021 in conjunction with new seismic school build. Modern mechanical systems combined with current building standards and contemporary designs featuring more efficient building envelopes, encompassing better insulation and windows create notable energy efficiencies. The chart below highlights natural gas consumption, weather normalized, to a typical weather year, in tonnes of carbon dioxide equivalents (tCO₂e) for Lake Trail Community School for the years 2015-2020. The downward trend illustrates lower emissions following the 2015 boiler replacement and again in 2020 following the new

build and boiler upgrades. The higher emissions in 2019 and 2020 can be attributed to the school being under construction and large sections of the school were open while the old school was being taken down and rebuilt.

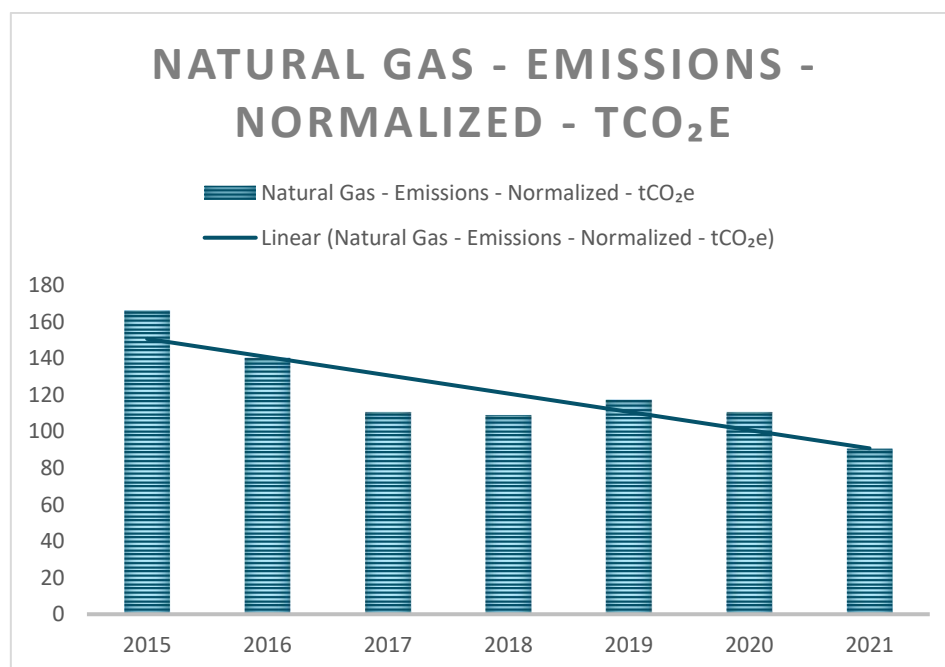
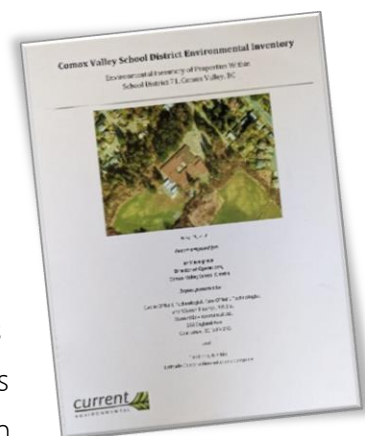


Figure 10 - tCO₂e normalized Natural Gas emissions for Lake Trail Community School illustrating lower emissions following the 2015 boiler replacement and again in 2021 following the new build and boiler replacement

Another interesting project to highlight from 2021 is the completion of a district-wide Environmental Site Inventory. The inventory encompasses all 24 properties within School District 71. The environmental inventory aides in developing an understanding of the existing physical opportunities and constraints at the sites related to environmental resources. As noted in the Introduction on page four of the *Comox Valley School District Environmental Inventory Report*: "This report is intended to support land use decisions and maintenance works by SD71 Operations staff and to empower administration, teaching staff, students, community groups and parents of each school to learn about and, importantly, to steward ecological value and function on the properties."



Looking Ahead

Comox Valley Schools aims to contribute to the 2050 emission reductions targets as set out by the BC government (see Appendix C for an overview of on GHG reporting).

The largest portion of SD71's GHG emissions originate from the energy used to heat and power the schools, maintenance and administration buildings. Consequently, the largest GHG reduction initiatives and applications for funding are directed towards reducing the energy consumption from buildings. Some key strategies include assessing the energy performance of each school site and identifying future energy efficiency projects that will reduce consumption in the district facilities. These assessments will factor in the *Annual Facility Grant (AFG)* project planning process, the *Annual Capital Plan*, the *Long Range Facilities Plan (LRFP)*, and the *Carbon Neutral Capital Program (CNCP)* funding requests.

Planned Energy Efficiency Projects for 2022:

- I. Installation of a high efficiency boiler plant at North Island Distance Education Facility with provincial CNCP and AFG funding.
- II. Direct Digital Controls (DDC) upgrades at Courtenay Elementary School with AFG funding.
- III. Domestic hot water tank upgrades at Courtenay, Aspen and Queneesh Elementary with SD71 funds.
- IV. Phase 1 – Building controls and LED lighting, upgrades at Glacier View Secondary with funding from provincial capital. The second phase of project plan for 2023 is to install a photovoltaic array.

Executive Sign-off:

Signature	Date
Name (please print)	Title

Appendix A – Arden Creek Restoration Project – Public Info Sheet

Arden Creek Restoration Project

JUNE 22, 2021



Arden Creek at the Morrison Creek confluence

Project Team:

- Morrison Creek Streamkeepers
- Fisheries and Oceans Canada
- Pacific Salmon Foundation
- School District 71
- Current Environmental Ltd.

Purpose:

To restore and enhance the riparian (streamside) and in-stream habitat of Arden Creek where it runs across School District 71 property at École Puntledge Park Elementary and Lake Trail Middle School.

Timing:

- Mid-July to mid-August, 2021
- Planting to occur in fall 2021

Project Rationale:

The habitat in and around Arden Creek is being remediated to support the needs of many local aquatic species, in particular, Morrison Creek lamprey and several salmon species. Morrison Creek lamprey are an endangered species – it is a population of Western Brook lamprey which produces both the typical freshwater non-parasitic form and uniquely, a freshwater parasitic form as well. The typical Western Brook lamprey is found from Oregon to BC, but this unique form is found only in Morrison and Arden Creeks – nowhere else in the world. They are a small fish, less than 15cm long, that is rarely seen.

Morrison Creek lamprey and its habitat are protected under the Species at Risk Act and Fisheries Act. In order to support the long term survival of the population we are undertaking remediation of Arden Creek and the surrounding riparian area to make sure the lamprey have what they need to breed, grow and feed. This work will benefit not just the lamprey but many other aquatic species, in particular salmon. Salmon need many of the same features as lamprey including free flowing water, complex substrates and places to take shelter.



Morrison Creek lamprey



Coho salmon fry

Get Involved!

We will be working in this area in July and August to make Arden Creek and the plants surrounding it a more supportive environment for all aquatic species. When school has resumed in the fall and temperatures are a bit cooler there will be opportunities for teachers and students to get involved with the riparian planting. We will contact each school in the fall to coordinate these activities.

Thank you for your patience during construction this summer!

Image sources: Joy Wade, Jim Palmer, and Caitlin O'Neill



Morrison Creek lamprey

Appendix B - September 17, 2021, *Comox Valley Record* Article: 'Courtenay's Lake Trail School introduces waste free initiative'



Lake Trail School has created special sorting bins to manage waste. It is the first project of its kind in the Comox Valley. Photo supplied

Courtenay's Lake Trail School introduces waste-free initiative

BLACK PRESS SUBMITTED / Sep. 17, 2021 11:30 a.m. / COMMUNITY

As Lake Trail Community School opened the doors to its new building on Willemar Avenue this fall, staff and students noticed something new.

The school has opted to be as waste-free as possible, making a big commitment to shift how they manage trash.

The first project of its kind in the Comox Valley and aligning with the district's Strategic Plan, the school community began collaborating with Environmental and Outdoor Education teacher Serina Allison in the complex planning required to make this initiative a reality well before the new school was finished being built. They hope that other schools will be able to follow their lead, learning from their work.

Appendix C - Overview - GHG Reporting

In 2007, the BC Government took a major step in the fight against climate change by setting aggressive greenhouse gas (GHG) reduction targets and making it legally binding. The Climate Change Accountability Act (CCAA), formerly titled “Greenhouse Gas Reduction Targets Act (GGRTA)” updates legislated targets for reducing greenhouse gases. Under the Act, BC's GHG emissions are to be reduced by the following listed targets set for the Public Sector Organizations (PSOs) and regulated by the Carbon Neutral Government:

- ❑ By 2030, BC will reduce GHG emissions by 40 per cent, compared to 2007 levels
- ❑ By 2040, BC will reduce GHG emissions by 60 per cent, compared to 2007 levels
- ❑ By 2050, GHG emissions will be reduced by at least 80 per cent below 2007 levels

To meet legislated targets, all PSOs including school districts, are required to be carbon neutral. The phrase “carbon neutral” is a way to explain and take responsibility for the GHGs emitted. As a PSO “adding” GHGs to heat buildings, the emissions can be “subtracted” by purchasing carbon offsets. These purchased offsets support innovative BC-based projects that create economic opportunities and fosters the use and development of clean technologies across the province. All public sector organizations follow a five-step process to become carbon neutral and have been doing so since 2010.

SD71 has implemented these five steps to become carbon neutral. Firstly, measuring operational GHG emissions from district buildings, district vehicles and district wide paper consumption. Secondly, reducing emissions where possible through an integrated approach. Thirdly, offsetting SD71 GHG emissions by purchasing an equivalent amount of high quality, made-in-BC carbon offsets. Fourthly, reporting annually on progress through the Climate Change Accountability Report (CCAR) and finally, verifying data and emissions through the BC government online application Clean Government Reporting Tool (CGRT) to convert GHG emissions into a unit of measure. All PSOs enter their data into CGRT which then converts this data into tonnes of carbon dioxide equivalents (tCO₂e).

BRIEFING NOTE

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

DATE: June 21, 2022

Purpose

To bring forward one Board/Authority Authorized Course for review and approval.

Background

One Board/Authority Authorized Courses is being brought forward for review. The name of the course is Sports Medicine, and it will be offered at G.P. Vanier Secondary School. The course is offered at the Grade 11 level and is worth 4 course credits representing 120 hours of instruction.

Sports Medicine 11 is for students interested in health care related fields. This course provides a basic understanding in the area of sport injuries, first aide care, athletic training techniques, and career opportunities related to sports medicine, nutrition, anatomy and physiology.

Analysis

Sports Medicine is designed for interested students to gain a basic understanding in sports injuries, first aid care, basic anatomy and career opportunities. This course offers a logical beginning for those interested in fields such as sports medicine, athletic therapy, physiotherapy, massage therapy, nursing, kinesiologist, and emergency medical technician.

Recommendation

It is our recommendation that the board approve this BAA course being brought forward.

Respectfully submitted,

Geoff Manning

Assistant Superintendent
Comox Valley Schools

Sports Medicine 11

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Travis Gorski	Date Developed: June 2022
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: Sports Medicine	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required: Teacher training in BC Sport Med Safety(course) Sport Med First Aid or Sports First Aid Refresher, and Sports Taping, Classroom, Various kinds of athletic taping

Course Synopsis: Sports Medicine 11 is for students interested in health care related fields. This course provides a basic understanding in the area of sport injuries, first aid care, athletic training techniques, and career opportunities related to sports medicine, nutrition, anatomy and physiology.

Goals and Rationale: Sports medicine is designed for interested students to gain a basic understanding in sports injuries, first aid care, basic anatomy and career opportunities. This course offers a logical beginning for those interested in fields such as sports medicine, athletic therapy, physiotherapy, massage therapy, nursing, kinesiologist, and emergency medical technician.

Aboriginal Worldviews and Perspectives: How does traditional first people's medical beliefs affect the way injuries are treated?

BIG IDEAS

Injuries can be treated with a variety of rehabilitation methods.

Thorough knowledge of anatomy is key to understanding prophylactic care and rehabilitation.

Effective athletic training techniques aids in injury prevention.

Prevention and care of injuries assists athletic performance.

Sports medicine is a broad field that includes many career paths.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Questioning and Investigating</p> <ul style="list-style-type: none"> Demonstrate a curiosity about a sports injury topic or problem of personal interest <p>Designing and Developing</p> <ul style="list-style-type: none"> Collaboratively and individually plan, select, and use appropriate therapeutic modalities and rehabilitation to treat an injury <p>Social and Community Health</p> <ul style="list-style-type: none"> Analyze strategies for responding to traumatic situations utilizing emergency action plans <p>Working collectively</p> <ul style="list-style-type: none"> Apply a mentor's guidance in career-life exploration Collaborate with supportive community members to explore the reciprocal influences of career-life choices Explore and reflect on career-life roles, personal growth, and initial planning for preferred career-life pathways 	<p><i>Students are expected to know the following:</i></p> <p>Principles of Fitness Training</p> <ul style="list-style-type: none"> Safe fitness training practices and common training techniques and principles. <p>Anatomy and Physiology of Sport Injuries</p> <ul style="list-style-type: none"> Terminology and characteristics of physical anatomy as related to common regional sport injuries. <p>Sport First Aid and Taping</p> <ul style="list-style-type: none"> On-site management of sports related injuries and injury prevention. <p>Concussion Protocols</p> <ul style="list-style-type: none"> Concussion Identification and management protocols <p>Sports Injury Rehabilitation</p> <ul style="list-style-type: none"> Common training exercises and routines for injury rehabilitation and recovery. <p>Sports Medicine Careers</p>

Curricular Competencies – Elaborations

Students are expected to do the following:

Questioning and Investigating

Sample questions to support inquiry with students:

- What profession related to the sports medicine field interests you?
- Why are some athletes more susceptible to MCL injuries?
- If blood helps an injury heal, why do we ice after initial trauma?
- Why are there different ways to treat the same injury? Are there cultural differences?
- Would you receive the same medical treatment for injury no matter where in the world you've been injured?

Designing and Developing

Sample questions to support inquiry with students:

- How would you design a safe and effective strength training program?
- What makes up an effective rehabilitation plan for a grade 2 ankle sprain?
- What about concussion protocol and return to learn/play makes it so effective?
- With knowledge of general taping techniques, how would you design an effective tape job to prevent elbow extension?

Social and Community Health

Sample questions to support inquiry with students:

- How can the school's emergency action plan be improved?
- How does sport influence community health?

Working Collectively

Sample questions to support inquiry with students:

- Reflect on your experience job shadowing, how has it influenced a future career path? Are there other areas you want to explore?

Content – Elaborations

Principles of Fitness Training

- Components of an effective training program
- Demonstrate correct technique when using fitness training equipment for minimizing injury risk and maximizing fitness gains
- Design an effective training program individualized to client needs

Anatomy and Physiology of Sport Injuries

- Identify proper techniques for injury avoidance and sport preparation – pre and post sport participation activities as related to warm-up/cool down
- Identify and explain the role and importance of hydration, food energy, proper muscle preparation and sleep cycles in avoiding common physical activity discomfort – cramping, headaches, dizziness
- Identify anatomy related to common injuries – joints, muscular/skeletal system, nerves
- Describe characteristics of typical injuries in various regions of the body – ie) Shoulder - separations, rotator cuff injuries, dislocations, joint sprains, tendonitis

Content – Elaborations

Sport First Aid and Taping

- Identify and control potentially hazardous sport situations
- Assess and apply appropriate injury protocols
- Identify potential life-threatening situations
- Develop a sports first-aid kit
- Identify safety considerations related to taping
- Demonstrate preventative and supportive taping techniques
- Enact procedures for injury prevention minimizing possibility of further injury and maximizing the healing process

Concussion Protocols

- Describe pathology of a concussion – including mechanisms of injury
- Identify the symptoms and characteristics of concussions
- Identify and explain current concussion management protocols and return to play/learn criteria

Sports Injury Rehabilitation

- Describe proper use of cryotherapy (use of heat and cold) for the management of pain and inflammation
- Demonstrate techniques for basic rehabilitation exercises
- Identify the purpose of basic rehabilitation exercises as they relate to reduction of inflammation, range of motion, strength building and joint stabilization
- Design a post-injury recovery training program based on injury rehab protocols

Sports Medicine Careers

- Identify qualifications for careers in sports medicine – required credentials and post education/certification career opportunities
- Describe prerequisites and post-secondary requirements
- Identify Graduation Program standards for post-secondary application and acceptance at local, national, and international institutions
- Collaborate with supportive community members and mentors to explore career path opportunities

Recommended Instructional Components:

- | | |
|--|---|
| <ul style="list-style-type: none">• Demonstration• Modelling, guided practice• Lecture• Discussion• Cooperative group work• Researching | <ul style="list-style-type: none">• Job Shadowing• Guest Speakers• Guided Inquiry• Field trips• Volunteer opportunities in school and community |
|--|---|

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

Effective formative assessment that is fair, transparent, meaningful, and responsive via:

- Clearly articulated and understood learning intentions and success criteria
- Focused on the knowing, doing and understanding of the course
- Feedback that is timely, clear and embedded in day-to-day instruction
- Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learners needs.
- Development, awareness, and action, based upon learner independence and self-coaching

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
- Behavior and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Professional judgment 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
- Formative or practice will not be included in final grade assessment
- Most recent evidence will be used to assign letter grades – learning is not averaged over time

Learning Resources:

- www.sportsmedbc.com

Additional Information:

- Students will explore career options to increase their knowledge of professional organizations & associations of various sports medicine professions through a job-shadow opportunity. Students demonstrate basic injury treatment & taping procedures, as well as appropriate strength & conditioning rehab programs for specific injuries. The course supports the student learning through methods of inquiry, interpretation, demonstration, & presentation of a variety of skills.

BRIEFING NOTE

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

DATE: June 21, 2022

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 2022-2023 school year.

Respectfully submitted,

Geoff Manning

Assistant Superintendent



Mark R. Isfeld Secondary School

School Fees for 2022-2023

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 Fees		
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 2022-2023.

Brian McAskill, Principal

Date:

May 24/22

Mariah Moraes, PAC President

Date: 2022-05-24



Georges P. Vanier Secondary School


4830 Headquarters Road, Courtenay, BC V9J 1P2

School Fees for 2022-2023

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	\$150	Cost of field trips and overnight stays
Course Fee Aspire to Action	\$300	Cost of field trips and overnight stays
Program Fee Explore	\$800	Cost of field trips and overnight stays
Optional Fees		
Yearbook	\$55.00	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 2022-2023


Julie Shields, Principal

June 3 2022
Date


Salinas Laperriere, PAC President

June 3-22
Date



School Fees for 2022-2023

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	\$100.00	Facilities rental, entertainment, food, commencement, photos
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 2022-2023

Dean Patterson, Principal _____ Date: _____

Adam Thompson, PAC President _____ Date: _____

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.

TO: The Board of Education
FROM: Brenda Hooker
RE: Trustee Remuneration

DATE: June 21, 2022

PURPOSE:

As per Policy 7 of the Board of Education Handbook, trustee remuneration is reviewed annually

RECOMMENDATION:

THAT the Board of Education for School District No.71 (Comox Valley) direct the Superintendent as to the percentage increase to apply, if any, to current Trustee remuneration.

BACKGROUND:

Policy 7 – Clause 19

19. Trustee Remuneration

19.1 Recommendation

19.1.1 Effective January 1, 2019 trustee base remuneration shall be \$13,900 with an additional remuneration for the board chair to be \$3,400; and the additional remuneration for the vice-chair to be \$1,700.

19.1.2 Annual adjustments of trustee remuneration shall be made July 1 of each year, based on the BC Consumer Price Index change from December 31 of the prior year.

ANALYSIS:

In 2021, a 2% increase was applied to Trustee remuneration, which exceeded the BC Consumer Price Index for December 2020. The BC CPI this December is 4.8%. Below is a table showing the current Trustee remuneration and options for increases.

Position	Current	2%	4.8%
Chair	\$ 18,384.00	\$ 18,751.68	\$ 19,266.43
Vice-Chair	\$ 16,597.00	\$ 16,928.94	\$ 17,393.66
Trustee	\$ 14,786.00	\$ 15,081.72	\$ 15,495.73

Respectfully submitted,

Brenda Hooker

Brenda Hooker
Secretary Treasurer

BRIEFING NOTE

TO: Board of Education

DATE: June 21, 2022

RE: Human Resources - Retirements and Recognition

Retirements

Heidi Hyser, Teacher, Mark R. Isfeld Secondary School Ecole Secondaire, retiring effective June 30, 2022, after 21 years of service.

Russell Petersen, Senior Custodian, Queneesh Elementary, retiring effective October 31, 2022, after 32 years of service.

Lori Root, Custodian, Huband Elementary, retiring effective August 31, 2022, after 25 years of service.

**FINANCE COMMITTEE
BOARD REPORT**

Date: Monday, June 13, 2022
Time: 4:15pm – 5:00pm
Venue: Via Zoom

Committee Members:

Janice Caton, Chairperson
Tonia Frawley, Trustee
Sheila McDonnell, Trustee
Brenda Hooker, Secretary-Treasurer

Candice Hilton, Director of Finance
Tom Demeo, Superintendent
Geoff Manning, Assistant Superintendent

Regrets: Ian Heselgrave, Director of Operations

Guests: Cathie Collins, Manager of Finance

Recording Secretary: Marlene Leach, Senior Executive Assistant

A. WELCOME

The Chair welcomed the committee and called the meeting to order at 4:18pm.

B. ITEMS FOR DISCUSSION

1. Estimated Accumulated Reserve – Briefing Note

The Finance Committee Recommends:

THAT the Board of Education for School District No.71 (Comox Valley) acknowledge that staff will prepare the draft Financial Statements to account for previously approved allocations, budgets and projects based on the policies and rationale in the briefing note.

Secretary-Treasurer, Brenda Hooker reviewed the briefing note with the committee. The Ministry has implemented a new Accumulated Operating Surplus Policy. There are minor revisions required to some of the district policies and administrative procedures in regard to this matter. These updates will provide further transparency around how these amounts will be recorded in the draft financial statements. The Board will have the opportunity to review and make changes to the affected district policies and administrative procedures as necessary. Staff answered Committee questions.

The Finance Committee Recommends:

THAT the Board of Education approve staff to review and make the required updates to the applicable policies and administrative procedures in order to ensure compliance with Ministry directives. The revisions will then be reviewed by the Policy Committee and to go to the Board for approval.

[Unanimously in Favour]

C. ITEMS FOR INFORMATION

1. Financial Update

a. Capital Fund Update – May 30th

Director of Finance, Candice Hilton reviewed the Capital Fund Update report with the Committee. There are few changes, however the Lake Trail Seismic project has been the biggest project over last couple of years. The project is almost finished, but there is still some work to be done onsite (playground, roofing etc.) and this project will likely remain on this report until fall. Staff answered Committee questions.

b. Operating Fund Projection – May 30th

Director of Finance, Candice Hilton reviewed the Operating Fund Projection with the Committee. Finance is projecting to replenish the (mostly restricted) accumulated reserve from last year. The notes to the report were also reviewed. Staff answered Committee questions.

D. FUTURE MEETINGS AND TOPICS

September 19th or 20th, 2022

Request to add Agenda item: Trustee Remuneration

E. ADJOURNMENT

The meeting was adjourned at 5:03pm.

BRIEFING NOTE

TO: The Board of Education
FROM: Brenda Hooker, Secretary-Treasurer
RE: Estimated Accumulated Reserve

DATE: June 8, 2022

Purpose

June 30, 2022 is the fiscal year end for the Board of Education. As earlier reviewed in the agenda, it appears the District will be able to fully replenish our Accumulated Reserve by the end of this fiscal. This briefing note is to clarify the process and priorities for the Board about the reserves that will be reflected in the draft Financial Statements.

Background

The Ministry has implemented new a K-12 public education financial planning and reporting policy.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/financial-planning-reporting>

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/operating-surplus>

The District has Policy 18 Accumulated Operating Surplus and numerous AP's which predominately comply and align with the new Ministry policy. Significant focus of the new policies is transparency, stakeholder and partner group consultation, multi-year planning and alignment with the Boards strategic goals. Staff will be reviewing all District 71 Financial Policies and Administrative Procedures to ensure they reflect our practice as well as fully comply with the new mandates. It is expected that minor revisions to Policy 18 and AP's will be necessary. For example, our policy does not yet refer to multi-year planning which is expected to be fully implemented within the next fiscal. Staff will bring recommended policy revisions to the Board in early fall.

For Accumulated Surplus, the Ministry recommends both Unrestricted Operating Surplus (Contingency) and three categories for Internally Restricted Operating Surplus which include:

1. Restricted Due to the Nature of Constraints on the Funds – i.e. special purpose or targeted funds
2. Restricted for Anticipated Unusual Expenses Identified by the Board – i.e. staffing needs, specific projects or strategic initiatives
3. Restricted for Operations Spanning Multiple School Years – i.e. operations, technology educational initiatives that span multiple years

Analysis

Finance staff will ensure that all requirements are met when reserve allocations are prepared in the draft Financial Statements which will be prepared and audited throughout the summer.

Staff will apply any unspent operating revenues to restricted reserves in the following order:

1. The first amounts restricted will be those that are constrained

2. The Board approved transfer to local capital of \$1,710,000 per annum to support strategic initiatives
3. Next will be allocating the recommended 2% contingency reserve of the operating budget as unrestricted
4. Any remaining reserves will be funds allocated to projects that have been identified and deferred by cost escalations or are upcoming capital projects.

For this last restriction: projects that have been identified for support when and if funds are available:

- The carry-over of any funds for any unfinished projects on June 30, 2022
- Additional modular
- Finishing the outdoor classrooms
- The Mark Isfeld Entrance Safety project
- Furniture & Equipment
- Cumberland Childcare project
- Arden Fire Suppression
- The 2488 Idiens Way addition and renovations

The amounts and allocations above are yet to be determined and will depend on actual revenue and expenses recorded in the June 30, 2022 Fiscal Year End.

Therefore, staff will prepare draft financial statements with reserve allocations based on current Ministry, Board and Strategic Directions. Trustees will have the opportunity to review and amend the reserve allocations prior to the finalization and adoption of the June 30, 2022 Financial Statements.

Recommendation

THAT the Board of Education for School District No.71 (Comox Valley) acknowledge that staff will prepare the draft Financial Statements to account for previously approved allocations, budgets and projects based on the policies and rationale in the briefing note.

Respectfully submitted,

Brenda Hooker

Brenda Hooker
Secretary-Treasurer

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
CAPITAL FUND UPDATE - May 31st

CAPITAL FUND		BUDGET	EXPENDITURES to May 31st	Variance \$	Variance %	
Capital Assets	Local Capital	\$ 8,190,754	\$ 3,327,063	\$ 4,863,691	41%	
	Bylaw Capital	\$ 39,585,805	\$ 35,986,370	\$ 3,599,435	91%	
LOCAL CAPITAL		BUDGET	EXPENDITURES to May 31st	Variance \$	Variance %	Notes
Modulars		200,000	-	200,000	0%	Ongoing
Vehicle/Fleet Replacement		100,000	100,000	-	100%	Ongoing
Photocopier Fleet Replacement		50,000	21,161	28,839	42%	Ongoing
Printer Fleet Replacement		35,000	22,994	12,006	66%	Ongoing
Trades Equipment		67,620	37,761	29,859	56%	Ongoing
Custodial Equipment		15,711	15,711	-	100%	Ongoing
Classroom Renovations		123,537	45,867	77,670	37%	Ongoing
Music/Fine Arts		30,862	19,974	10,888	65%	Ongoing
Furniture & Equipment		80,590	41,562	39,028	52%	Ongoing
21st Century Learning Equipment Initiatives		9,478	-	9,478	0%	Ongoing
Future Information Technology		1,077,829	1,052,388	25,441	98%	Ongoing
Arden Fire Suppression		700,000	9,944	690,056	1%	Reserve
Outdoor Classrooms		720,000	216,203	503,797	30%	Reserve
Mark Isfeld Entrance Safety Upgrade		250,000	2,716	247,284	1%	Reserve
Huband Mechanical Access		100,000	6,161	93,839	6%	Reserve
Land Swap - Prepaid Rent		322,000	-	322,000	0%	Reserve allocated to 607 Cumberland Rent
Other Local Capital remaining		3,882,627	1,592,442	2,290,185		
Allocated within Local Capital to Board Office Project						
Land Swap - Proceeds		942,000	942,000	-	100%	Reserve allocated to 2488 Idiens purchase
Board Office Reno		1,965,598	792,621	1,172,977	40%	Reserve allocated to 2488 Idiens purchase/reno
Facility Reserve		1,300,000	-	1,300,000	0%	Reserve allocated to 2488 Idiens reno
ST Contingency Reserve Fund		100,529	-	100,529	0%	Reserve allocated to 2488 Idiens reno
Sub-total for Board Office project remaining		4,308,127	1,734,621	2,573,506		
TOTALS		\$ 8,190,754	\$ 3,327,063	\$ 4,863,691		
BYLAW CAPITAL PROJECTS		BUDGET	EXPENDITURES to May 31st	Variance \$	Variance %	Notes
Annual Facilities Grant		1,454,176	1,454,176	-	100%	Ongoing
Lake Trail Seismic Upgrade		24,597,381	23,928,294	669,087	97%	Ongoing - Childcare Centre
Hornby Island Replacement		9,444,248	9,444,248	-	100%	Complete
Brooklyn Boiler		175,000	175,000	-	100%	Complete
Huband Playground		165,000	165,000	-	100%	Complete
Mark Isfeld Roofing		800,000	749,530	50,470	94%	2021/22 SEP
Cumberland Childcare Centre		2,950,000	70,122	2,879,878	2%	Childcare BC New Spaces Fund
TOTALS		\$ 39,585,805	\$ 35,986,370	\$ 3,599,435		

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)

OPERATING FUND - YEAR END PROJECTION

As at May 31, 2022

	2021-22 AMENDED ANNUAL BUDGET	2021-22 ACTUAL Revenues & Expenditures to May 31st	2021-22 PROJECTED Revenues & Expenditures to June 30th	2021-22 PROJECTED Revenues & Expenditures for the year	VARIANCE from Amended Annual budget	
OPERATING FUND						
REVENUE						
Provincial Grants						
Ministry of Education	98,969,544	84,013,334	15,845,129	99,858,463	(888,919)	1
Other	160,000	275,900	20,000	295,900	(135,900)	2
Tuition	2,842,450	3,126,624	(167,400)	2,959,224	(116,774)	
Other Revenue	590,689	685,224	75,000	760,224	(169,535)	3
Rentals and Leases	68,000	55,642	12,358	68,000	-	
Investment Income	142,000	149,904	15,650	165,554	(23,554)	4
TOTAL OPERATING REVENUE	102,772,683	88,306,628	15,800,737	104,107,365	(1,334,682)	
EXPENSES						
Salaries						
Teachers	42,631,666	37,372,972	4,135,219	41,508,192	1,123,474	
Principals/Vice-Principals	5,444,087	4,946,288	444,675	5,390,963	53,124	
Educational Assistants	7,277,588	5,949,103	479,721	6,428,824	848,764	5
Support Staff	9,017,775	8,189,436	678,553	8,867,988	149,787	
Other Professionals	3,284,615	2,940,157	267,287	3,207,444	77,171	
Substitutes	3,308,034	2,953,389	328,154	3,281,544	26,490	
Total Salaries	70,963,765	62,351,345	6,333,609	68,684,954	2,278,811	
Employee Benefits	16,725,069	14,998,134	1,338,599	16,336,734	388,335	
Total Salaries and Benefits	87,688,834	77,349,479	7,672,209	85,021,688	2,667,146	
Services and Supplies						
Services	4,290,906	3,326,362	160,997	3,487,359	803,547	6
Student Transportation	2,202,000	1,747,641	385,000	2,132,641	69,359	
ProD and Travel	808,947	426,209	38,746	464,955	343,992	7
Dues and Fees	95,200	73,296	21,904	95,200	-	
Insurance	240,800	222,231	18,569	240,800	-	
Supplies	5,700,252	5,462,255	336,569	5,798,824	(98,572)	
Utilities	2,160,438	2,049,757	366,000	2,415,757	(255,319)	8
Total Services and Supplies	15,498,543	13,307,751	1,327,784	14,635,535	863,008	
TOTAL OPERATING EXPENSES	103,187,377	90,657,230	8,999,993	99,657,223	3,530,154	
Surplus Appropriation	5,019,694	-		154,858	(4,864,836)	9
Transfer to Local Capital	(3,980,000)	(3,980,000)	-	(3,980,000)	-	
Tangible Capital Assets Purchased	(625,000)	-	(625,000)	(625,000)	-	
OPERATING SURPLUS (DEFICIT)	\$ -	(6,330,602)	6,175,744	0	0	10

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.
For discussion purposes only.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
OPERATING FUND - YEAR END PROJECTION
As at May 31, 2022

- 1** Ministry of Education February and May Online Learning Enrolment Count increase, Train in Trades increased revenue and adjustments to Inclusive Education Enrolment.
- 2** Industry Training Authority (ITA) funding is exceeding the value in the amended budget.
- 3** Other Revenues are exceeding the value in the amended budget. This is mainly due to the nominal roll count exceeding the original number of projected students.
- 4** Increase in investment income is due to shifting increased funds to the Ministry Central Deposit system and current bank rates have increased slightly.
- 5** Education Assistants salaries are under budget as there are a number unfilled EA positions and ISW's. In addition, this budget is impacted by the number of daily unfilled EA positions.
- 6** Services accounts are typically assumed to be fully spent during the year, however, the trend in the past prior to COVID19 has been that approximately 97% of the budgets are spent, leaving surpluses in school and district service accounts. COVID19 has impacted some services and as a result we have experienced less expenses.
- 7** Costs associated with Professional Development and Travel have been reduced due to the COVID-19 pandemic as out of District conferences and events have mostly been held virtually, put on hold or cancelled up to this point.
- 8** Utilities costs have been increasing as our energy consumption increases. COVID-19 has impacted our energy consumption levels as we work to increase natural ventilation in our facilities. In addition, as our enrolment increases the Ministry charges more for access to digital services.
- 9** At this time we are projecting to underspend the planned surplus appropriations as they can be covered by the current year increased revenues and reduced spending. The majority of the funds allocated last fiscal are estimated to remain in the District accumulated operating reserve.
- 10** Unallocated annual operating surplus at May 31, 2022 is approximately \$0. It is anticipated that the District will be able to maintain a majority of the accumulated operating reserve by the end of this fiscal.

**AUDIT COMMITTEE
BOARD REPORT**

Date: Monday, June 13, 2022
Time: 3:30pm - 4:15pm
Venue: Zoom virtual meeting

Committee Members:

Sheila McDonnell, Chairperson
Jessica Peterson, Public Member
Cristi May Sacht, Trustee
Kat Hawksby, Trustee

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

Guests:

Lenora Lee, KPMG LLP
Madison Yesaki, KPMG LLP
Tonia Frawley, Trustee
Janice Caton, Trustee
Cathie Collins, Manager of Finance

Regrets:

Debra Oakman, Public Member
Ian Heselgrave, Director of Operations

Recording Secretary: Marlene Leach, Senior Executive Assistant

A. WELCOME

The chair called the meeting to order at 3:37pm and acknowledged the traditional territory of the K'omoks First Nation.

B. INTRODUCTIONS

Director of Finance, Candice Hilton, welcomed the committee, and introduced Lenora Lee, Audit Engagement Partner, KPMG and Madison Yesaki, Engagement Manager, KPMG.

C. ITEMS FOR DISCUSSION

1. Audit Planning Report for the Year Ending June 30, 2022

The Director of Finance shared two PowerPoint slides covering the audit reporting process and dates along with the KPMG contact information for Lenora Lee, Engagement Partner and Madison Yesaki, Engagement Manager. Item C2 of the agenda, Audit Progress, was explained to the committee.

Audit Engagement Partner, Lenora Lee highlighted the audit planning report mentioning that she would go into further detail and answer questions where needed. Included in

the report were auditing standards, timelines and new requirements. The main topics of the report covered were Materiality, Areas of Audit Focus, Audit Risks, Audit Quality, Key deliverables and Milestones. There are no changes to accounting or auditing standards this year. However, next year there will be a change with Asset Retirement Obligations. District staff and KPMG staff answered Committee member questions.

Secretary-Treasurer, Brenda Hooker mentioned page 7 of the Audit Planning Report and explained the Ministry's new Accumulated Operating Surplus Policy noting that some district policies/administrative procedures will require minor revisions to meet the new policy's requirements; all revisions will be brought to the Board's September meeting.

2. Audit Progress

The Director of Finance discussed this topic during the previous agenda item above.

D. ITEMS FOR INFORMATION

None

E. FUTURE AGENDA ITEMS

1. September – Audit Findings Report – Date September 19th or 20th, 2022

F. ADJOURNMENT

The meeting was adjourned at 4:04pm.



School District No. 71 (Comox Valley)

Audit Planning Report for the year ending
June 30, 2022

Prepared on June 6, 2022, for presentation on
June 13, 2022

kpmg.ca/audit

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Appendices	11

KPMG contacts

The contacts at KPMG in connection with this report are:

Lenora Lee
Engagement Partner
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Madison Yesaki
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Our refreshed Values

What we believe



We do what is right.



We never stop learning
and improving.



We think and act boldly.



We respect each other
and draw strength from
our differences.



We do what matters.

Executive summary

Areas of audit focus

Our audit of School District No. 71 (Comox Valley) (the “School District”) is risk-focused. As required by professional auditing standards, we have identified the presumed risk of management override as a significant risk in our audit. See page 7 for further details.

We have identified the following key areas of audit focus:

- Financial reporting impacts of COVID-19
- Tangible capital assets
- Employee future benefits and salaries
- School generated funds
- Revenue and receivables

See pages 4 to 6 for further details.

Effective communication

We are committed to transparent and thorough reporting of issues to management and the Audit Committee (the “Committee”). 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 revenue as per the amended annual budget. We have determined materiality to be \$3,200,000 (2021 - \$3,000,000).

See page 3.

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 School District’s approved protocols.

See page 8.

Current developments

Please refer to Appendix 2 for additional information related to the implementation of PS 3280 Asset Retirement Obligations accounting standard and Appendix 3 for other current developments updates.

This report to the Committee is intended solely for the information and use of management, the Committee and the Board of Trustees and should not be used for any other purpose or any other party. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this report to the Committee has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.

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	Amount
Materiality	Established by considering various metrics that are relevant to the users of the financial statements and 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. The corresponding amount for the prior year's audit was \$3,000,000.	\$3,200,000
Benchmark	Based on revenue as per the amended annual budget for the year ending June 30, 2022. This benchmark is consistent with the prior year.	\$122,429,804
% of Benchmark	The prescribed range is between 0.5% and 3.0% of the benchmark. The corresponding percentage for the prior year's audit was 2.56%.	2.61%
Audit misstatement posting threshold	Threshold used to accumulate misstatements identified during the audit. The corresponding amount for the prior year's audit was \$150,000.	\$160,000

We will report to the Committee:



Corrected audit misstatements



Uncorrected audit misstatements

Areas of audit focus

Areas of focus	Why are we focusing here?	Our audit approach
Financial reporting implications of COVID-19	In the 2022 fiscal year, the School District continued to experience financial impacts from the COVID-19 pandemic.	<ul style="list-style-type: none"> - Update our understanding of the impacts of the COVID-19 pandemic on the School District's operations. Assess the appropriateness of any related financial statement disclosures in describing the impacts of the pandemic on the School District. - Agree any specific grant funding to confirmations received directly from the Ministry. Obtain an understanding of the types of costs eligible to be funded from the grant and ensure the costs funded by the grant are eligible costs. - Select a sample of expenses incurred and compare the amount to supporting documentation. - Obtain an understanding of the changes in revenue and expenses related specifically to the COVID-19 pandemic, including the impact of changes in international student enrollment. Corroborate significant changes noted by reviewing supporting documentation.
Tangible capital assets	The School District has on-going capital projects and incurs capital expenditures in the normal course of its operations.	<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. - Select a sample of tangible capital asset additions and agree the amount recorded to supporting documentation. Assess whether the amount was appropriate to capitalize. - Obtain an understanding of the funding sources for additions incurred during the year. Ensure the cumulative expenditures incurred for capital projects did not exceed the total approved funding in the related certificate of approval. - Review agreements for contingencies and contractual commitments and related disclosure requirements. - Review the information related to deferred capital revenue, which is used to support our additional reporting to the Office of the Auditor General ("OAG").

Areas of audit focus (continued)

Areas of focus	Why are we focusing here?	Our audit approach
Employee future benefits and salaries	<p>The School District's expenses are closely monitored against approved budgets and to ensure compliance with the balanced budget requirements in the Budget Transparency and Accountability Act.</p> <p>Salaries and benefits are the most significant expense incurred by the School District and involve many collective agreements and terms.</p>	<ul style="list-style-type: none"> - Update our understanding of the process activities and controls over expenses, including salaries and benefits expense. - Select a sample of expenses incurred and ensure the controls were implemented as designed. - Perform a walkthrough of the payroll process to ensure that the process activities and controls are implemented as designed. - Obtain an understanding of the fluctuations in expenses relative to prior year and the approved budget. Corroborate significant variances noted by reviewing supporting documentation. - Perform analytical procedures based on the change in head count and pay rates for salaries and benefits expense. Test the completeness and accuracy of the head count information and agree the pay rates to union and other employment agreements. - Select a sample of payments made, trade payables recorded and invoices received subsequent to year-end and ensure they are recorded in the appropriate fiscal year. - Obtain valuation report for employee benefit obligation performed by Mercer as at March 31, 2022. Since 2022 is a full actuarial valuation year, we will evaluate the assumptions applied and data used to determine the estimated liability. - Perform detailed testing and recalculation of salaries and benefits expense in accordance with collective agreements including appropriate use of Classroom Enhancement Funds.
School generated funds	<p>School generated funds are deposited into School District-held accounts and are held and monitored centrally by Finance. Unearned revenue is tracked by school for unspent funds. Expenses must be incurred for their intended purpose.</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. - 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 audit focus (continued)

Areas of focus	Why are we focusing here?	Our audit approach
School generated funds	<p>School generated funds are deposited into School District-held accounts and are held and monitored centrally by Finance. Unearned revenue is tracked by school for unspent funds. Expenses must be incurred for their intended purpose.</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. - 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.
Revenue, deferred revenue and unearned revenue	<p>The School District receives operating grants and special purpose funding from the Ministry each year for its operations. Operating grants are recognized as revenue in the fiscal year to which they relate. Special purpose funding must be used for the purposes specified by the Ministry. The special purpose grants are recorded in deferred revenue and recognized as revenue as eligible expenditures consistent with the funding's specified purpose are incurred.</p> <p>Unearned revenue includes tuition fees for programs to be delivered in future periods and receipt of proceeds for services or products to be delivered in a future period. Revenue is recognized when the courses, services or products are provided.</p>	<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.

Areas of audit focus (continued)

Areas of focus	Why are we focusing here?	Our audit approach
Accumulated operating surplus policy	In 2021 the Ministry released the K-12 public education accumulated operating surplus policy which provides guidelines and resources for school districts to ensure there is a clear, transparent understanding of the reasonable accumulation and planned use of operating surplus.	<ul style="list-style-type: none"> - Update our understanding the School District's policy over the accumulation and planned use of operating surpluses. - Review the School District's surplus policy to assess its alignment with the Ministry's guidelines and the School District's practices.

Audit risks

Significant risk - professional requirements

Presumption of the risk of fraud resulting from management override of controls.

Why is it significant?

Management is in a unique position to perpetrate fraud because of its ability to manipulate accounting records and prepare fraudulent financial statements by overriding controls that otherwise appear to be operating effectively. Although the level of risk of management override of controls will vary from entity to entity, the risk nevertheless is present in all entities.

Our audit approach

As the risk 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 School District?
- How do you exercise effective oversight of management's processes for identifying and responding to the risk of fraud in the School District and internal controls that management has established to mitigate these fraud risks?
- Has the School District entered into any significant unusual transactions?

Audit quality: How do we deliver audit quality?

Transparency report



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 contribute 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.

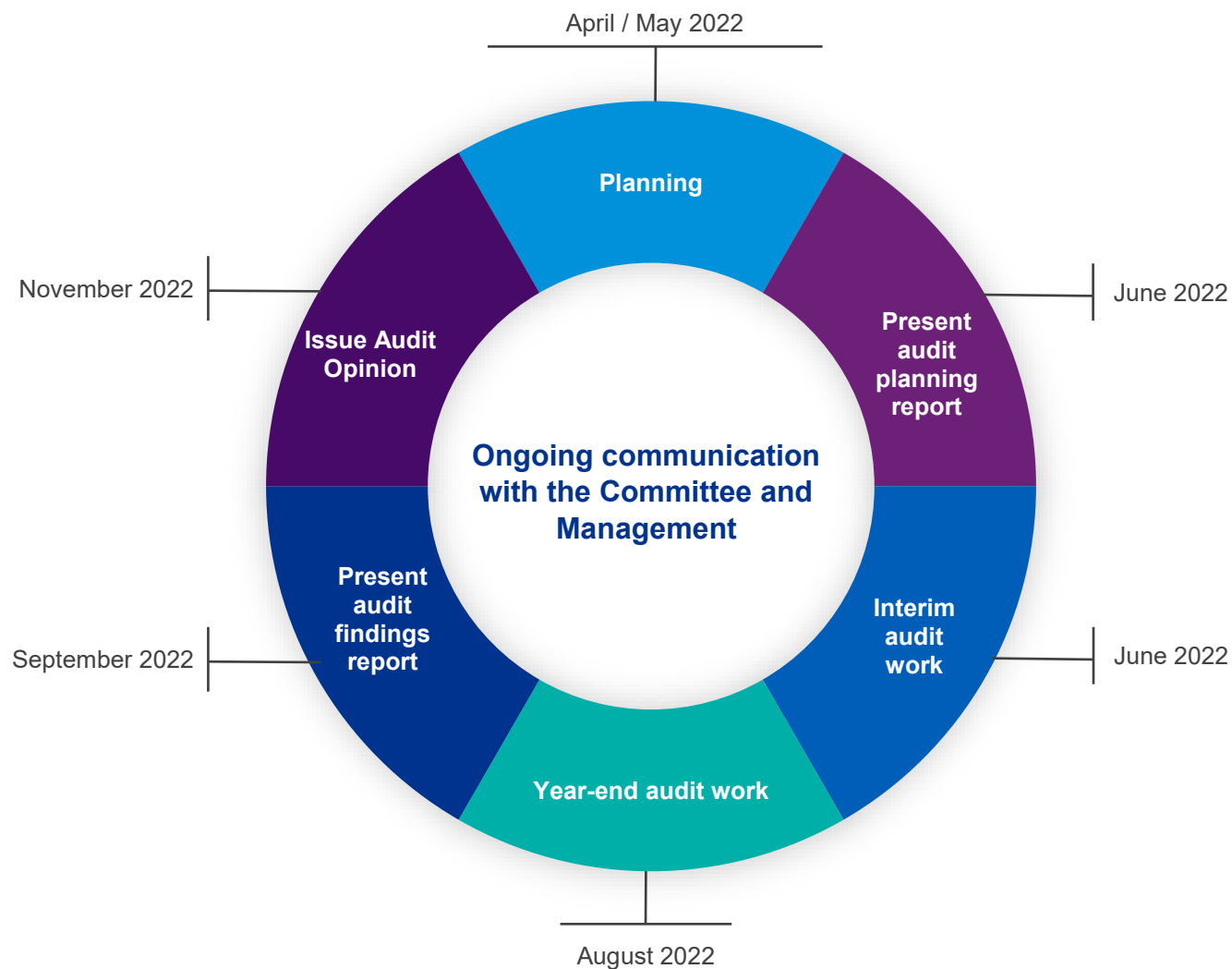
We define **‘audit quality’** as being the outcome when:

- 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: Implications of PS 3280 Asset Retirement Obligations

Appendix 3: Current developments and insights



Appendix 1: Required communications

Auditors' report	Engagement letter
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.
Audit findings report	Management representation letter
At the completion of the audit, we will provide our findings report to the Committee.	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 Committee.
Independence	Internal control deficiencies
At the completion of our audit, we will re-confirm our independence to the Committee.	Control deficiencies identified during the audit will be communicated to management and the Committee.

Appendix 2: Implications of PS 3280 Asset Retirement Obligations

PS 3280 Asset Retirement Obligations (“PS 3280”) is a new accounting standard effective for the fiscal years beginning on or after April 1, 2022. This standard addresses the reporting of legal obligations associated with the retirement of certain tangible capital assets by public sector entities. This significant new accounting standard has implications that have the potential to go beyond financial reporting.

Financial reporting implications

A liability for asset retirement costs will be recorded with a corresponding increase in the cost of tangible capital assets in productive use, resulting in a decrease (increase) to the net financial assets (net debt) reported in the Statement of Financial Position.

Asset retirement obligations associated with tangible capital assets that are not recognized or no longer in productive use are expensed.

Additional non-cash expenses for the amortization of tangible capital assets and accretion will be recognized annually.

The total cost of legally required retirement activities will be recognized earlier in a tangible capital asset's life. There is no change to the total cost recorded over an asset's life.

A rigorous process needs to be established to support updates to the ARO measurement on an annual basis post-initial implementation.

Asset management implications

The asset retirement date used to determine the asset retirement liability needs to be consistent with the useful life of the related tangible capital asset. As a result, public sector entities need to assess whether the useful lives of tangible capital assets continue to be accurate and consistent with asset management plans.

Many public sector entities are using the implementation of PS 3280 as an opportunity to develop or refine their asset management plans.

Funding implications

PS 3280 does not provide guidance on how the asset retirement liability should be funded. Many public sector entities currently fund retirement costs as they are incurred at the end of the asset's life. Public sector entities will need to assess whether this practice remains appropriate or if funding will be obtained over the life of the asset.

Budget implications

In addition to budgeting for costs associated with the initial implementation of PS 3280, public sector entities will need to consider if the non-cash accretion expense and additional amortization expense will be included in the annual budget.

Public sector entities operating under balanced budget legislation or similar guidelines will need to obtain guidance from the provincial government to determine the impact of PS 3280 on current requirements.

Capital planning implications

PS 3280 requires legal obligations associated with the retirement of tangible capital assets to be recorded when the assets are acquired, constructed or developed. As a result, the cost of legally required retirement activities will need to be considered at the inception of a capital project to determine the financial viability and impact of the project.

Appendix 3: Current developments and insights

New accounting standards

Standard	Summary and implications
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 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.
Revenue	<ul style="list-style-type: none"> - 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.

Appendix 3: Current developments and insights (continued)

New accounting standards (continued)

Standard	Summary and implications
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.- PSAB released an exposure draft on proposed section PS3251, <i>Employee Benefits</i> in July 2021. Comments to PSAB on the proposed section were due by November 25, 2021. Proposed Section PS 3251 would apply to fiscal years beginning on or after April 1, 2026 and should be applied retroactively. Earlier adoption is permitted. The proposed PS3251 would replace existing Section PS 3250 and Section PS 3255. This proposed section would result in organizations recognizing the impact of revaluations of the net defined benefit liability (asset) immediately on the statement of financial position. Organizations would also assess the funding status of their post-employment benefit plans to determine the appropriate rate for discounting post-employment benefit obligations.
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 insights (continued)

New accounting standards (continued)

Standard	Summary and implications
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 released four exposure drafts in early 2021 for the proposed conceptual framework and proposed revised reporting model, and their related consequential amendments. The Board is in the process of considering stakeholder comments received.- 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.• Restructuring the statement of financial position to present non-financial assets before liabilities.• Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (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), including a new component called "accumulated other".• 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 insights (continued)

New auditing standards

Standard	Key observations
Revised CAS 315, Identifying and Assessing the Risks of Material Misstatement	<p>Revised CAS 315, Identifying and Assessing the Risks of Material Misstatement has been released and is effective for audits of financial statements for periods beginning on or after December 15, 2021.</p> <p>The standard has been significantly revised, reorganized and enhanced to require a more robust risk identification and assessment in order to promote better responses to the identified risks. Key changes include:</p> <ul style="list-style-type: none">- Enhanced requirements relating to exercising professional skepticism- Distinguishing the nature of, and clarifying the extent of, work needed for indirect and direct controls- Clarification of which controls need to be identified for the purpose of evaluating the design and implementation of controls- Introduction of scalability- Incorporation of considerations for using automated tools and techniques- New and revised concepts and definitions related to identification and assessment of risk- Strengthened documentation requirements <p>CPA Canada plans to publish a Client Briefing document in early 2022 to help you better understand the changes you can expect on your 2023 audit.</p>

Appendix 3: Current developments and insights (continued)

Thought leadership – Environmental, social, and governance (ESG)

Thought leadership	Overview	Links
Unleashing the Positive in Net Zero	CoP26 in Glasgow made some progress to tackling climate change but there is much more to do. At KPMG, we're committed to accelerating the changes required to fight climate change. Our Global portal provides links to further thought leadership to help drive real change.	Link to Global portal
KPMG Climate Change Financial Reporting Resource Centre	KPMG's climate change resource centre provides FAQs to help you identify the potential financial statement impacts for your business.	Link to Global portal
You Can't Go Green Without Blue – The Blue Economy is Critical to All Companies' ESG Ambitions	In this report, KPMG considers how leading corporates and investors can take action to capture the value that can be found in a healthy, sustainable ocean economy.	Link to Canadian portal
ESG, Strategy and the Long View	This paper presents a five-part framework to help organizations understand and shape the total impact of their strategy and operations on their performance externally – on the environment, consumers, employees, the communities in which it operates, and other stakeholders – and internally.	Link to Global portal
Inclusion and diversity practices	In 2021 societal changes brought more attention to inclusion and diversity. In this age of transparency, businesses must act proactively to implement strategic inclusion and diversity practices. It has become increasingly important for organizations to adopt I&D initiatives in order to foster an enjoyable work environment for their employees. Learn how to consider your own organizations' unique context, meet with the stakeholders you want to include, understand where they are at, and guide them along their own individual transformation journey.	Link to Canadian portal

Appendix 3: Current developments and insights (continued)

Thought leadership – Digital and technology

Thought leadership	Overview	Link
Going digital, faster in Canada	Pre-COVID-19, private and public organizations were moving towards a digital business model, travelling at varying speeds. But the pandemic forced a dramatic acceleration, both in the speed of change and the required investment to digitally transform. According to Canadian insights from KPMG's recent global survey, organizations are investing heavily in technology to address immediate concerns, ranging from falling revenue and interrupted supply chains to building longer-term competitiveness and operational resilience.	Link to Canadian portal

Thought leadership – Board, Audit Committee and C-Suite

Resources	Summary	Links
Accelerate	Our Accelerate series offer insight into the key issues that will drive the Audit Committee agenda in 2022 in a number of key areas: cyber-related risk, digital transformation in the finance function, the 'Great Resignation' impacting finance, climate-related physical risks, enterprise risk management, and building a climate-conscious organization.	Link to Canadian Accelerate 2022 Insights series
KPMG 2021 CEO Outlook – Canadian Insights	This year we surveyed over 1,300 CEOs globally and the results are pointing to an optimistic outlook amongst Canadian CEOs. Some of the key themes coming out of the survey include expectations for aggressive growth through expansion, investment in both people and technology as well as a focus on delivering on environmental, social and governance (ESG) and sustainability commitments.	Link to Canadian portal
Board Leadership Centre + Audit Committee Guide	<p>KPMG in Canada Board Leadership Centre engages with directors, board members and business leaders to discuss timely and relevant boardroom challenges and deliver practical thought leadership on risk and strategy, talent and technology, globalization and regulatory issues, financial reporting and more.</p> <p>The new Audit Committee Guide – Canadian Edition from our Board Leadership Centre provides timely, relevant and trusted guidance to help both new and seasoned audit committee members stay informed.</p>	<p>Link to Canadian portal</p> <p>Link to 2021 guide</p>



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KPMG member firms around the world have 227,000 professionals in 146 countries.



FACILITIES COMMITTEE
BOARD REPORT

Date: Monday, June 13, 2022
Time: 1:00pm – 2:00pm
Venue: Via Zoom

Committee Members:

Sarah Jane Howe, Chair
Tonia Frawley, Trustee
Michelle Waite, Trustee

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

Regrets: None

Guests: Molly Proudfoot, Capital Projects Manager

Recording Secretary: Marlene Leach, Senior Executive Assistant

A. WELCOME

The Chair welcomed the committee members and called the meeting to order at 1:02pm.

B. ITEMS DISCUSSED

1. 2023-24 5-Year Capital Plan Submission – Briefing Note

The Facilities Committee Recommends:

THAT the Board of Education approve the 2023/24 Major Capital Plan, Minor Capital Plan and Building Envelope Program submission as described in the briefing note.

CARRIED [Howe/Frawley]

Director of Operations, Ian Heselgrave, provided an overview of the briefing note with the committee. This is the second year using the new online Capital Asset Planning System (My Caps) that BC school districts use to annually submit their Five Year Capital Plan. The funding programs and preliminary capital projects for submission were explained. Staff answered committee questions.

Brenda Hooker, Secretary-Treasurer, reviewed the School Site Acquisition Charges (SSAC) which are allowed in the School Act and will need to be added to the annual capital plan submission. The district is just beginning the conversation by letting the Capital Branch and local municipalities know that our district is looking into SSAC. The SSAC will be an 18-month process that will also require approval of an associated Board Bylaw. Staff answered committee questions.

C. ITEMS FOR INFORMATION

1. Environmental and GHG Reduction Initiatives – Briefing Note

Director of Operations, Ian Heselgrave, provided an overview of the briefing note. Normally once a year, a GHG reduction presentation has been done. However, the last couple of years have been unique given COVID-19. Operations is making the best efforts with limited budgets to reduce GHG. This fall, staff would like to set some GHG reduction targets as this may likely be a government requirement in the future.

2. Cumberland Child Care – Verbal Update

Capital Projects Manager, Molly Proudfoot provided an update on the Cumberland Child Care facility. The building permit was submitted June 1st and the tender for trades, via Heatherbrae Construction, will close in July followed by construction to begin in September.

D. FUTURE MEETINGS/AGENDA ITEMS

TBD

E. ADJOURNMENT

The meeting was adjourned at 1:40pm.

BRIEFING NOTE

TO: Board of Education
FROM: Ian Heselgrave, Director of Operations
RE: **2023-24 Capital Plan Submission summary**

DATE: June 21st, 2022

Purpose

To update the Board of Education on the April 2022 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 2023/24 will be:

1. **Major Capital Programs (SMP, EXP, REP, RDP) – June 30, 2022**
2. **Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2022**
3. **Building Envelope Program (BEP) – September 30, 2022**

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 2023/24 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:

- **April 2022** - Ministry releases Capital Plan Instructions
- **May – September 2022** - SD's prepare annual 5-year Major and Minor Capital Plans (proposed year 1, 2, 3, 4, 5 capital projects)
- **June 30th 2022** - SD's submit Major Capital Program Plans;
- **September 30th 2022** - SD's submit Minor Capital Program Plans and Building Envelope Program Plans;
- **August 2022 – December 2022** - 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 2023** – 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 2023/24

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 2022/23 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	Brooklyn Elementary	Expand school building to address over capacity
4	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
2	Union Bay School	Build a replacement K to 9 Community School with 60K/600 student capacity

The Puntledge and Union Bay School Replacement projects have 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.

RDP – RURAL DISTRICT PROGRAM

Priority	School	Project Details
1	Union Bay School	Demolish the closed school building

The Union Bay School has been closed for more than ten years and is deteriorating badly. It was recently subject to an arson attack and is becoming a significant liability to the School District.

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 2023/24:

Priority	School	Project Details
1	Glacier View Alternate	Mechanical Upgrade phase two
2	Highland Secondary	Main electrical service and feeder panel replacement
3	GP Vanier	Gymnasium bleacher replacement
4	Aspen, Brooklyn, Queneesh	Flooring replacements
5	GP Vanier	Rugby field remediation and upgrade

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	Denman Island Elementary	Upgrade electric heating and ventilation system
2	Various	Convert classroom and hallway lighting to LED
3	Airport Elementary	Building controls upgrade

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 2023/24:

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 2023/24.

SSAC - SCHOOL SITE ACQUISITION CHARGES

As per the School Site Acquisition Charge Regulation, sections 571 to 581 of the Local Government Act, The Board of Education of School District No. 71 (Comox Valley) is initiating the process to consider implementing School Site Acquisition Charges (SSAC) in the Comox Valley.

To that end, the Board has begun informal conversations with local municipalities, has engaged a firm to analyse and forecast development yield rates and is updating our Long Range Facility Plan enrollment projections. The District has experienced significant growth since 2015 and our current schools are either at or exceeding capacity. With the planned developments throughout the Comox Valley and the focus on in-fill, the District is confident additional school sites will be needed within the 10-year planning window. Currently areas identified for acquisition are in the South end and the East Courtenay/Comox corridor of the District.

Summary

The SD 71 submission is due in two phases this year: June 30th 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.

Recommendation

It is recommended that the Board of Education approve the 2023/24 Major Capital Plan, Minor Capital Plan and Building Envelope Program submission as described in the briefing note.

Respectfully submitted,

Ian Heselgrave

Ian Heselgrave
Director of Operations

BRIEFING NOTE

TO: Board of Education
FROM: Ian Heselgrave, Director of Operations
RE: Environmental and GHG reduction initiatives

DATE: Jun 21st, 2022

Purpose

To update the Board of Education on Environmental and GHG Reduction initiatives undertaken this past year and planned for next year.

Background

Environmental Stewardship is a Board of Education strategic priority. A key action is to “reduce carbon emissions and the environmental footprint”. The Operations department has undertaken several projects that support this strategic priority.

Discussion

The Operations Department recently completed and submitted the 2021 Climate Change Accountability Report (CCAR). This report is posted to the SD 71 website and contains a full accounting of the SD 71 GHG emissions from all sources and the actions taken to reduce emissions. The report may be accessed here: <https://www.comoxvalleyschools.ca/wp-content/uploads/2022/05/2021-Climate-Change-Accountability-Report.pdf>.

The primary contributor to GHG emissions in North American is from heating buildings. SD 71 is in the final year of a multi-year program to upgrade all the school boiler systems. Ten years ago, most of the SD 71 heating plants were nearing the end of their service life. Old, inefficient, gas fired atmospheric copper fin hot water space heating, Lochinvar boilers were removed and replaced with new high efficiency Viessmann condensing boilers and pumps to minimize energy consumption, reduce greenhouse gas emissions and lower operating costs. When reviewing existing mechanical systems in service at SD71 and evaluating recommendations to upgrade or replace with new systems, the new systems are assessed to meet the following minimum requirements:

- significantly reduce the carbon emissions produced by the building systems;
- conserve energy (electricity and fossil fuels) and decrease operating costs;
- demonstrate a successful approach to addressing climate change.

These criteria are consistent with the strategic direction from the Board of Education.

In the summer of 2022 a major electrical and controls upgrade to Glacier View school will start. The project is intended to significantly reduce the environmental footprint of the building operating systems. The improved controls will reduce the Hydro power required to run the heating systems and will improve occupant comfort. All the building lighting systems will be upgraded to LED tuneable, dimmable lights and finally in the summer of 2023 a Photo-voltaic array will be installed on the school roof. This will further reduce the school's electricity consumption and will serve as a test site for future projects.

Beginning in the Fall of 2022 the Operations Department will begin working with a specialty mechanical engineering firm to create a formalized Strategic Energy Management Plan (SEMP). The SEMP will demonstrate the SD 71 commitment to energy efficiency and conservation by providing a framework for reducing energy consumption and its associated environmental impact. This will include measurable GHG reduction targets and a road map of infrastructure work and other changes needed to achieve these targets.

The SD 71 Maintenance Department recently placed an order for an electric trades van. This is the first step towards transitioning the maintenance vehicle fleet from gas and diesel powered motors to clean energy battery powered vehicles. The anticipated arrival date of the van is unknown.

Finally, the Operations Department is committed to one significant environmental remediation/school greening project per year. In the spring and summer of 2021, in partnership with Current Environmental, DFO and the Morrison Creek Stream Keepers a major project to enhance Arden Creek and the associated riparian zones on the Ecole Puntledge Park site was completed. More than 900 plants were planted and early returns of the Morrison Creek Lamprey are very positive.



The project scheduled for 2022 includes further drainage work that supports the Garry Oak forest at GP Vanier plus a tree planting plan for Courtenay Elementary.

Summary

There are several important new initiatives planned that will directly support the Board of Education strategic priority of Environmental Stewardship. A Strategic Energy Management Plan will be crafted, electric vehicles are on order and HVAC, controls and lighting upgrades are planned. Further greening of our school sites will be undertaken as well.

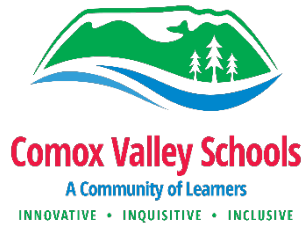
Recommendation

It is recommended that the Board of Education accept the Briefing Note as information.

Respectfully submitted,

Ian Heselgrave

Ian Heselgrave
Director of Operations



Comox Valley Schools

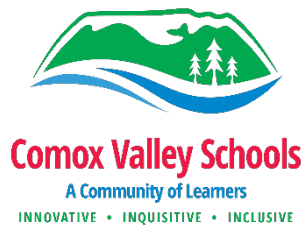
School District No. 71
Office of the Secretary-Treasurer

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

In accordance with provisions under section 142 (4) of the *School Act*,
the Board of Education of School District No. 71 (*Comox Valley*)
hereby approves the proposed Five-Year Capital Plan (Major Capital Programs) for
2023/24, as provided on the Five-Year Capital Plan Summary for 2023/24 submitted
to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for the approval of the
proposed Five-Year Capital Plan (Major Capital Programs) for 2023/24 adopted by the
Board of Education, on this the 21st day of *June 2022*.

Brenda Hooker, Secretary-Treasurer Signature



Comox Valley Schools

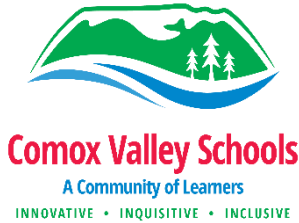
School District No. 71
Office of the Secretary-Treasurer

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

In accordance with provisions under section 142 (4) of the *School Act*,
the Board of Education of School District No. 71 (*Comox Valley*)
hereby approves the proposed Five-Year Capital Plan (Minor Capital Programs) for
2023/24, as provided on the Five-Year Capital Plan Summary for 2023/24 submitted
to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for the approval of the
proposed Five-Year Capital Plan (Minor Capital Programs) for 2023/24 adopted by
the Board of Education, on this the 21st day of *June 2022*.

Brenda Hooker, Secretary-Treasurer Signature



Comox Valley Schools

School District No. 71
Office of the Secretary-Treasurer

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

In accordance with provisions under section 142 (4) of the *School Act*,
the Board of Education of School District No. 71 (*Comox Valley*)
hereby approves the proposed Five-Year Capital Plan (Building Envelope Program)
for 2023/2024, as provided on the Five-Year Capital Plan Summary for 2023/2024
submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for the approval of the
proposed Five-Year Capital Plan (Building Envelope Program) for 2023/24 adopted
by the Board of Education, on this the 21st day of *June* 2022.

Brenda Hooker, Secretary-Treasurer Signature

BRIEFING NOTE

TO: Board of Education **DATE:** June 21, 2022
FROM: Brenda Hooker, Secretary-Treasurer
RE: **2022-23 Board Meeting & Committee of the Whole Schedule**

Purpose

This briefing note is to propose the attached Board Meeting Schedule to the Board of Education for approval for the 2022-23 school year. If the Board of Education moves to a Committee of the Whole structure a 2022-23 COW Meeting Schedule is also included.

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.

2022-23 Schedule

The schedules for 2022-23 is attached. All meetings will be held at the School Board Office. Regular meetings are scheduled for July or August.

Recommendations

THAT the Board of Education for School District No. 71 (Comox Valley) waive the requirement for regular meetings in July and August 2022.

THAT the Board of Education for School District No. 71 (Comox Valley) approve the 2022-23 Board Meeting Schedule as presented.

THAT the Board of Education for School District No.71 (Comox Valley) approve the 2022-23 Committee of the Whole Schedule as presented.

Respectfully submitted,

Brenda Hooker

Brenda Hooker
Secretary-Treasurer

DATE	TIME	MEETING	VENUE
September 27, 2022	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
October 25, 2022	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
November 29, 2022	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
December 13, 2022	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
January 31, 2023	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
February 28, 2023	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
March 21, 2023	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
April 25, 2023	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
May 30, 2023	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
June 27, 2023	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office

DATE	TIME	MEETING	VENUE
September 13, 2022	12:00	Closed Committee of the Whole	School Board Office
	3:30	Open Committee of the Whole	School Board Office
October 11, 2022	12:00	Closed Committee of the Whole	School Board Office
	3:30	Open Committee of the Whole	School Board Office
November 15, 2022	12:00	Closed Committee of the Whole	School Board Office
	3:30	Open Committee of the Whole	School Board Office
December 2022	12:00	No Meeting	School Board Office
	3:30	No Meeting	School Board Office
January 17, 2023	12:00	Closed Committee of the Whole	School Board Office
	3:30	Open Committee of the Whole	School Board Office
February 14, 2023	12:00	Closed Committee of the Whole	School Board Office
	3:30	Open Committee of the Whole	School Board Office
March 2023	12:00	No Meeting	School Board Office
	3:30	No Meeting	School Board Office
April 2023	12:00	No Meeting	School Board Office
	3:30	No Meeting	School Board Office
May 16, 2023	12:00	Closed Committee of the Whole	School Board Office
	3:30	Open Committee of the Whole	School Board Office
June 13, 2023	12:00	Closed Committee of the Whole	School Board Office
	3:30	Open Committee of the Whole	School Board Office

May 16, 2022

Dear SD71 school board trustees and senior administration,

Re: Request to make gender-based violence reform a district priority

We are writing to request that gender-based violence/misconduct reform be made a district priority with district oversight. As the measures to achieve this goal require the commitment of and alignment between both school district trustees and senior administration, we have addressed this request to both levels of decision-makers in this district.

We applaud the district's actions in recent years to include mandatory consent education in the district's sexual health curriculum/support materials and to extend sexual health lessons to grade 11 and 12 students in our district. Consent education is a necessary action to address gender-based violence among youth, but it is not sufficient on its own.

As you are likely aware, calls for gender-based violence/misconduct reform have gained considerable momentum in recent months:

- High school students throughout BC have led protests against school district inaction about sexual violence and harassment in Victoria¹, New Westminster², Kelowna³, Langley⁴ and Trail⁵. Similar protests are being organized by high school students across the country, and in April of this year, a national student-led network, called High School Too, formed with the goal of ending sexual assault and harassment in secondary schools.⁶
- PACs and DPACs throughout BC voted overwhelmingly in favour of (94-99%) SD71 DPAC's four resolutions which together seek widespread systemic change in how our schools approach peer-to-peer sexual misconduct⁷. The vote took place at the BCCPAC AGM on April 30, 2022. The resolutions had been unanimously approved by parent representatives at DPAC's February 7, 2022 meeting.⁸

If these recent events are not sufficient to convince the board of trustees and senior administration to approve this request, then DPAC respectfully requests the opportunity to appear as a delegate and make a presentation at the next SD71 board meeting (Tuesday, May 24) about this issue and with Shannon Aldinger presenting. Further, if moving forward with this request requires a motion of the board, then we respectfully request that a trustee present such a motion to the board at the next board meeting and we enclose a sample motion for this purpose (see Appendix A).

We are asking the district to make gender-based violence/misconduct reform a district priority with district oversight, including through immediately establishing a district-wide committee to

address the issue of gender-based violence among students and to report regularly to the board of school trustees. The committee should include representation from the board of school trustees, senior administration, DPAC, CVTA, students and the community (RCMP Community Based Victim Services, CV Family Services Association, VIHA), and it should meet at least once before the end of this school year.

In addition, we think the committee should take the following steps:

- Survey student experience of sexual assault and harassment, which survey would be conducted on an anonymous and voluntary basis;
- Offer opportunities for students with lived experience of sexual assault and harassment to be consulted in relation to the development of policies, administrative procedures, and sexual health program delivery;
- Create, implement and promote (to students, parents and educators) district-wide policies and procedures that specifically address gender-based violence, including defining what constitutes gender-based violence in schools⁹;
- Create, implement and promote district-wide reporting tools and response policies (and administrative procedures if necessary) that specifically address gender-based violence among students and that adopt a trauma-informed and support-focused approach¹⁰;
- Create, implement and promote district-wide sexual harassment policy (and administrative procedure if needed)¹¹;
- Revisit existing district policies and procedures that contemplate violence, harassment, bullying, intimidation and other forms of discrimination to include the definition of gender-based violence in both intent and implementation;
- Prioritize sexual health education, including consent education¹², by way of creating and implementing a district-wide administrative procedure of set expectations and standards (“best practices”)¹³;
- Provide professional development and sensitivity-training opportunities for district and school personnel, to include issues such as: the laws concerning sexual assault/consent and sexual harassment; the impact of sexual assault and harassment on victims/survivors thereof; and media literacy, navigating rape culture and dispelling myths and stereotypes about victims of sexual assault; and
- Provide regular updates to and assessment by the board of trustees in relation to these issues.

Gender-based violence among youth is a pervasive problem that is not going to go away by itself. We know that:

- Nationwide, according to Statistics Canada, 1 in 3 girls/women and 1 in 6 boys/men are sexually assaulted in their lifetime, with girls between the ages of 14 to 24 being the most vulnerable, and girls between 15-17 reporting the highest rates of assault. Girls who are indigenous, LGBTQ or have a disability experience even higher rates.¹⁴
- In our province, the most recent McCreary Centre's BC Adolescent Health Survey (AHS) (released in 2018)¹⁵ had as a key finding that reports of sexual assault, dating violence, and sexual harassment have all *increased* from its previous report in 2013 (at p. 8).
- The regional breakdown of the 2018 AHS¹⁶ reveals North Vancouver Island rates of sexual abuse, dating violence and sexual harassment are *higher* than the provincial average:
 - The percentage of female students who had been sexually abused was 22% among North Island students and 17% among BC students (and both figures were noted to have increased from the 2013). Sexual abuse "included ever being sexually abused, being forced into sexual activity, or being the younger of an illegal age pairing the first time they had sex" (p. 71 of BC report; p. 45 of NVI report).
 - Of the 53% of North Island students who had been in a romantic relationship in the previous year, 11% reported having been the victim of physical violence within their relationship. The provincial rate was 8% and the local rate in 2013 had been 6%. (p. 44 of NVI report).
 - The percentage of female students who had been verbally sexually harassed was 57% among North Island students and 50% among BC students; the percentage who had been physically sexually harassed was 37% among North Island students and 31% among BC students (p. 44 NVI report).

We are unaware of any stats for our district specifically. As far as we know, a finding of sexual assault does get recorded in a student's file, but not in a manner which would allow the district to access stats or review data about such sexual assaults (or other forms of gender-based violence) generally. It is unclear whether complaints of sexual harassment are documented in any way.

As noted above, we are now at the point where students in other districts are speaking out publicly about these issues. These students are reporting that sexual harassment is rampant and that greater support is needed for students who report sexual assaults by other students. We would be naïve to suggest that these problems and concerns are absent from our district. Any doubt in this regard only amplifies the need for a student survey and district-driven data on these issues.

We hope SD71 school boards trustees and senior administration will be proactive and show leadership on these issues, and we look forward to collaborating further with you in these efforts.

Yours truly,
SD71 DPAC

¹https://www.victorianow.com/watercooler/news/news/Victoria/Students_rally_to_bring_awareness_to_sexual_assault_and_harassment_in_schools/

² <https://www.newwestrecord.ca/local-news/new-westminster-students-rally-against-high-school-rape-culture-5368130>

³ <https://www.kelownacapnews.com/news/call-for-action-against-sexual-assault-at-west-kelowna-school/>

<https://www.kelownacapnews.com/news/protests-continue-as-west-kelowna-students-fight-to-remove-alleged-sexual-abuser/>

⁴ <https://www.aldergrovestar.com/local-news/students-gather-outside-in-huge-numbers-to-protest-against-schools-policies/>

⁵ <https://www.trailtimes.ca/news/kootenay-columbia-students-rally-against-sexual-violence/>

⁶ <https://www.highschooltoo.ca/>

The following CBC coverage also provides good background information:

- Panel interview with Farrah Khan (Consent Comes First, Toronto Metropolitan University - formerly Ryerson University), Teralyn Phipps (Coordinating Principal – School Support for Safe & Caring Schools at Peel District School Board) & a grade 12 (Ontario-based) student on CBC's The Current with Matt Galloway also provides good background:
<https://www.cbc.ca/radio/thecurrent/the-current-for-april-25-2022-1.6429884>
- CBC marketplace research: <https://www.cbc.ca/news/canada/marketplace-school-violence-sexual-violence-1.5329520>

Peggy Orenstein's *Girls & Sex: Navigating the Complicated New Landscape* (Harper Collins, 2016) also provides important insight into girls' experiences and feelings about sex and sexuality as the first generation to grow up in a world of smart phones, social media, and pornography. It has been described as a difficult but important read for parents and educators.

⁷ Resolution 2022.09: Action Against Peer-to-Peer Sexual Misconduct (albeit with a minor amendment)
<https://www.dropbox.com/s/gki7pm01pebdz6/BCCPAC%20resolution%20-%20submission%202022%20-%20general-consent.pdf?dl=0>

Resolution 2022.10: Action to Address Peer-to-Peer Sexual Harassment
<https://www.dropbox.com/s/7g80u81of39yqx4/BCCPAC%20resolution%20-%20submission%202022%20re%20sexual%20harassment.pdf?dl=0>

Resolution 2022.11: Action to Address Peer-to-Peer Sexual Assault/Exploitation - Data Collection & Analysis
<https://www.dropbox.com/s/0pk5fi7z7x6dk8s/BCCPAC%20resolution%20-%20submission%202022%20-%20data%20tracking.pdf?dl=0>

Resolution 2022.12: Action to Address Peer-to-Peer Sexual Assault/Exploitation – Response Protocol
<https://www.dropbox.com/s/fsav15o7lvx4tw2/BCCPAC%20resolution%20-%20submission%202022%20-%20response%20protocol.pdf?dl=0>

⁸<https://www.cheknews.ca/b-c-parent-associations-vote-overwhelmingly-for-sexual-violence-reform-in-schools-minister-non-committalns-vote-overwhelmingly-for-sexual-violence-reform-in-schools-ministry-1023360/>

<https://www.cbc.ca/news/canada/british-columbia/concerns-consent-education-1.6416185>

⁹ SD73 Kamloops-Thompson and the Toronto School Districts offer good starting points for discussion:

- SD73 - Administrative Procedure 174:
https://www.vsb.bc.ca/District/Departments/Office_of_the_Superintendent/Administrative-Procedures-Manual/Administrative%20Procedures%20Manual%20Library/Section%20200/AP_206_Sexual_Health_Education.pdf
- Toronto School District: <https://ppf.tdsb.on.ca/uploads/files/live/97/1762.pdf>

Peel School District (Ontario) is also in the process of preparing a “model policy” and anticipates that it will be finalized and made public by the beginning of the 2022/23 school year.

US-based Learning Courage provides consulting and training services in relation to “Best Practices in Sexual Misconduct Policies & Procedures”: <https://learningcourage.org/>

¹⁰SD73 Kamloops-Thompson and Toronto School Districts again offer good starting points for discussion:

- SD73 - Administrative Procedure 174:
https://www.vsb.bc.ca/District/Departments/Office_of_the_Superintendent/Administrative-Procedures-Manual/Administrative%20Procedures%20Manual%20Library/Section%20200/AP_206_Sexual_Health_Education.pdf
- Toronto School District: <https://ppf.tdsb.on.ca/uploads/files/live/98/1768.pdf>

¹¹ Harvard's Graduate School of Education: "The Talk How Adults Can Promote Young People's Healthy Relationships and Prevent Sexual Harassment":

https://static1.squarespace.com/static/5b7c56e255b02c683659fe43/t/5bd51a0324a69425bd079b59/1540692500558/mcc_the_talk_final.pdf

See also:

"Send Nudes": A New Study Shows How Often Boys Pressure Girls for Explicit Photos <https://www.amightygirl.com/blog?p=22076>

"We're constantly asked for pictures": Teen researches why sending naked pics is now normal:

<https://www.cbc.ca/news/canada/new-brunswick/kiona-osowski-moncton-high-school-curriculum-gender-media-social-1.5430704>

¹² Many adults appear ill-equipped to teach consent. A 2018 study from the Canadian Women's Foundation found that 72% of Canadians do not fully understand what it means to give consent:

<https://canadianwomen.org/survey-finds-drop-in-canadians-understanding-of-consent/#:~:text=TORONTO%20%E2%80%93%20May%2016%2C%202018%20%E2%80%93%20per%20cent%20in%202015.>

¹³ See, for example: Sex Information and Education Council of Canada (SIECCAN)'s:

- Canadian Guidelines for Sexual Health Education (2019): <http://sieccan.org/wp-content/uploads/2021/02/SIECCAN-Canadian-Guidelines-for-Sexual-Health-Education-1.pdf>
- Questions & Answers: Sexual Health Education in Schools and Other Setting: <http://sieccan.org/wp-content/uploads/2020/08/Questions-and-Answers-Sexual-Health-Education-in-Schools-and-Other-Settings.pdf>

& Action Canada for Sexual Health & Rights' *The State of Sex-Ed in Canada*:

https://www.actioncanadashr.org/sites/default/files/2019-09/Action%20Canada_StateofSexEd_F%20-%20web%20version%20EN.pdf

& Vancouver School Board's Sexual Health Education Administrative Procedure 206

https://www.vsb.bc.ca/District/Departments/Office_of_the_Superintendent/Administrative-Procedures-Manual/Administrative%20Procedures%20Manual%20Library/Section%20200/AP_206_Sexual_Health_Education.pdf

& the University of Windsor's Flip the Script Program: <https://www.theglobeandmail.com/canada/article-the-pleasure-gap-how-a-new-program-is-revolutionizing-sexual/>

¹⁴ Statistics Canada: Violence Against Women Survey, 1993 & Measuring violence against women: Statistical Trends (2013); Department of Justice Canada, *Sexual Abuse and Exploitation of Children and Youth: A Fact Sheet*; Report of the Standing Committee on the Status of Women: *Taking Action to End Violence Against Young Women and Girls in Canada* (March 2017); see also: <http://sacha.ca/resources/statistics>

¹⁵ https://www.mcs.bc.ca/about_bcahs The BC Adolescent Health Survey is described by the McCreary Centre Society as "the most reliable, comprehensive survey of youth aged 12-19 in British Columbia". In 2018, over 38,000 young people aged 12-19 in 58 of BC's 60 school districts completed the survey.

¹⁶ https://www.mcs.bc.ca/pdf/balance_and_connection_northvancouverisland.pdf

See also: McCreary Centre Society's 2021 report "Violence Exposure: The Victimization Experience of Male, Female, and Non-Binary Youth in BC: https://mcs.bc.ca/pdf/violence_exposure.pdf

APPENDIX A to DPAC letter to trustees & district, dated May 16, 2022:

DRAFT motion re: gender-based violence reform:

Be it resolved that gender-based violence be made a district priority with district oversight by way of the following measures:

- The establishment of a district-wide committee to address the issue of gender-based violence among students and to report regularly to the board of school trustees, and which committee will aim to include representation from the board of school trustees, senior administration, DPAC, CVTA, students and the community (RCMP Community Based Victim Services, CV Family Services Association, VIHA);
- Survey student experience of sexual assault and harassment, which survey would be conducted on an anonymous and voluntary basis;
- Opportunities for students with lived experience of sexual assault and harassment to be consulted in relation to the development of policies, administrative procedures, and sexual health program delivery;
- Creation, implementation and promotion (to students, parents and educators) district-wide policies and procedures that specifically address gender-based violence, including defining what constitutes gender-based violence in schools;
- Creation, implementation and promotion district-wide reporting tools and response policies (and administrative procedures if necessary) that specifically address gender-based violence among students and that adopt a trauma-informed and support-focused approach;
- Creation, implementation and promotion district-wide sexual harassment policy (and administrative procedure if needed);
- Revision of existing district policies and procedures that contemplate violence, harassment, bullying, intimidation and other forms of discrimination to include the definition of gender-based violence in both intent and implementation;
- Prioritizing sexual health education, including consent education, by way of creating and implementing a district-wide administrative procedure of set expectations and standards ("best practices");
- Provision of professional development and sensitivity-training opportunities for district and school personnel, to include issues such as: the laws concerning sexual assault/consent and sexual harassment; the impact of sexual assault and harassment on victims/survivors thereof; and media literacy, navigating rape culture and dispelling myths and stereotypes about victims of sexual assault; and
- Provision of regular updates to and assessment by the board of trustees in relation to these issues.



6 May 2022

Tonia Frawley, Board Chairperson
Comox Valley Schools
School District 71
607 Cumberland Road
Courtenay, BC V9N 7G5

Dear Chair Frawley:

RE: 55+ BC Games Application for 2024, 205 or 2026

Campbell River City Council has directed City staff to explore the possibility of a joint **55+ BC Games** application for the 2024, 2025 or 2026 event, as hosted by the municipalities in the Comox Valley and Campbell River in 2010.

Campbell River City staff are working with the Comox Valley Regional District staff, in the preparation of a joint submission for this event. We request the **Comox Valley School District 71** endorse this process and commit to support this collaborative application with a donation in-kind, should our bid be successful.

In 2010, both communities provided a well-attended event that provided 26 different activities, shared between the communities. A united bid, supported by our combined venues and continued community assistance, would provide an excellent opportunity to showcase the Comox Valley and Campbell River areas.

We request the following resolution be endorsed at your next regular meeting:

THAT the Comox Valley School District 71 supports the jointly prepared application for the 2024, 2025 or 2026 55+ BC Games to be held in the Comox Valley and City of Campbell River.

AND THAT the Comox Valley School District 71 will commit to providing in-kind support of services and facilities should the bid be successful.

Thank you for your consideration of this application. We will also be requesting support from the Comox Valley Recreation Commission, other Comox Valley municipalities, Strathcona Gardens Commission and the School Districts.

Sincerely,

A handwritten signature in black ink, appearing to read "Drew Hadfield", enclosed in a rectangular box.

Drew Hadfield
Director of Operations

City of Campbell River

301 St. Ann's Road, Campbell River, B.C. V9W 4C7
T: 250.286.5783; E: Drew.Hadfield@campbellriver.ca