



**Comox Valley Schools**

**A Community of Learners**

**INNOVATIVE • INQUISITIVE • INCLUSIVE**

## **Board of Education**

# **Regular Public Board Meeting Agenda**

**Tuesday, March 21, 2023**

**7:00pm**

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

### ***Vision***

**A COMMUNITY OF LEARNERS - INNOVATIVE ♦ INQUISITIVE ♦ INCLUSIVE**

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

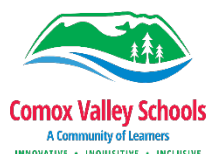
## ***Strategic Priorities***

Educational Excellence

Community Engagement

Organizational Stability & Environmental Stewardship

Physical Health & Mental Well-Being



**REGULAR BOARD MEETING AGENDA**  
**Tuesday, March 21, 2023**  
**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](mailto: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](mailto:boardmeetings@sd71.bc.ca), this allows staff to provide thorough answers.

**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.**

**1. Call to Order**

**2. Adoption of Agenda**

**Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) adopt the March 21, 2023, Board Meeting Agenda as presented.*

**3. Board Meeting Minutes**

Pages 1-7

**Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) adopt the February 28, 2023, Regular Public Board Meeting Minutes as presented.*

**4. Unfinished Business - None**

**5. Record of In-Camera Meeting Minutes / Reports**

Page 8

- February 27, 2023 – Special In-Camera Meeting
- February 28, 2023 – Regular In-Camera Meeting

- March 7, 2023 – Closed Committee of the Whole Meeting

**6. Board Chair's Report**

**7. Presentations / Delegations - Comox Youth Climate Council**

Pages 9-25

**8. Open Committee of the Whole – For Information Only**

**Next Open Committee of the Whole Meeting:**

**TOPIC:** 2023/24 Budget  
**DATE:** April 11, 2023  
**TIME:** 4:30 pm  
**LOCATION:** School Board Office, Board Room

**9. Strategic Direction**

**A. Superintendent**

- i. Superintendent District Report
- ii. Administrative Procedure 160 – Appendix B – First Aid - Revisions  
For Information Only Pages 26-30
- iii. Support Student Learning Pages 32-41

**B. Assistant Superintendent**

- i. Enrollment Update – Verbal
- ii. PVP Postings Update - Verbal
- iii. District Calendar – Briefing Note Page 42

**C. Secretary-Treasurer**

- i. Provincial Budget 2024 Consultation Pages 43-44
- ii. Budget Development Process – Timeline Page 45
- iii. Capital Plan Bylaw No. 2023/24-CPSD-01

**Recommendation:**

*THAT the School District No. 71 (Comox Valley) give first reading to the Capital Plan Bylaw No. 2023/24-CPSD-01.*



**Recommendation:**

*THAT the School District No. 71 (Comox Valley) give second reading to the Capital Plan Bylaw No. 2023/24-CPSD-01.*

**Recommendation:**

*THAT in accordance with Section 68 (4) for the School Act, all three readings of the Capital Bylaw No. 2023/24-CPSD-01 be given at tonight's meeting.*

**Recommendation:**

*THAT the School District No. 71 (Comox Valley) give third and final reading to the Capital Bylaw No. 2023/24-CPSD-01.*

- iv. **Policy 18 – Revision (Accumulated Operating Surplus and Internally Restricted Funds) AND  
New Policy 26 (Financial Planning and Reporting)**

Pages 46-51

**Recommendation from the Closed Committee of the Whole – March 7, 2023**

*THAT the Policy 18 Revision and the New Draft Policy 26 be brought forward to the March's Regular Public Board Meeting for the 30-day consultation process and then back to the April's Regular Public Board meeting for adoption.*

Upon further review a 30- day consultation is not required.

**Recommendation:**

*THAT the Board of Education of School District No. 71 (Comox Valley) adopt the changes to Policy 18 as presented.*

**Recommendation:**

*THAT the Board of Education of School District No. 71 (Comox Valley) adopt Policy 26 as presented.*

- v. **Projected Financial Update**

Pages 52-56

- vi. **Accessible BC Act**

Page 57

**D. Human Resources**

- i. Retirements and Recognition

Page 58

**10. Board Standing Committee Reports**

- i. Open Committee of the Whole Meeting – March 7, 2023

Pages 59-132

International Student Programs, District Principal, Greg Kochanuk & Senior Manager, Josie Jiang

Environmental Sustainability Update, Director of Operations, Ian Heselgrave

**Recommendation:**

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

**Recommendation from the Closed Committee of the Whole, March 7, 2023**

Pages 133-134

*THAT the Board of Education of School District No. 71 (Comox Valley) adopt the changes to Policy 7 – Presentation/Delegation as presented.*

**11. Board Business**

- i. Trustee Report: Indigenous Education Committee (IEC) – Written Report, Susan Leslie, Trustee (Town of Comox)
- ii. Trustee Report: Social Planning Committee – Written Report, Chelsea McCannel-Keene, Trustee (CVRD – Area A)
- iii. VISTA Update – Verbal, Janice Caton, Trustee (City of Courtenay)
- iv. Motion: Susan Leslie, Trustee (Town of Comox)

Pages 135-136

Notice of Motion was given at the public meeting, February 28, 2023.

*THAT the Board of Education of School District No.71 (Comox Valley) directs the Superintendent to review all the District Policies and Administrative Procedures related to Student Health and Student Safety, with a focus on Student Health and Wellness, and provide a comprehensive report, including recommendations, to the Board.*

**12. Board Correspondence**

Page 137

- i. Correspondence: from The Honourable Rachna Singh office to The Board of Education of School District No. 71 (Comox Valley).

**13. Public Question Period**

**14. Adjournment**

**Motion:**

*THAT the Board of Education of School District No. 71 (Comox Valley) adjourn this meeting.*

**REGULAR BOARD MEETING MINUTES**  
**Tuesday, February 28, 2023**  
**7:00pm**

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**Attendance In Person:**

**Trustees:**

Michelle Waite, Board Chair  
Susan Leslie, Vice Chair  
Chelsea McCannel-Keene, Trustee  
Cristi May Sacht, Trustee (via Zoom)  
Shannon Aldinger, Trustee  
Sarah Jane Howe, Trustee  
Janice Caton, Trustee

**Staff:**

Tom Demeo, Superintendent of Schools  
Brenda Hooker, Secretary Treasurer  
Geoff Manning, Assistant Superintendent  
Candice Hilton, Director of Finance  
Vivian Collyer, Director of Instruction  
Josh Porter, Director Information Technology  
Craig Sorochan, Manager of Communications  
Ian Heselgrave, Director of Operations (via Zoom)

**Regrets:** Jay Dixon, Director of Instruction  
Sean Lamoureux, Director of Inclusive Education  
**Recording Secretary:** Heidi Bell, Sr. Executive Assistant

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**1. Call to Order**

Board Chair, Michelle Waite called the meeting to order at 7:04 pm.

**2. Adoption of Agenda**

**Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) adopt the February 28, 2023, Regular Board Meeting Agenda as amended.*

*[Howe/Leslie]*

**CARRIED**

**3. Board Meeting Minutes**

Pages 1-5

**Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) adopt the January 31, 2023, Regular Board Meeting Minutes as presented.*

*[Caton/Howe]*

**CARRIED**

**4. Unfinished Business - None**

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

Page 6

- January 31, 2023 – Regular In-Camera Meeting

- January 31, 2023 – Special In-Camera Meeting
- February 14, 2023 – Closed Committee of the Whole Meeting
- February 23, 2023 – Special In-Camera Meeting

**6. Board Chair’s Report – Written Report**

Page 7

Board Chair, Michelle Waite spoke to her written Board Report

**7. Presentations / Delegations - None**

**8. Committee of the Whole – For Information Only**

**Next Open Committee of the Whole Meeting:**

**TOPIC:** International Program/Environmental Stewardship Update  
**DATE:** March 7, 2023  
**TIME:** 4:30 pm  
**LOCATION:** School Board Office, Board Room

**9. Strategic Direction**

**A. Superintendent**

**i. Superintendent District Report**

Pages 8-11

The Superintendent spoke to his written District Report

**ii. Volunteer AP’s - For Information Only**

Pages 12-18

- Draft AP 490 – Volunteers in District Schools
- AP 490 Appendix A – Criminal Record Check Volunteers
- Draft AP 490 Appendix B – Volunteer Code of Conduct
- AP 491 – Student Transportation by Volunteer Drivers

The Superintendent spoke to the revised and new APs around Volunteers in Schools. The Superintendent thanked DPAC for their feedback. The completed Code of Conduct and CRC’s will be stored in a District wide, central location.

The AP’s will be located on the District Website under the Parent Information tab – Volunteers in Schools.

**iii. Student Affordability Fund – Briefing Note - Director of Inclusive Education, Sean Lamoureux**

Pages 19-20

The Director of Instruction spoke to the briefing note and answered trustee questions.

**B. Assistant Superintendent**

**i. Student Registration Update - Verbal**

The district has now reached the same number of new student registrations as those leaving the district. From now on the district will be growing and our numbers are healthy.

The last day for Cross Boundary Transfer requests is today, February 28, 2023.

**C. Secretary-Treasurer**

**i. Cumberland Enrollment – New Modulars**

Cumberland is projected to have enrollment numbers around 700 by next fall, with over 900 projected within 9 years. Two new modulars have been ordered for September 2023. Staff are hopeful to be approved for a Capital Expansion Project, which has been applied for in the District Capital Plan.

**ii. 2022-23 Amended Annual Budget and Bylaw**

Presentations by: Secretary-Treasurer, Brenda Hooker and the Director of Finance, Candice Hilton

Pages 21-50

The Secretary Treasurer walked the Board through the Board Report. Staff answered all questions.

**Motion:**

*THAT the School District No. 71 (Comox Valley) give first reading to the Amended Annual Budget Bylaw for 2022-23.*

*[Caton/Howe]*

**CARRIED**

**Motion:**

*THAT the School District No. 71 (Comox Valley) give second reading to the Amended Annual Budget Bylaw for 2022-23.*

*[Howe/McCannel-Keene]*

**CARRIED**

**Motion:**

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

*[Caton/Howe]*

**CARRIED UNANIMOUSLY**

**Motion:**

*THAT the School District No. 71 (Comox Valley) give third and final reading to the Amended Annual Budget Bylaw for 2022-23.*

*[Howe/Leslie]*

**CARRIED**

**D. Human Resources**

**i. Retirements and Recognition**

Page 51

**10. Board Standing Committee Reports**

**A. Open Committee of the Whole – February 14, 2023**

Pages 52-53

Literacy/Numeracy Assessment, Director of Instruction, Vivian Collyer

**Motion:**

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

*[McCannel-Keene/Howe]*

**CARRIED**

**B. Committee of the Whole Schedule – For Information Only**

Page 54

**11. Board Business**

- i. Trustee Report: Indigenous Education Committee (IEC) – Written Report, Susan Leslie, Trustee (Town of Comox)

Pages 55-56

Trustee Leslie spoke to her written report.

- ii. Notice of Motion: Janice Caton, Trustee (City of Courtenay)

*THAT the Board of Education of School District No. 71 (Comox Valley) direct the Superintendent to form a working group to review the current trustee remuneration and bring back a recommendation to the board.*

Trustee Caton spoke to her Notice of Motion.

**Motion:**

*THAT the Board of Education of School District No. 71 (Comox Valley) waive the 48-hour written notice on the Notice of Motion from Trustee Caton.*

*[Caton/McCannel-Keene]*

**CARRIED UNANIMOUSLY**

**Motion:**

*THAT the Board of Education of School District No. 71 (Comox Valley) direct the Superintendent to form a working group to review the current trustee remuneration and bring back a recommendation to the board.*

*[Caton/McCannel-Keene]*

**CARRIED**

**Motion:**

*THAT the Board of Education of School District No. 71 (Comox Valley) extend this Regular Board Meeting to 9:30 pm.*

*[McCannel-Keene/Aldinger]*

**CARRIED**

- iii. Motion to Rescind: Janice Caton, Trustee (City of Courtenay)

**Motion CARRIED June 21, 2022:**

*THAT the Board of Education for School District No. 71 (Comox Valley) establish a district wide committee to address the issues of gender-based violence amongst students.*

*[Caton/Howe]*

**CARRIED**

**Motion to Rescind:**

*THAT the Board of Education for School District No 71 (Comox Valley) rescind the motion, which was carried at the June 21, 2022, Regular Board Meeting.*

Trustee Caton spoke to the Motion to Rescind and moved the motion. The motion did not receive a second so as not tabled for discussion.

- iv. Notice of Motion: Susan Leslie, Trustee (Town of Comox)

*THAT the Board of Education of School District No.71 (Comox Valley) directs the Superintendent to review all the District Policies and Administrative Procedures related to Student Health and Student Safety, with a focus on Student Health and Wellness, and provide a comprehensive report, including recommendations, to the Board.*

- v. Trustee Report: Comox Valley Food Policy Committee (CVFPC) – Written Report, Cristi May Sacht, Trustee (CVRD – Area C)

Pages 57-58

Trustee May Sacht spoke to her written report.

- vi. Motion – Trustee Aldinger (City of Courtenay) – moved from the In-Camera meeting, February 28, 2023.

Notice of Motion was given at the Special In-Camera Meeting, February 23, 2023.

*“THAT the Board of Education of School District No.71 (Comox Valley) agree to submit the motion below to the BCSTA’s AGM”*

*BCSTA advocates for the Ministry of Education and Child Care to provide clear guidance about how to respond to student complaints of peer-to-peer sexual harassment, sexual exploitation, and sexual assault.*

Trustee Aldinger spoke to her motion and answered trustee questions.

**Motion:**

*THAT the Board of Education of School District No. 71 (Comox Valley) agree to submit the following motion to the BCSTA AGM.*

*BCSTA advocates for the Ministry of Education and Child Care to provide clear guidance about how to respond to student complaints of peer-to-peer sexual harassment, sexual exploitation, and sexual assault.*

*[Aldinger/Howe]*

**CARRIED**

vii. VISTA Spring Branch Meeting – March 3-4, 2023 – Crown Isle Resort, Courtenay

**12. Board Correspondence**

- i. Correspondence: from The Board of Education of School District No. 71 (Comox Valley) to The Honourable Rachna Singh.

Page 59

**13. Public Question Period**

A member of the public asked: Can the Committee of the Whole topics be added to the schedule?

Answer: Staff are looking at the topics of future meetings. April and May will be budget orientated; however, the topics are published when the agenda packages are issued.

**14. Meeting Adjourned – 9:08 pm**

**MOTION:**

*THAT the Board of Education of School District No. 71 (Comox Valley) adjourn this meeting.*

*[Howe/McCannel-Keene]*

**CARRIED**



**Board Approved on:**  
March 21, 2023

**Certified Correct:**

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Brenda Hooker, CPA, CGA  
Secretary-Treasurer

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Michelle Waite  
Board Chair

DRAFT

**RECORD OF IN-CAMERA MEETINGS**

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**TO:** Board of Education  
**FROM:** Office of the Secretary-Treasurer  
**RE:** Record of In-Camera Meetings

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**DATE:** March 21, 2023

**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:**

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**February 28, 2023 – 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 six other matters

The meeting was called to order at 6:04 pm and adjourned at 9:39 pm.

**February 23, 2023 – 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 two other matters

The meeting was called to order at 7:04 pm and adjourned at 8:17 pm.

**March 7, 2023 – Closed Committee of the Whole 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 fourteen other matters

The meeting was called to order at 2:04 pm, suspended at 4:29 pm, resumed at 5:55 pm and adjourned at 6:50 pm.

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# Our Case for a School District 71 Green New Deal

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Written by Ella Oldaker and Anne-Frédérique Béchard

Presented by Ella Oldaker



Image by Andy  
Everson

*I respectfully acknowledge that the land we gather on is on the unceded traditional territory of the K'omoks, Eiksan, Sahtloot and Pentlatch peoples, the traditional keepers of this land. The CYCC is deeply grateful for the present and ancestral care of the land and waters and we recognize our responsibility to support the efforts to decolonize and return these lands to their original stewards.*

# ABOUT THE COMOX YOUTH CLIMATE COUNCIL (CYCC)

# Comox Youth Climate Council

CYCC

- We are a group of youth ages 13-25 from all over the Comox Valley.
- Founded in the fall of 2020.
- We are worried about our future!
- We organize community events, workshops, political action and more.



# ABOUT THE CLIMATE CRISIS

## IPCC report 2022

- Limiting warming to around 1.5°C requires global greenhouse gas emissions to **peak before 2025** at the latest, and **be reduced by 43% by 2030**;
- at the same time, methane would also need to be reduced by about a third.
- Even if we do this, it is almost inevitable that we will temporarily exceed this temperature threshold but could return to below it by the end of the century.



# Local effects of climate change



The Comox Valley is already being affected by the climate crisis as shown by the reduction of the Comox glacier, the heat dome in June 2021, and more frequent droughts and storm periods.

## **Future Impacts of climate change are inevitable. We must prepare for:**

- Wetter winters, reduced snowpack means less water saved for drier months
- Earlier spring snow melt, increased winter water flows
- More frequent or intense storms, with risk of damage.
- Risks of flood, erosion, landslides, or stormwater overload.
- Sea level rise — up to one meter by 2100.
- Drier summers, risk of heat waves, drought, and wildfire.
- Ecosystems shifts, with risks to habitat and biodiversity.

# Social inequity



- The climate crisis disproportionately impacts marginalized communities such as Indigenous people, POC, women and people with disabilities.
- “We live in a time of multiple overlapping crises [...] so how about as we decarbonise and create a less polluted world, we also build a much fairer society on multiple fronts?” -Naomi Klein
- Some of us are worried about surviving the future with climate change, but many people are only worried about surviving the day. Climate solutions can also help improve people’s day to day lives by removing injustices.

# Eco-Anxiety

/,ekō,aNG'zīədē, ēkō,aNG'zīədē/

*noun*

“extreme worry about current and future harm to the environment caused by human activity and climate change.”

- While climate anxiety can provoke positive action in some people, for others it can cause depression, denial, overwhelm, paralysis.
- These negative effects often show up in those with a lack of a social support system, and a perceived disconnect from leaders.
- A recent study of 1000 canadian youth ages 16-25 reports that in regards to climate change “at least 56% of respondents reported feeling afraid, sad, anxious, and powerless. 78% reported that climate change impacts their overall mental health and 37% reported that their feelings about climate change negatively impact daily functioning”.

# Community wide solutions

- Making changes in our personal lifestyles rarely lessens our worry for the future. The changes are so small and slow, and we are often doing it alone.
- Additionally, Individual action can be a distraction from being a part of a broader change, such as removing systemic barriers or creating community wide policies with climate and social justice solutions.
- Personal lifestyle changes are also not always accessible.
- Participating in accessible community wide solutions and connecting with others on this powerful movement, is what is most helpful in managing our eco-anxiety.



# Youth involvement

- Not only does being a part of meaningful, community-wide climate action have a positive impact of the mental health of youth, it is also extremely important that our voices are heard.
- It is our future that is at stake and we have an important perspectives in climate action conversations.
- Getting involved in government can be extremely challenging and inaccessible for many youth.
- Disadvantaged youth who are most impacted by climate change may find it especially difficult, but these voices are the most important of all to uplift.
- We hope that you will be able to create a task force that makes participation in impactful community-wide solutions accessible for more youth.



# OUR RECOMMENDATION

# Our Recommendation

- That the school board create a **Climate Action Task Force:**
  - That is composed of trustees, senior management, staff, parents, teachers, students and other representatives of diverse experiences and backgrounds.
  - That is similar to that of the Qualicum School Board's Climate Emergency Task Force.
  - That is led by an employed sustainability coordinator, similar to the past position held by Angela Holmes. This will ensure continuity and accountability in the organization of this group.
  - That creates a **Climate Action Policy, Implementation Plan & Budget**
  - That uses the CYCC's School Board Green New Deal as a starting point for review, adaptation and creation of a climate action policy.

# Our Draft School Board Green New Deal



- Is a comprehensive document of solutions and policy ideas that focus on both climate change adaptation and mitigation all through an equity lens.
- Has the goal of improving sustainability and quality of life, locally and in the school board.
- Supports an equitable transformation, rooted in climate justice, and respectful of Indigenous peoples.
- Offers solutions that will provide positive examples of climate initiatives for students to learn from.

Green New Deals can be adapted to suit the differences of each government, area and/or organization. CYCC has presented Green New Deals to many of the Comox Valley municipalities.



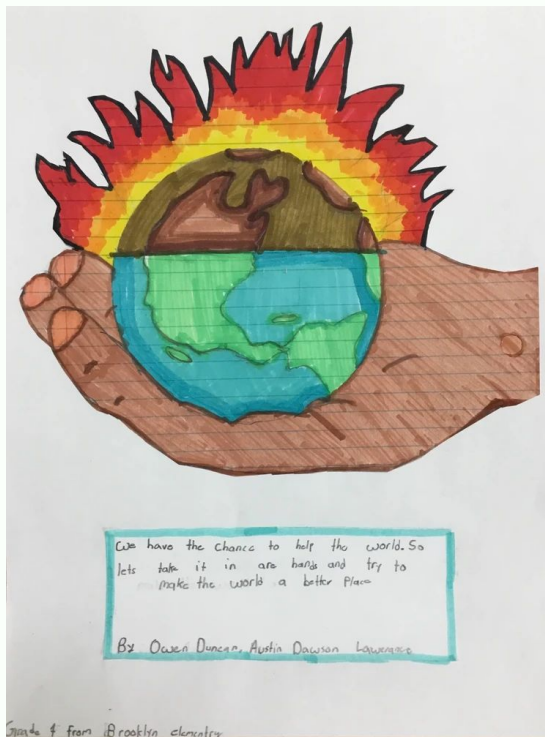
# Topics of Our School Board Green New Deal Draft

- Emissions Targets
- Low Carbon Jobs
- Indigenous Rights
- Antiracism and equity
- Buildings
- Governance Processes
- Transportation
- Energy and Electricity
- Drinking-Water and Wastewater
- Food Security
- Zero waste
- Education and Sustainability
- Health
- Ecosystems and biodiversity
- Climate Adaptation

# The School Board has the power to make impactful change

- The school board is in direct relation to our community members, through students, their families and staff.
- The school board has the power to implement accessible climate solutions for our community, which in turn, will cultivate hope within it's students.
- Last March, the board passed a motion which recognizes the threat of the climate crisis and our shared responsibility to take action.
- These recommendations are ways that the school board could take further action on this threat.

## Invest in our future



- We are at an absolutely critical point in time. Around the world, the decisions that are being made today are what will decide the safety of our futures and that of those who come after us.
- Schools prepare us for the future, please invest in safeguarding our planet to ensure we even have a future to prepare for.

## FIRST AID

### 1. First Aid Attendant

- 1.1. Each work site will have designated employees holding valid first aid certification that meets at least the minimum requirements of the *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities)* sections 3.14, 3.15, 3.16, 3.17).
- 1.2. The *Occupational Health and Safety Regulation* requires employers to assess time demands and levels of training required to provide first aid coverage not only for staff but for others, as well, such as students. For this reason, the District requires the minimum level of first aid certification at each site to be a WorkSafeBC approved basic first aid certificate i.e. an Occupational First Aid (OFA) Level 1 or equivalent certificate.

Elementary schools:	Two first aid attendants Each holding a basic first aid certificate (OFA Level 1 or equivalent)
Middle schools: (<50 employees)	Two first aid attendants Each holding basic first aid certificate (OFA Level 1 or equivalent)
Middle schools: (>50 employees)	Three first aid attendants Two holding a basic first aid certificate (OFA Level 1 or its equivalent). PLUS one attendant with intermediate first aid certificate (OFA Level 2 or equivalent)
Secondary schools	Four first aid attendants Two holding basic first aid certificate (OFA Level 1 or its equivalent) PLUS two attendants with intermediate first aid certificate (OFA Level 2 or equivalent)
Maintenance shop	Two first aid attendants One holding a basic first aid certificate (OFA Level 1 or equivalent) PLUS one attendant with intermediate first aid certificate (OFA Level 2 or equivalent)
Sandwich Alternate School	One intermediate (OFA Level 2) first aid attendant, or during absence of the OFA Level 2 attendant, a basic first aid attendant (OFA Level 1) OFA Level 1 first aid kit on site, with specific procedures on how to transport to hospital
Other School District 71 sites such as assessment center, District office with 1-20 employees	One first aid attendant (and an alternate) Each holding a basic first aid certificate (OFA Level 1 or equivalent) PLUS OFA Level 1 first aid kit on site, with specific procedures on how to transport to hospital

SD71 sites with between 21 and <50 employees	Two first aid attendants Each holding a basic first aid certificate (OFA Level 1 or equivalent) PLUS OFA Level 1 first aid kit on site, with specific procedures on how to transport to hospital
SD71 sites with 50 or more employees	Two first aid attendant One holding a basic first aid certificate (OFA Level 1 or equivalent) PLUS one attendant with intermediate first aid certificate (OFA Level 2 or equivalent) Dressing Station must be available on site.

The general guideline is: if staff numbers are between 7 and 50 adults, OFA Level 1 (**basic**) first aid is required by WorkSafeBC, and if staff numbers exceed 50 adults, OFA Level 2 (**intermediate**) first aid is required

- 1.3. Each Principal is responsible for ensuring that first aid coverage and certification are maintained at their site.
- 1.4. All first aid attendants will post their valid first aid certificate(s) at their respective work sites. They will also send a copy of their new or updated certification to their Manager, or Principal, [hrhelpdesk@sd71.bc.ca](mailto:hrhelpdesk@sd71.bc.ca) and to the District Health and Safety Manager for record-keeping, along with any receipts required for reimbursement of course fees. The Health and Safety Manager will also review all course requests in agreement with the District's recommended course providers and acceptable courses, and approve as appropriate, prior to employees booking their courses.
- 1.5. In addition to providing first aid services to staff and students, it is the District's responsibility to maintain site treatment records of all injuries reported by employees. The first aid attendant will be the employer's designate to complete and maintain these records as per *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities) s. 3.19 and s. 3.21*. Reporting of student injuries are required by the Schools Protection Branch and are to be reported on the Student Incident Form **ONLY** (i.e. these reports are not required in first aid records).

## 2. Equipment

- 2.1. Each site with 50 or fewer employees will have a **OFA level 1 first aid kit** on site. This is to meet the requirement for an OFA Level 1 first aid attendant.
- 2.2. In addition to the **appropriate first aid kit**, each facility with more than 50 employees will maintain, on site, all equipment and/or supplies as required by the [Workers Compensation Act \[RSBC 2019\] Chapter 1 – Part 2 \(Occupational Health and Safety\)](#). See also [OHS Guideline G3.16\(1.1\): Basic requirements to meet schedule 3-A.](#)
- 2.3. It is the responsibility of the District and its designate(s) (i.e. first aid attendants, in this case), to ensure that the first aid equipment and supplies at each site are kept stocked and properly maintained to meet site-specific levels of coverage, as per [Workers Compensation Act \[RSBC 2019\] Chapter 1 – Part 2 \(Occupational Health and Safety\)](#). See also [OHS Guideline G3.16\(1.1\): Basic requirements to meet schedule 3-A.](#)
- 2.4. **Principals and managers are responsible for supplying first aid kits and replacement items.**

### 3. Facilities

- 3.1. For ill or injured staff or students, each site must have a bed available in a room that has enough space to allow ease of access and treatment. The facility must also meet the requirements of *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities)* s. 3.15 and 3.16 as applied to the different levels of coverage.

### 4. Procedures

- 4.1. In accordance with *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities)* s. 3.17, each work site **Manager and School** Principal is responsible for the development of site-specific written procedures so staff and students will know how to obtain first aid treatment in the event of injury or illness.
- 4.2. Each Principal will also review annually, with staff, the procedures for obtaining first aid treatment.

### 5. Drills

- 5.1. In accordance with *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities)* s. 3.17.(4), each work site **Manager and School** Principal must ensure that at least once each year and whenever the procedures change, drills are conducted to ensure that
- (a) the procedures are effective, and
  - (b) workers, first aid attendants and other persons authorized to call for transportation for injured workers are capable of fulfilling their roles and responsibilities.

### 6. Treatment and Transportation of Injured Employees

- 6.1. Ill or injured employees are to receive first aid at their respective work sites. If it is determined that medical attention is required, the patient is to be transported by ambulance to the nearest hospital. In the event first aid is required at a site with no first aid attendant, the patient is to be transported to hospital by ambulance rather than being returned to their usual work site (in accordance with *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities)* s. 3.17 and 3.21).

### 7. Vehicles

- 7.1. Each District vehicle will be equipped with a vehicle first aid kit.
- 7.2. Through the District employees designated below, it is the District's responsibility to ensure that vehicle first aid kits are present and stocked.

Vehicle	Designate responsible
Maintenance vehicles	Vehicle drivers

District mini-buses	District mechanic or other maintenance employee responsible for checking mini-buses prior to pick-up
---------------------	--

## 8. Field Trips and Athletic Events

- 8.1. First aid fanny packs shall be taken on all one-day field trips and kept available at athletic events held on school grounds. The District requires a procedure in place to address first aid issues that might arise during these field trips or events.
- 8.2. School groups on extended field trips (over 24 hours) shall take with them **extended** first aid kits which shall be supplied by the School administration.

## 9. Public Assemblies, Staff Meetings, Open Houses

- 9.1. The assessment for these types of assemblies indicates that a procedure is to be in place at the school or site to identify access to the first aid kit, along with procedures for transportation to hospital if required. But whenever possible, a Level 1 first aid attendant is to be in attendance.

## 10. First Aid Training

- 10.1. Employees who volunteer as first aid attendants are responsible for enrolling in and completing the **District recommended** training courses to maintain their required certification, and for reviewing these requirements with the District Health and Safety **Manager** before enrolling for training. The District will provide reimbursement for such training costs.
- 10.2. Employees not designated as first aid attendants who wish to pursue first aid training are to notify their Supervisor. Supervisors will send these requests to the Health and Safety **Manager**, who will make recommendations to the Secretary-Treasurer regarding reimbursement of training costs.

## 11. Dispensing of Medications

- 11.1. First aid attendants are responsible for the dispensing of medications if required, but only after stringent controls have been laid out by employees or the students' family doctors. Training and written permission is required. Adhere to Administrative Procedure 316 – Management of Health Conditions and Medical Emergencies in all these cases.

## 12. Reimbursement and/or Compensation effective September 1, 2005

- 12.1. Course and **recertification** fees for approved staff will be reimbursed upon verification of successful completion of the course. Whenever possible, courses will be taken outside normal working hours. OFA Level 2 certification will require a one-week commitment of regular time to complete the course.
- 12.2. **Compensation for all assigned first aid attendants who are members of CUPE Local 439, CDTA, PVPA, and ESSPA, will be as follows:**

- 12.2.1. Staff designated as "Occupational First Aid Level 1 Attendants" will be assigned an additional fifteen (15) minutes per day at pay grade 1-2 in order to perform



first aid duties.

12.2.2. Staff designated as “Occupational First Aid Level 2 Attendants” will be assigned an additional 24 minutes per day at Pay Grade 9-2 in order to perform first aid duties.

12.3. Number of designated staff members or volunteers is to be limited to clause 1.2 requirements.

12.4. Staff volunteering as first aid attendants will serve the **three**-year term of their certificate. Should staff move to another job site within their **three**-year certificate validity, and there is a first aid vacancy at their new work site, it is expected that the balance of their volunteer service will be recognized. Vacancies will be posted on an annual basis or as they arise.

12.5. The Health and Safety **Manager** will advise principals of first aid course so that positions can be posted, volunteers arranged, and appropriate training provided for the required coverage at their respective sites.

Reference: Sections 17, 20, 22, 65, 85 School Act  
Health Act  
Safety Standards Act  
Workers' Compensation Act  
Communicable Diseases Regulation  
Occupational Health and Safety Regulation

Adopted: February 28, 2006

Revised: June 25, 2019

Revised: **March 2023**





# Information to support student learning.

This report provides British Columbia citizens with easy access to a comprehensive set of information about each school district in the province.

**Our mandate for education:** A quality education system assists in the development of human potential and improves the well-being of every British Columbian. The B.C. school system develops educated citizens by supporting each student's intellectual, human and social, and career development, and by considering a wide range of information in all of these areas.



## Intellectual Development

Includes the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge.

Reading, Writing, and Numeracy . . . . .	3
Grade-to-Grade Transitions . . . . .	5
Provincial Examinations . . . . .	5
Completion Rates . . . . .	6



## Human and Social Development

Includes developing a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.

Early Development . . . . .	7
Student Satisfaction . . . . .	8



## Career Development

Includes preparing students to attain their career objectives and to develop effective work habits and the flexibility to deal with change in the workplace.

Post-Secondary and Career Preparation . . . . .	9
Transition to B.C. Post-Secondary Education . . .	9

When reviewing district results, it is important to consider various factors that can influence student learning.

Community demographic and student enrolment information is provided to help inform local planning and continuous improvement efforts.

For information about this district and their plans for enhancing student learning, please refer to: <http://www.sd71.bc.ca>



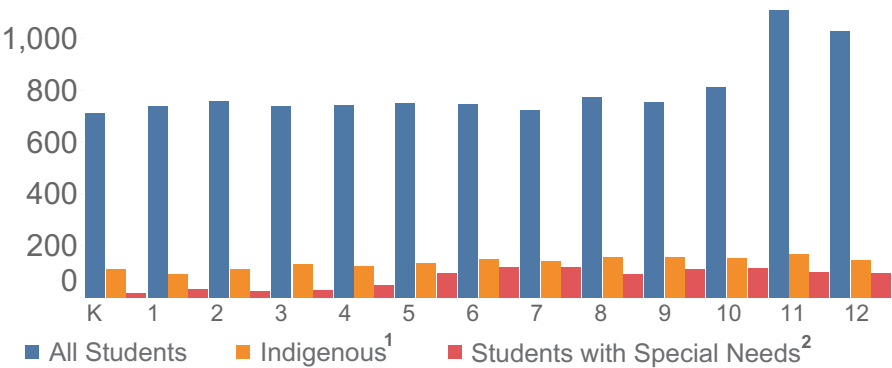
Current Headcount

10,883

Projected change  
over next 10 years

1,314

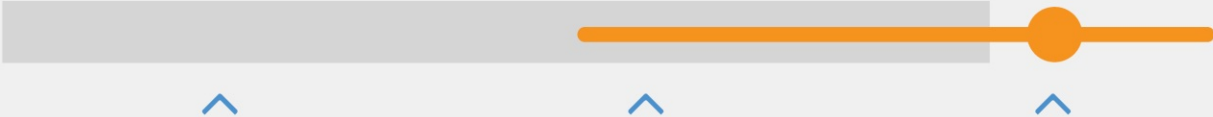
Total Students Across All Grades (2021/22)



Community Demographics

	Unemployment Rate	Percent of 25-64 with Post Secondary Credentials	Percent of Lone-Parent Families	Median Family Income Economic Families	Population Density (people per sq. km of land area)
B.C. Public Schools	6.8%	63%	4.4%	\$93,013	3,496
District: Comox Valley	7.7%	63.1%	4.3%	\$82,422	1,558

How to Read the Charts in This Report



The grey band represents **typical performance** for school districts across British Columbia (the range of results f..

The orange line shows this district's **results over time** (for the last ..

The orange dot shows the **most recent results** for this school district.

# Intellectual Development

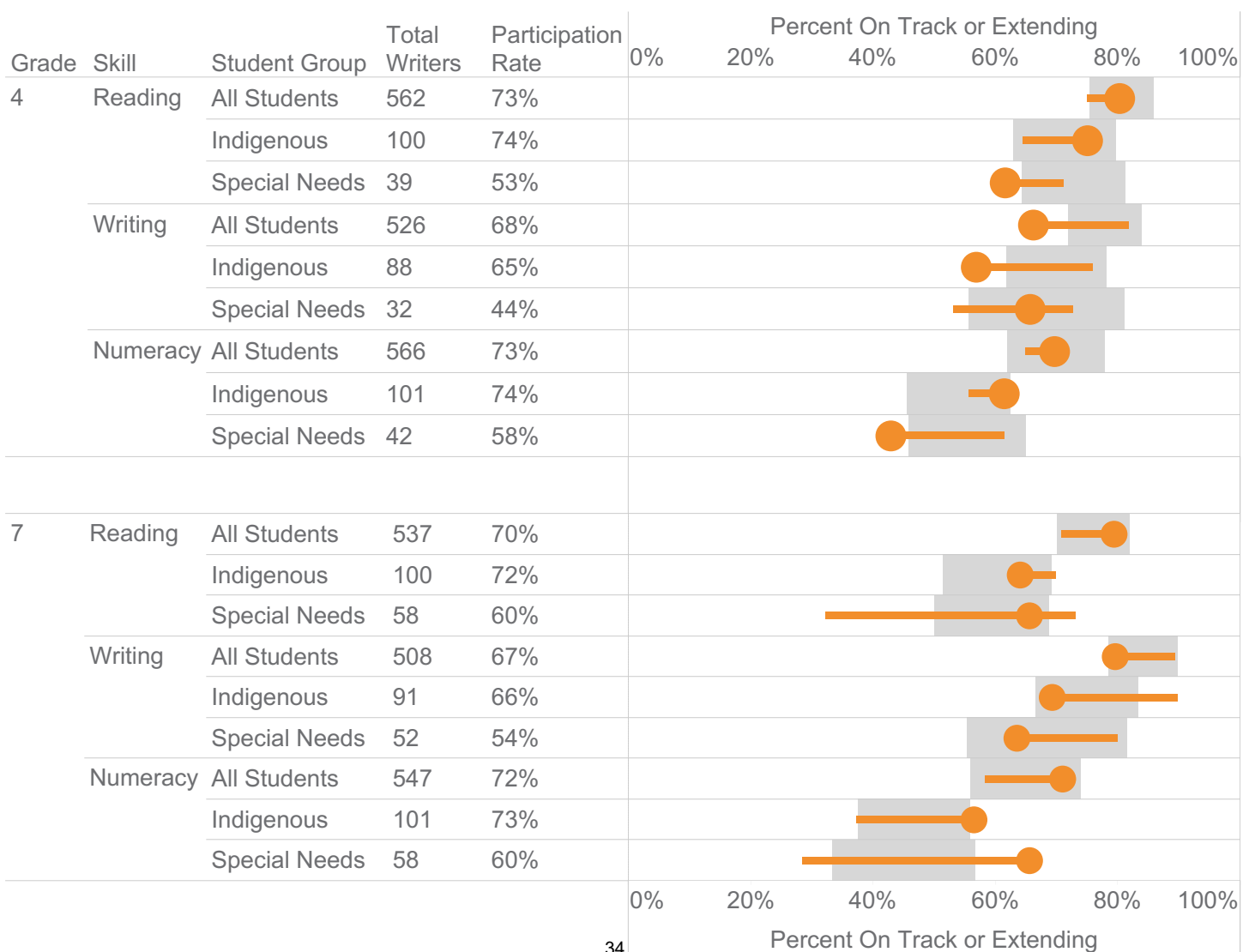
A goal of B.C.'s education system, supported by the family and community, is intellectual development – enabling our students to think critically, independently, and to acquire important skills and knowledge that will enable them to thrive in a rapidly changing world.



## Reading, Writing, and Numeracy (2020/21)

The Foundation Skills Assessment (FSA) is a set of reading, writing, and numeracy assessments administered each year to students in Grades 4 and 7, and was completely re-designed for the 2017/18 school year. The FSA is a valuable indicator of where students might have challenges in reading, writing, and numeracy and can be used to help plan their education. It also provides a snapshot of how our education system is meeting the needs of students in these key areas.

*\*in the chart below the orange bar represents only results in the redesigned FSA: 2017/18 - 2020/21 year range*



## Student Growth Over Time

These charts follow the performance of a single group of students on their Grade 4 and 7 FSA reading and numeracy assessments.

See <http://www.bced.gov.bc.ca/reporting/systemperformance> for comparable results for the writing assessments.



## Reading

Students' 2020/21 Results in Grade 7, Compared to their Grade 4 results

Student Performance Levels in Grade 4 (2017/18)	Number of Students	Extending	On Track	Emerging	Did Not Participate
Extending	60	15%	75%		10%
On Track	324	2%	69%	16%	13%
Emerging	103		49%	30%	21%
Did Not Participate	63		19%	14%	67%

## Numeracy

Students' 2020/21 Results in Grade 7, Compared to their Grade 4 results

Student Performance Levels in Grade 4 (2017/18)	Number of Students	Extending	On Track	Emerging	Did Not Participate
Extending	13	62%	23%		15%
On Track	323	12%	64%	15%	9%
Emerging	153	1%	33%	45%	20%
Did Not Participate	61	5%	13%	16%	66%

Percent of students with the same level of performance in Grade 4 and 7

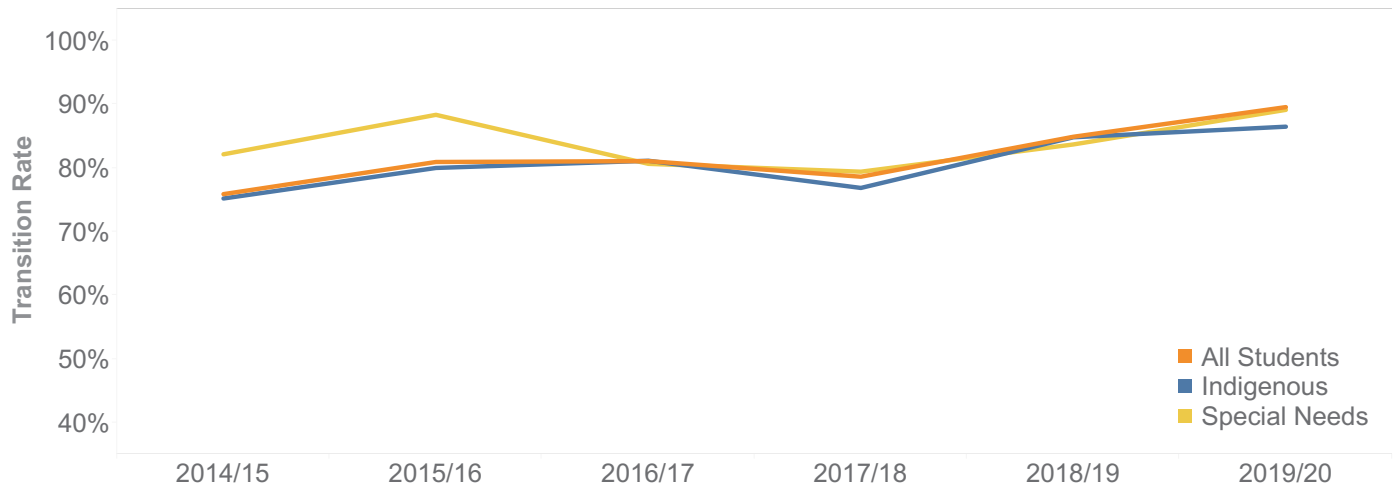
Percent of students with a higher level of performance in Grade 7 than 4

Percent of students with a lower level of performance in Grade 7 than 4

## Grade-to-Grade Transitions (2019/20)

Grade-to-Grade transition is the percent of students who make a successful transition to a higher grade the following year.

Shown here are the percent of students in the district making a successful transition from Grade 11 to Grade 12.



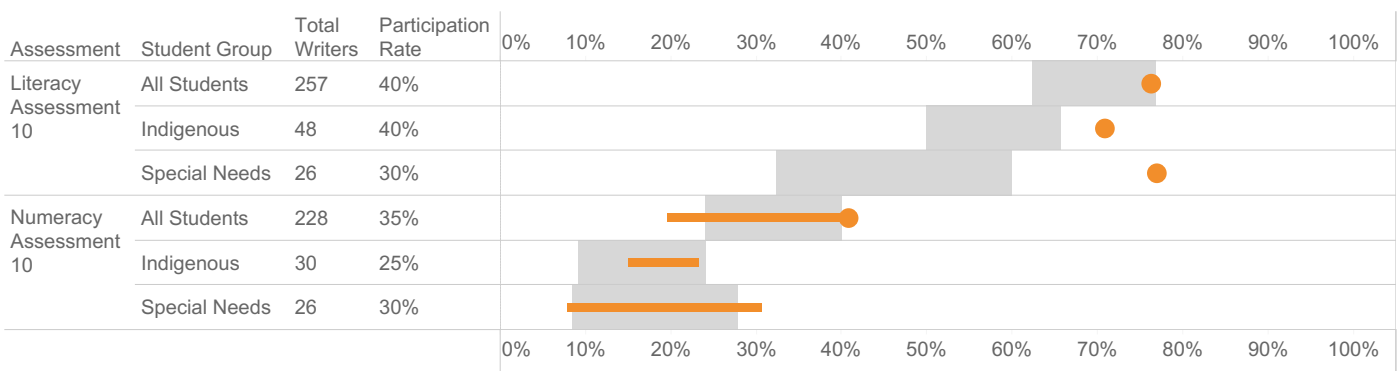
## Graduation Assessments (2019/20)

Provincial Assessment results are displayed for:

- » Grade 10 Numeracy Assessment
- » Grade 10 Literacy Assessment

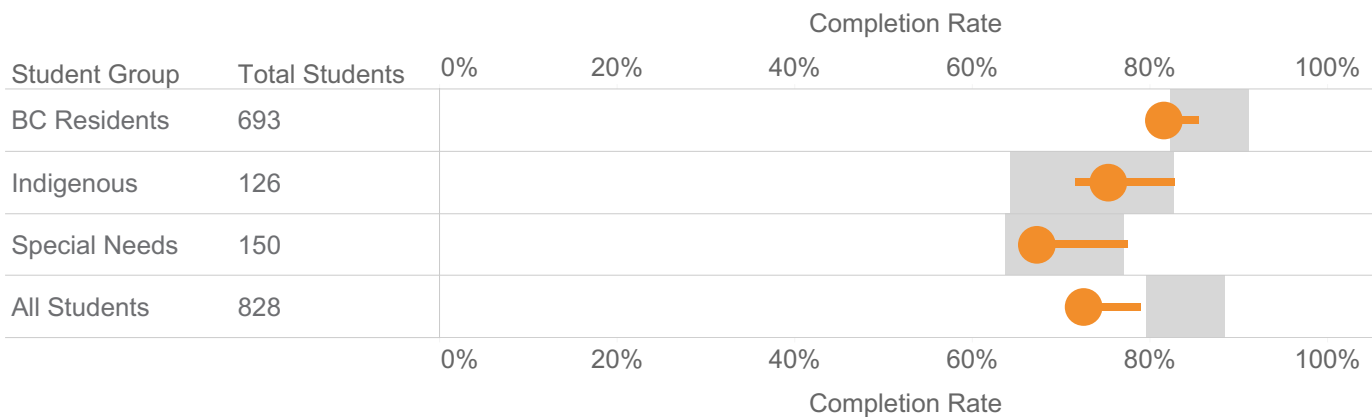


The purpose of Graduation Assessments is to measure the extent to which students are literate and numerate and to provide students and educators with information about their proficiency. As part of the updated graduation requirements, students in the New Graduation Program will have to complete two provincial assessments. They will focus on the demonstration and application of numeracy and literacy.

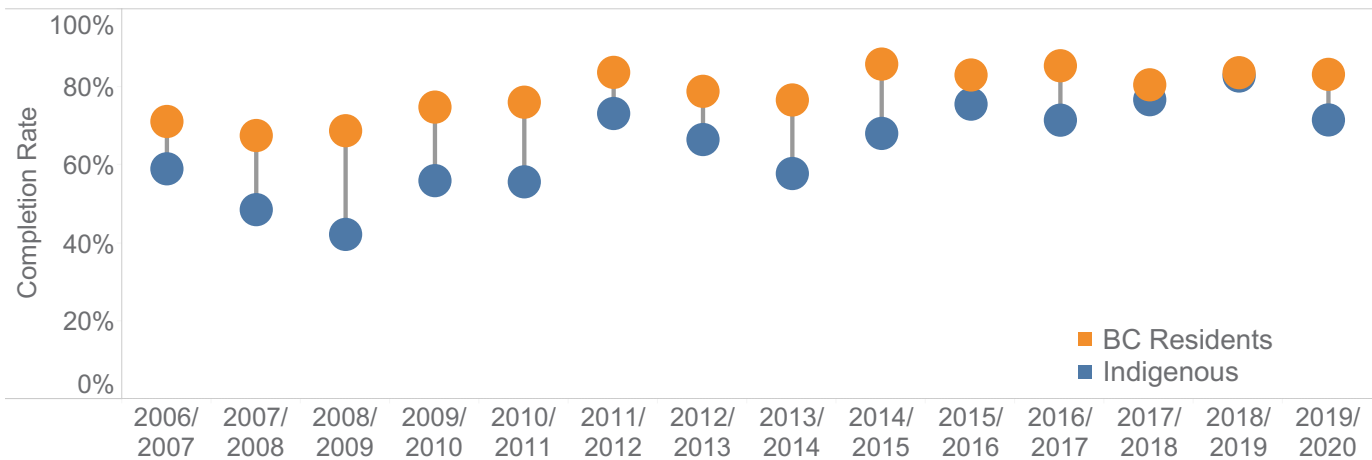


## Completion Rates (2020/21)

The Six-Year Completion Rate is the proportion of students who graduate with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma, within six years from the first time they enrol in Grade 8. Results are adjusted for student migration in and out of British Columbia.



## Completion Rates Over Time for Indigenous and All Students








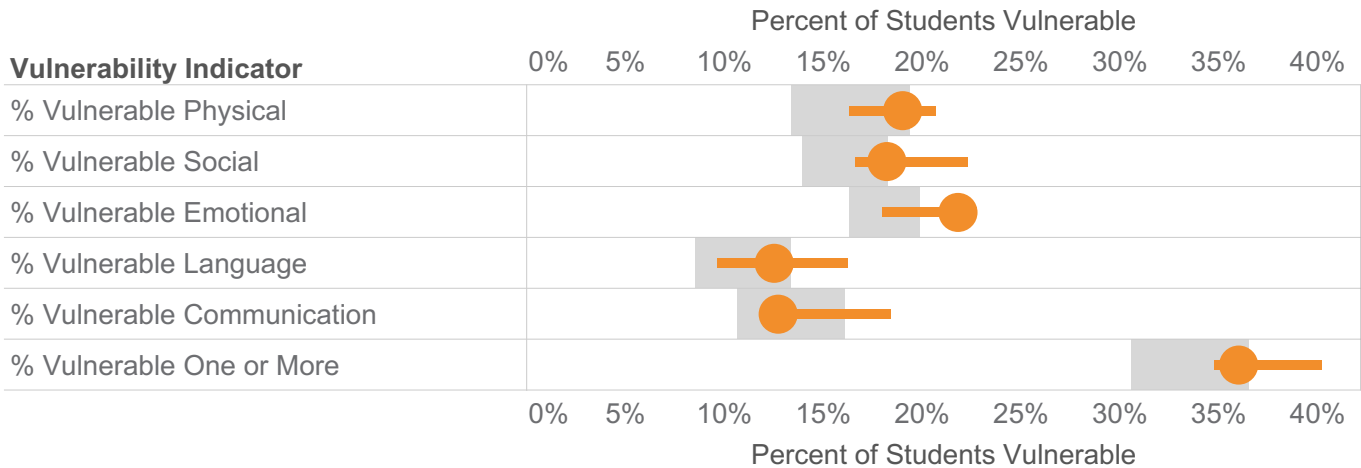
Schools are expected to play a major role, along with families and communities, in helping each student develop a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.



## Early Development

The Early Development Instrument (EDI) is a questionnaire completed by kindergarten teachers from across British Columbia. The questionnaire measures five core areas of early child development. These areas are good predictions of adult health, education, and social outcomes. Listed below are the percentages of students considered vulnerable in each of these core areas. Learn more about the EDI at <http://earlylearning.ubc.ca/edi>

- 583** Total number of students assessed (2016/17 - 2018/19)
-  Typical range across B.C. (middle 50% of districts)
-  Selected district's most recent results (2016/17 - 2018/19)
-  Range of district's results over time (2007/08 - 2018/19)

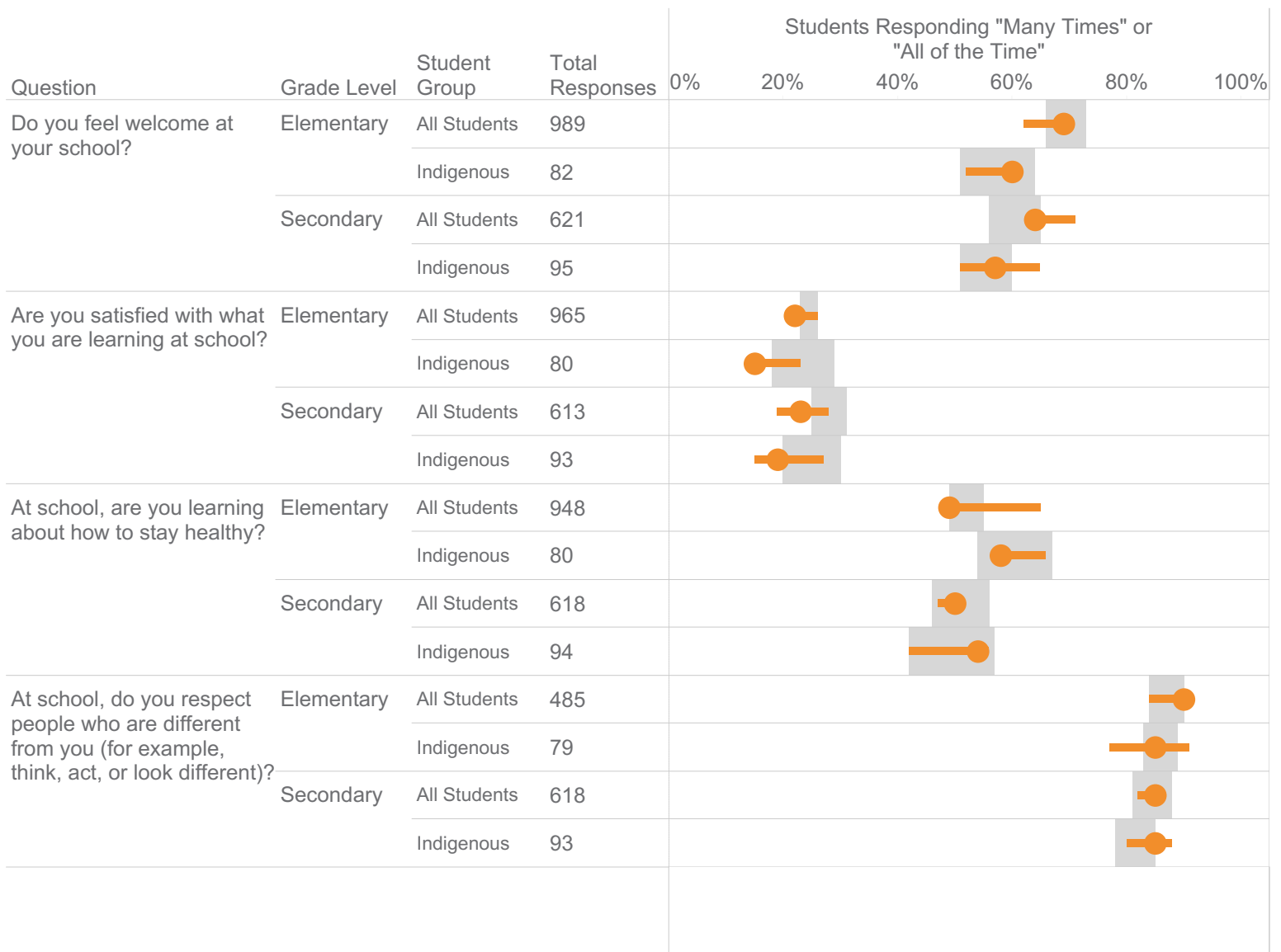




# Human and Social Development

## Student Satisfaction (2020/21)

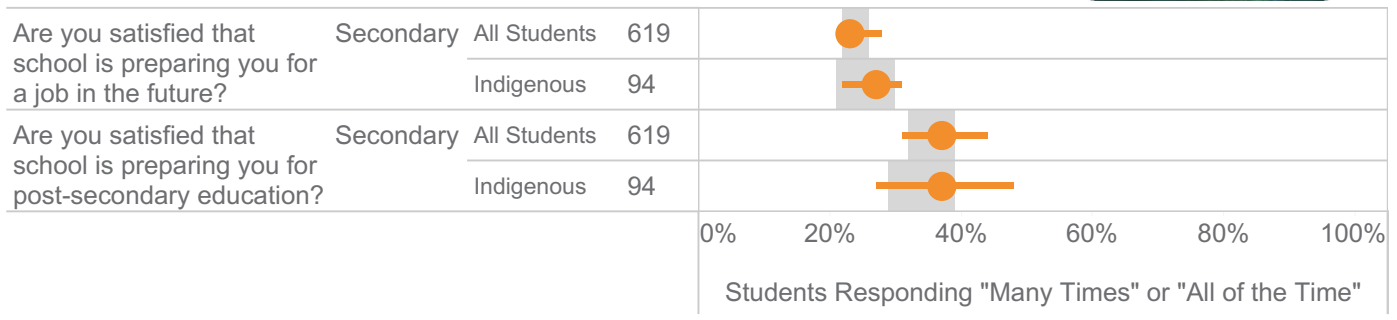
Every year, the B.C. Ministry of Education invites students in Grades 4, 7, 10 and 12 to complete an online survey about their school experience. Results for elementary students (Grades 4 and 7) and secondary students (Grades 10 and 12) are provided.



Schools are expected to play a major role, along with families and communities, in helping students attain their career objectives and develop effective work habits and the flexibility to deal with change in the workplace.



## Post-Secondary and Career Preparation (2020/21)

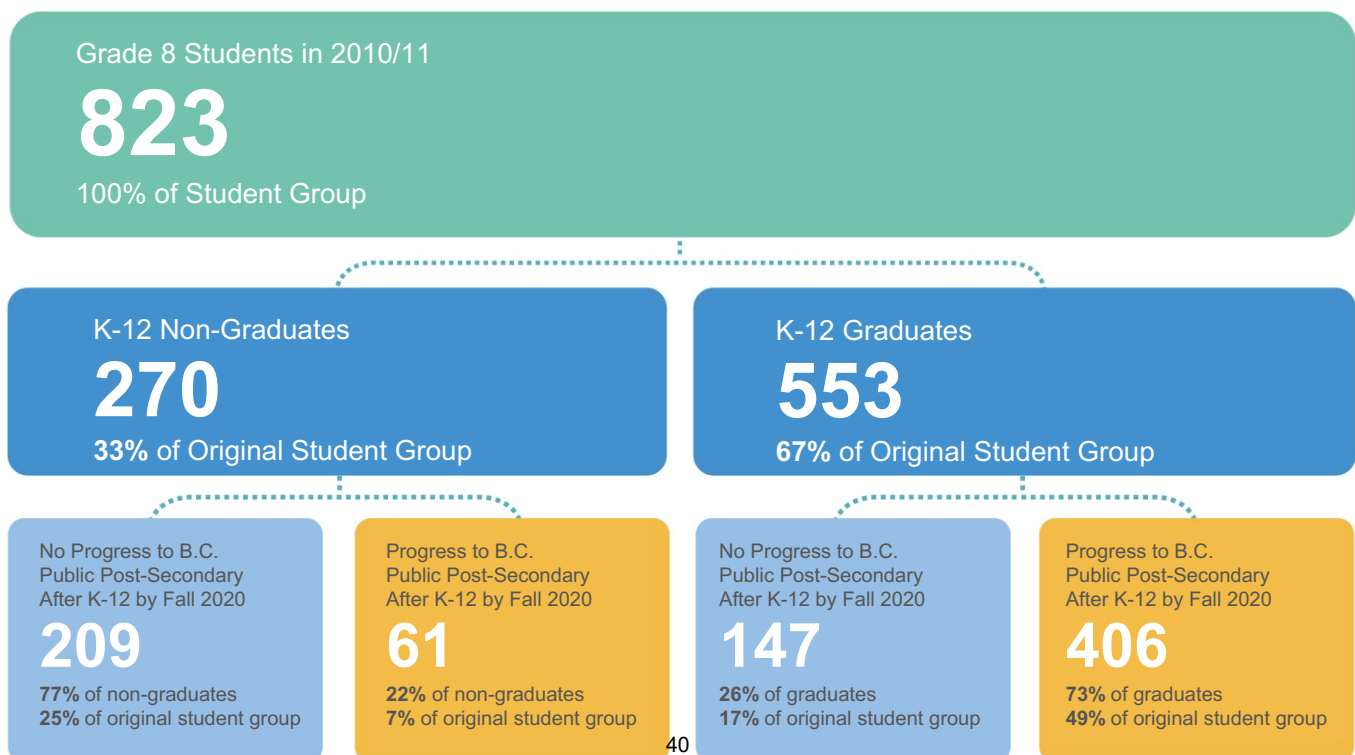


## Transition to B.C. Public Post-Secondary Education (2019/20)

The following information shows the transitions of a cohort of students in this district, and:

- » how many of these students graduated from the B.C. school system by fall 2015; and
- » how many of these students enrolled in a B.C. public post-secondary institution by fall 2019<sup>3</sup>

\*Note, these results do not include those students who enrolled in post-secondary institutions outside of B.C.



## About This Report

This report provides an overview of information collected by the B.C. Ministry of Education for all school districts across the province. It complements new planning and reporting efforts that are underway to enhance student learning in every school and school district in British Columbia.

A complete and interactive version of this report is available at <https://www.bced.gov.bc.ca/reporting/systemperformance>



## Questions to Consider When Reviewing Results

Some questions you might consider when reviewing information in this report include:

- » To what extent do the results align with what you expected to see?
- » How do the results compare with other information that exists?
- » What are areas of strength?
- » What areas may need further attention?
- » Where do you see growth over time?
- » What patterns do you see across particular groups of students?
- » What efforts are underway to support student success, and what role can you play?

## We Value Your Feedback

The B.C. Ministry of Education welcomes your feedback on this new way of displaying student information. Please send any questions, comments, or suggestions for improvement to [educ.systemperformance@gov.bc.ca](mailto:educ.systemperformance@gov.bc.ca)

**Visit** <https://www.bced.gov.bc.ca/reporting/systemperformance> to view the interactive version of this report.



(1) **Indigenous Students:** students who have self-identified as being of Aboriginal ancestry (First Nations, Métis, or Inuit)

(2) **Students with Special Needs:** when the Ministry of Education reports on the total number and performance of students with special needs, all categories are included.

(3) **Transitions to B.C. Public Post-Secondary:** for more information, please refer to <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

**msk** - throughout this report some numbers are 'masked' to protect the privacy of potentially individually identifiable populations of students

**BRIEFING NOTE**

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**TO:** School Board Trustees  
**FROM:** Geoff Manning, Assistant Superintendent  
**RE:** District Calendar

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**DATE:** March 21, 2023

**Purpose**

To notify the board of amendments to the District Calendar for the 2023-2024 school year.

**Background**

The current School District Calendar was established by the calendar committee during the 2020-2021 school year, and it covers the 2021-2022/2022-2023/2023-2024 school years. The Calendar Committee consists of members from senior leadership, CVPVPA, CDTA, CUPE, DPAC and a trustee representative. Feedback is solicited from all groups and the calendar is set in consultation with those mentioned above. The calendar is set for three years so that partner groups and parents can plan ahead knowing that the calendar has been set and important dates are in place.

At times, amendments are needed to the calendar for a variety of reasons. Looking at next year's calendar (2023-2024) there are two specific amendments that are needed:

1. Make October 2, 2023, a Non-Instructional Day in lieu of the Stat. Holiday (Reconciliation Day) on Saturday, September 30<sup>th</sup> in order to be in line with the Provincial Stat. Holiday.
2. Move the August 31<sup>st</sup> Non-Instructional Day to September 5<sup>th</sup>. This will make the first official day of school with students in session September 6<sup>th</sup>.

**Analysis**

The first change will allow the district to be in line with the provincial Stat. Holiday, which is a recommendation from the ministry. The second change is based on feedback from the CVPVPA, CDTA and CUPE requesting that one of the August days be moved into the school year calendar.

**Recommendation**

It is our recommendation that the board receive this briefing note as information.

Respectfully submitted,

*Geoff Manning*

Assistant Superintendent  
Comox Valley Schools

**From:** Finance Committee <[FinanceCommittee@leg.bc.ca](mailto:FinanceCommittee@leg.bc.ca)>  
**Sent:** March 7, 2023 3:16 PM  
**To:** Brenda Hooker <[Brenda.Hooker@sd71.bc.ca](mailto:Brenda.Hooker@sd71.bc.ca)>  
**Subject:** Provincial Budget 2024 Consultation

**[EXTERNAL] This email originated from outside of the organization. Do not click on links or open attachments unless you recognize the sender and know the content is safe.**

## Budget 2024 Consultation

On behalf of the Select Standing Committee on Finance and Government Services, we are writing to share information about the provincial **Budget 2024 Consultation**.

The Committee will be holding several public hearings to hear from British Columbians about their priorities for the next provincial budget. Public hearings are anticipated to take place in **late May and June** and will be a mix of in-person and virtual (video/teleconference) meetings. The Committee expects to hold in-person meetings in the following communities:

- Campbell River
- Kitimat
- Dawson Creek
- Prince George
- Revelstoke
- Cranbrook
- Penticton
- Vancouver
- Abbotsford
- Victoria
- Richmond

British Columbians wishing to present to the Committee are asked to complete a presentation request form by **Thursday, March 30 at 2:00 p.m. (Pacific)**. The presentation request form is available on the [Budget 2024 Consultation website](#). The Parliamentary Committees Office will follow up with interested participants in late April.

The opportunity to provide written input to the Committee will also be available beginning in late May.

### **Share the consultation:**

We welcome you to share this information with other British Columbians. A news release and poster are available to download from the [Budget 2024 Consultation website](#).

To participate or learn more about the consultation:

- Visit the Budget 2024 Consultation website <https://bcleg.ca/FGSbudget>

- Follow us on Twitter [@BCLegislature](#)
- Like us on Facebook [@LegislativeAssemblyBC](#)

If you have any questions about the Budget 2024 Consultation, the Committee's work, or the information in this email, please contact us by email at [FinanceCommittee@leg.bc.ca](mailto:FinanceCommittee@leg.bc.ca) or phone at 250-356-2933 or 1-877-428-8337 (toll-free in BC).

The Committee values your input and looks forward to hearing from British Columbians again this year.

**Parliamentary Committees Office  
Legislative Assembly of British Columbia**

*Grateful to live and work on the land of the lək'wəŋən speaking peoples,  
known today as the Esquimalt and Songhees Nations.*

## BUDGET DEVELOPMENT

### 2023-24 PRELIMINARY OPERATING BUDGET TIMELINES / PROCESS

March 7	Annual Budget - Closed Committee of the Whole Meeting (2:00-4:00pm) <i>Budget process overview, review of prior year budget/results.</i>
<b>March 15</b>	<b>Preliminary Operating Grant Announcement</b>
March 21	Regular Board Meeting - 7:00pm
<b>March 27 – April 11th</b>	<b>Spring Break</b>
April 11	Annual Budget - Open Committee of the Whole Meeting – 4:30-5:30 pm <i>Discuss and consider the implications of the Preliminary Operating Grant Announcement, any funding model changes, and any potential budget shortfall or enhancement. Opportunity for District Staff and Partner Group presentations.</i> <b><i>*Note-The meetings on April 11<sup>th</sup> and May 9<sup>th</sup> are open to the general public. As always, any Comox Valley resident is welcome to attend public board meetings.</i></b>
Mid-April	Public Budget Consultation Process <i>Public Budget Consultation process for 23-24 will include a budget development survey advertised and posted on the District website.</i>
April 25	Regular Board Meeting - 7:00pm  <b><i>Ongoing work and adjustments by management team to refine budget options and ensure that priorities connect to the district's core business (student success) and adhere to Ministry policy and guidelines.</i></b>
May 9	Annual Budget - Open Committee of the Whole Meeting – 4:30-5:30 pm <i>To share input from Public Budget Consultation process, Partner Group feedback, and consider preliminary balancing options.</i>
May 17	Special Committee of the Whole Meeting – 6:00 pm <i>To review staff recommendations to balance the 2023-24 Annual Budget.</i>
May 30	Regular Board Meeting - 7:00pm <i>Tentative approval 2023-24 Annual Budget Bylaw.</i>

### **ACCUMULATED OPERATING SURPLUS AND INTERNALLY RESTRICTED FUNDS**

The Board of Education is responsible for ensuring the district is protected financially from extraordinary circumstances which would negatively impact school district operations and the education of students. A key strategy in the Board's fiduciary duty is maintaining an accumulated operating surplus which shall be used to mitigate any negative impact on students. The appropriate management of operating surplus provides the school district with the ability to effectively plan and sustain services to students for a period longer than a single budget year resulting in an improvement of the overall financial health of the district.

#### **Specifically**

An accumulated operating surplus is achieved by spending less than the revenue the school districts receives in a given year, surpluses can accumulate year over year. The Board of Education is required by legislation to approve a balanced preliminary and amended annual budget, which may include the use of accumulated surplus funds from previous years. Estimated spending in the budgeting process must not exceed estimated revenue plus accumulated operating surplus.

Appropriation of internal restrictions on surplus funds and any inter-fund transfers each year in which they occur will require a motion to be made by the Board of Education. Capital assets purchased for departmental operating plans from approved budget expenditures do not require subsequent board approval

During the Annual and Amended Budget Process, the Board will consider the availability of accumulated operating surplus funds and the allocation of those funds between internally restricted surplus and unrestricted surplus (including contingency funds).

During the budget process, the Board will post information on its website about how, where and when the local community and education partner groups, including local First Nations and Metis Nation BC, will be engaged on the accumulation, spending and reporting of operating surplus funds. The Board will clearly explain the purpose of operating surplus and how the surplus will be used to support the Board's strategic objectives (for example, improving student educational outcomes) and other operational priorities of the Board.

#### **TYPES OF SURPLUS**

##### **Internally Restricted Operating Surplus**

There are three categories under which the Board may motion to designate internally restricted surplus funds:

1. Funds that are restricted due to the nature of constraints on the funds
  - Unspent Indigenous Education Targeted funds;
  - Contractual obligations (e.g., professional development);
  - School generated funds (not externally restricted).
2. Funds for anticipated unusual expenses
  - Staffing needs that are short term and variable in nature;
  - Self- insurance for minor equipment loss and breakage;
  - Implementation of new initiatives; and the impact of emerging events (i.e. Ministry projects; Emergent Events; Legislative Changes).
3. Funds for items requiring more than one year



- Future years' Operations/Budget (not beyond the next two fiscal years);
- Schools and department surplus/carryforwards (not beyond the next two fiscal years);
- Operating projects in progress;
- Technology, utilities, equipment, and Capital projects (includes amounts to be transferred to Local Capital that have not yet been identified for specific initiatives);
- Purchase order commitments; and
- Educational programs spanning multiple years (e.g., distributed learning, summer school, International Student Program)

### **Unrestricted Operating Surplus (Contingency Reserve)**

In conjunction with the Board of Education's review and approval of the annual financial statements, the Board of Education will restrict a portion of accumulated operating surplus for the purpose of forming a Contingency Reserve.

The Contingency Reserve will be sufficient to reduce, to an appropriate level, financial risk that results from emergent operating issues and/or to offset unrealized revenues. Prior to the adoption of each annual budget and amended annual budget, the Secretary Treasurer will present for the Board of Education's review and approval, allocation of budget for the purpose of Contingency Reserve and when applicable; strategies for replenishing the Contingency Reserve. The ministry surplus policy says that the "amount of unrestricted at the end of a fiscal year should be laid out in the Boards Operating Surplus Policy, in accordance with ministry instructions " (for example, the Ministry Financial Statement Instructions).

The amount of Unrestricted Operating Surplus at the end of a fiscal year should be a minimum of 1.5% and maximum of 3.0 % of actual Operating **Expenses** in the fiscal year.

### **Examples**

- Major Emergent Operating Issues – the School District is exposed to major non-reoccurring costs related to various emergency events or situations, e.g., inclement weather, pandemic, or forest fires, etc. These situations cannot be anticipated and budgeted for and it may not be feasible to absorb the cost of such events in other budget areas in any given year.
- To Offset Unrealized Revenues – The School District is exposed to the possibility of unrealized revenues and/or declines in base revenues from year to year due to the cyclical nature of the revenue source being impacted by economic downturns, (e.g., lower international student enrolment).

### **Local Capital**

There are three sources of Local Capital:

1. The board's portion of any proceeds from the disposition of capital assets;
2. Transfers from operating funds; and
3. Interest earned on local capital funds restricted for the purchase of tangible capital assets.

Transfers from operating funds to Local Capital will be for specific initiatives related to the Board's strategic plan or other operational needs of the district. Examples include vehicle replacement, computer system upgrades, and renovation or replacement of administrative and operational buildings. If these transferred funds are not linked to strategic goals or they have not been used within the timeline identified for the relevant initiative, the Ministry may require boards to use these Local Capital funds for other capital projects.

### **Restricted for Future Capital Cost Sharing**

The Treasury Board requires the Ministry of Education to review district surplus funds and determine funds that are available to contribute towards major capital projects in the Board's 5-year Capital plan. When a project has been approved for concept plan or business case development, the Board may restrict operating surplus funds to meet the cost sharing expectations for that project.

### **Inter-Fund Transfers**

In some cases, funds need to be transferred between the operating fund, special purpose funds. In some cases, funds need to be transferred between the operating fund, special purpose funds and the capital fund. These transfers are authorized through a board motion. In some cases, this approval will be done through the approval of the budget or annual financial statements. Approval of inter-fund transfers related to confidential matters (such as land, legal or personnel) will be considered in an in-camera board meeting.

## Reporting

Boards are required to provide the Ministry with an annual report on their budget allocation decisions (including operating surplus and Local Capital) demonstrating that approved allocations support the Board's strategic objectives. The Board's annual Financial Statement and Discussion Analysis (FSD&A) was developed based on the Ministries Companion Guide.

The Ministry may take actions to monitor and evaluate operating surplus as outlined in the Companion Guide to the Ministry's Accumulated Operating Surplus Policy.

## Definitions

- *Accumulated Operating Deficit* means the accumulated excess of Operating Expenses over Operating Revenues Less Inter-Fund Transfers from current and prior years.
- *Accumulated Operating Surplus* means the accumulated excess of Operating Revenues over Operating Expenses Less Inter-Fund Transfers from current and prior years. Accumulated Operating Surplus is a term defined by the Public Sector Accounting Standards (PS1201). While boards of education may use the term Reserves to denote 'Surplus', when it comes to financial statements and budgets the term Surplus should be used.
- *Annual Operating Deficit* is the amount by which a fiscal year's Operating Expenses and Inter-Fund Transfers exceed that same fiscal year's Operating Revenues.
- *Annual Operating Surplus* is the amount by which a fiscal year's Operating Revenue exceeds that same fiscal year's Operating Expenses and Inter-Fund Transfers.
- *Inter-Fund Transfers* means the transfer of funds from one fund to another (e.g., between Operating Fund and Capital Fund).
- *Internally Restricted Operating Surplus* means a portion of an Accumulated Operating Surplus that has been set aside through a board motion for specified use in future years.
- *Local Capital* is comprised of previous years' available operating surpluses, which are transferred to Local Capital with board approval; revenues from sale of capital assets; and investment income earned on these funds.
- *Operating Expenses* are the total of all expenses in the Operating Fund as disclosed on Schedule 2 of the annual financial statements.
- *Operating Revenue* is the total of all revenue in the Operating Fund as disclosed on Schedule 2 of the annual financial statements.
- *Special Purpose Funds* consists of targeted funding provided to the school district for a specific purpose. Pursuant to Sections 156(4) and (5) of the School Act, each special purpose fund must be accounted for in accordance with the terms of that special purpose fund. Treasury Board Restricted Contribution Regulation 198/2011, issued in November 2011, defines a restricted contribution as 'a contribution that is subject to a legislative or contractual stipulation or restriction as to its use'. Special purpose fund expenses are contingent on the amount of revenue received for the purpose of providing a specific service or program.
- *Unrestricted Operating Surplus (Contingency)* means the accumulated Operating Surplus built up in the School District's Operating Fund that has not been designated for specific uses

Legal Reference: Sections 65, 85.2, 110, *School Act*

### Other References:

*K-12 Public Education Financial Planning and Reporting Policy*

*K-12 Public Education Accumulated Operating Surplus Policy*

*Framework for Enhancing Student Learning Policy*

*Board Policy 26 (Financial Planning and Reporting Policy)*  
*District Strategic Plan*  
*Budget and Transparency and Accountability Act*

Board Policy Handbook - Updated March 2023

DRAFT

### **POLICY 26 – FINANCIAL PLANNING AND REPORTING**

The purpose of the Financial Planning and Reporting Policy (Policy) is to provide greater transparency and accountability for the planning and reporting of financial resources managed by the Board of Education of School District No. 71 (Comox Valley) (Board). This Policy aligns with and ensures compliance with the Ministry of Education and Child Care (Ministry) Financial Planning and Reporting Policy, Accumulated Operating Surplus Policy and the Framework for Enhancing Student Learning. These legislative requirements mandate that the Board develop, implement and provide to the Ministry multi-year financial plans to show how funding and resources have been allocated in support of the Board's strategic priorities and operational needs with a focus on improving educational outcomes for all students.

#### **Specifically**

The Board will:

1. Ensure that it adequately plans for core educational programs.
2. Develop a multi-year financial plan which includes the efficient and effective allocation of resources.
3. Align financial planning decisions with the strategic priorities set by the Board.
4. Identify a process of engagement with the local community, education partners, First Nations and the BC Metis Nation that will provide an opportunity for stakeholders to provide input into the development of the Annual Budget and multi-year financial plan.
5. Engagement requesting feedback can include in person meetings, virtual consultation, web-based surveys, or email submissions.
6. Ensure that the Annual Budget and multi-year financial plans are developed in accordance with applicable legislation, regulations, and Treasury Board policy.
7. Report annually on the progress towards alignment of funding with the Board's strategic plan and priorities, operational goals, and student educational outcomes.
8. The policy incorporates financial management including transparency, demonstrated accountability and consistent outcome-based planning, monitoring, and reporting.

#### **Budget Development and Multi-Year Plan**

The Board authorizes the Superintendent and Secretary-Treasurer to develop the Annual Budget and the multi-year financial plan.

The Annual Budget will be compiled and submitted on the specified form and containing the content required by the Ministry of Education and Child Care.

The Annual Budget and multi-year financial plan will prioritize funding for mandated educational programs and, where available, may support the Board's strategic priorities and operational plans.

Each year, by the March Public Board meeting, the Board will approve the Annual Budget timelines which will include a process and schedule for engagement with the local community and educational partners. This process will include engagement of Local First Nations and the BC Metis Nation. The multi-year financial plan will be presented to the Board for approval along with the draft Annual Budget.

The main consultations for the Annual Budget will be conducted within the Open Committee of the Whole (CoTW) structure so the entire Board and public are aware of the input that has been considered in the development of the Annual Budget and multi-year financial plan. Other types of consultation may also occur with new input reviewed at the next CoTW.

The Budget and multi-year financial plans must adhere to the Budget and Transparency and Accountability Act which required that the Ministry of Education use 3 year rolling services plans. The intent of the Policy is for Boards to follow similar practices to that of the Ministry.

The Board is responsible for their own approval process for the annual budget and multi-year financial plan.

Overall, the purpose of the multi-year financial plan is to disclose to the public the board's long-term objectives.

## **Financial Reporting**

The Board authorizes the Superintendent and Secretary-Treasurer to monitor financial reporting of the Annual Budget.

The Secretary-Treasurer will provide financial updates to the Board of Education on the progress towards meeting the financial objectives and goals contained in their strategic plan. This will be achieved through the current reporting structures in place, as well as the Financial Statement Discussion and Analysis

### Specifically:

Year-End Financial Projections will occur monthly beginning in January of each year.

Quarterly financial reports will be compiled and submitted to the Ministry in the form and containing the content specified by the Ministry of Education and Child Care.

Annually, the Board of Education will communicate its progress towards the alignment of funding and resources with the Board's strategic priorities, operational goals, and student outcomes.

Progress will be reported annually through the publication of the audited financial statements and an accompanying Financial Statement Discussion and Analysis Report.

Legal Reference: Sections 65, 85.2, 110, *School Act*

Other References:

*K-12 Public Education Financial Planning and Reporting Policy*

*Framework for Enhancing Student Learning Policy*

*Board Policy 18 (Accumulated Operating Surplus Policy)*

*District Strategic Plan*

*Budget and Transparency and Accountability Act*

**SD 71 Operating Financial Report - July 1 2022 to March 15, 2023**

<b>Operating Revenue</b>	<b>Actual</b>	<b>Amended Annual Budget</b>	<b>% of budget received</b>	<b># of Months</b>	
Ministry of Education: Operating Grants	\$ 66,080,631	\$101,500,303	65.1%	12	On track as MOE transfers are adjusted in Dec & Feb
Ministry of Education: Other Operating Grants	1,973,211	5,199,338	38.0%	12	These are significantly higher due to Labour Settlement Funding
Provincial Grants Other	101,300	\$217,000	46.7%	12	
International Tuition	4,895,496	4,905,250	99.8%	10	Tuition received, adjusted for Homestay Homestay is collected and flows through to host families
Less: Homestay Revenue	-1,928,500	-1,928,500			
Other Revenue	572,829	835,222	68.6%	12	Includes LEA, Cafeteria & Misc
Rentals	104,840	130,000	80.6%	12	
Interest	626,525	653,693	95.8%	12	Interest Income increasing
<b>Total Operating Revenue</b>	<b>\$ 72,426,332</b>	<b>\$111,512,306</b>	<b>64.9%</b>		Revenues are on trend

<b>Operating Expense</b>	<b>Actual</b>	<b>Amended Annual Budget</b>	<b>% of budget expended</b>	<b># of Months</b>	
<b>Salaries</b>					
Teachers	28,566,918	45,884,902	62.3%	10	slightly lower than expected
Principals and Vice-Principals	4,047,044	5,881,597	68.8%	12	slightly higher than expected
Educational Assistants	4,222,248	7,082,391	59.6%	10	lower than expected
Support Staff	6,774,151	10,137,899	66.8%	10	higher than expected
Other Professionals	2,501,739	3,689,995	67.8%	12	higher than expected
Substitutes (TOC's)	2,450,577	3,883,817	63.1%	10	lower than expected
	48,562,677	76,560,601	63.4%		overall average less than budgeted
<b>Employee Benefits</b>	11,728,468	18,027,872	65.1%	12	on trend to match forecast
<b>Total Salaries and Benefits</b>	<b>\$60,291,145</b>	<b>\$94,588,473</b>	<b>63.7%</b>		
<b>Services and Supplies</b>	11,733,205	15,790,902	74.3%	12	Higher than expected - due to cost escalation but also budgeted application of reserves
<b>Total Operating Expenses</b>	<b>\$72,024,350</b>	<b>\$110,379,375</b>	<b>65.3%</b>		
<b>Accumulated Surplus - July 1</b>		<b>\$6,742,852</b>			
<b>Capital Purchases from Operating</b>		\$271,000	0.0%	12	The asset purchases are recorded at yr end
<b>Operating Net Revenue (Expense)</b>	<b>\$401,982</b>	<b>\$861,931</b>			
<b>Application of Local Capital</b>		<b>-\$5,541,018</b>			
Net Changes for the Year		<b>-\$4,679,087</b>			
<b>Accumulated Surplus - June 30</b>		<b>\$2,063,765</b>			

**Notes to SD71 Operating Financial Report:**

Overall the District Revenues are on trend to be slightly higher than forecast. This assumes that the May NIDES count will come in at the projected number of students. The District expenses show that while some are higher, they are offset by those lower in other areas. Therefore, we are trending towards a net revenue, as was forecast in the Amended Annual Budget.



**Knox Valley Schools**  
A Community of Learners

Report - Expenses - 08/2021

## Schedule 2A:

### Operating Revenue by Source

Drill Down: Object Expense Group > Object > GL Account Number

YEAR  
2023

FS Class/Fund  
REVENUE

#### Object Expense

	Revenue Year Budget	Revenue Year Actual	2022 Revenue Actual	2021 Revenue Actual
<b>i- Provincial Grants- Ministry of Education and Child Care</b>	<b>106,920,647.00</b>	<b>68,053,842.00</b>	<b>99,840,808.00</b>	<b>95,951,648.00</b>
⊞ 621 OPERATING GRANT MINISTRY OF ED	101,702,905.00	66,080,631.00	98,404,219.00	92,472,468.00
⊞ 628 PAY EQUITY	451,831.00	88,469.00	451,831.00	451,831.00
⊞ 629 OTHER MINISTRY OF EDUCATION GRANTS	4,765,911.00	1,884,742.00	984,758.00	3,027,349.00
<b>ii- Provincial Grants- Other</b>	<b>217,000.00</b>	<b>101,300.00</b>	<b>275,900.00</b>	
⊞ 641 PROVINCIAL GRANTS OTHER MINISTRIES	217,000.00	101,300.00	275,900.00	
<b>iii- Tuition</b>	<b>4,905,250.00</b>	<b>4,895,495.50</b>	<b>2,959,945.13</b>	<b>1,623,154.02</b>
⊞ 647 OFFSHORE TUITION FEES	4,905,250.00	4,895,495.50	2,959,945.13	1,623,154.02
<b>iv- Other Revenues</b>	<b>654,214.00</b>	<b>572,828.67</b>	<b>752,926.41</b>	<b>1,004,982.59</b>
⊞ 648 LEA/DIRECT FUNDING FROM 1ST NATION	0.00	123,567.81	176,525.44	154,961.44
⊞ 649 MISCELLANEOUS	654,214.00	449,260.86	576,400.97	850,021.15
<b>v- Rentals and Leases</b>	<b>130,000.00</b>	<b>104,840.51</b>	<b>62,124.61</b>	<b>28,527.46</b>
⊞ 650 RENTAL AND LEASES	130,000.00	104,840.51	62,124.61	28,527.46
<b>vi- Investment Income</b>	<b>653,693.00</b>	<b>626,525.34</b>	<b>131,128.10</b>	<b>182,591.47</b>
⊞ 660 INVESTMENT REVENUE	653,693.00	626,525.34	131,128.10	182,591.47
<b>vii- Operating Revenue other</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
⊞ 642 REVENUE OTHER SCHOOL DISTRICTS	0.00	0.00	0.00	0.00
<b>Total</b>	<b>113,480,804.00</b>	<b>74,354,832.02</b>	<b>104,022,832.25</b>	<b>98,790,903.54</b>

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Custom Look

Sched 2

Sched 2A

Sched 2B

Sched 2C

2C Salaries

2C Services



**Morris Valley Schools**  
A Community of Learners  
1000 Morris Valley Road • Morrisville, NC 27561

## Schedule 2B: Operating Expense by Object

YEAR  
2023

FS Class/Fund  
OPERATING EXPENSE

Object	YTD Exp	Annual Budget	Budget Remaining \$	Budget Remaining %	2022 Exp
<b>01 Salaries</b>	<b>48,562,676.96</b>	<b>76,471,290.00</b>	<b>27,908,613.04</b>	<b>36.50</b>	<b>68,968,104.07</b>
105 PRINCIPALS AND VP SALARIES	4,047,043.51	5,881,597.00	1,834,553.49	31.19	5,383,772.90
110 TEACHERS SALARIES	28,566,918.38	45,884,902.00	17,317,983.62	37.74	41,439,857.11
120 SUPPORT STAFF SALARIES	6,774,150.83	10,137,899.00	3,363,748.17	33.18	8,906,698.10
123 EDUCATION ASSISTANT SALARIES	4,222,247.43	7,082,371.00	2,860,123.57	40.38	6,519,541.18
130 OTHER PROFESSIONAL SALARIES	2,501,739.41	3,689,995.00	1,188,255.59	32.20	3,273,253.46
140 SUBSTITUTE SALARIES	2,450,577.40	3,794,526.00	1,343,948.60	35.42	3,444,981.32
<b>02 Benefits</b>	<b>11,728,468.04</b>	<b>18,027,640.00</b>	<b>6,299,171.96</b>	<b>34.94</b>	<b>16,358,646.75</b>
200 EMPLOYEE BENEFITS	11,728,468.04	18,027,640.00	6,299,171.96	34.94	16,358,646.75
<b>03 Services and Supplies</b>	<b>11,733,205.12</b>	<b>17,959,962.50</b>	<b>6,226,757.38</b>	<b>34.67</b>	<b>14,538,745.22</b>
310 SERVICES	4,110,742.02	5,873,395.00	1,762,652.98	30.01	3,552,735.58
330 STUDENT TRANSPORTATION	1,571,657.03	2,600,841.00	1,029,183.97	39.57	2,377,593.23
340 PROF DEVELOPMENT AND TRAVEL	605,131.24	920,993.00	315,861.76	34.30	557,753.24
360 RENTAL AND LEASES	137,967.37	235,894.00	97,926.63	41.51	144,588.22
370 DUES AND FEES	64,033.75	99,444.00	35,410.25	35.61	84,112.42
390 INSURANCE	198,063.00	220,800.00	22,737.00	10.30	214,769.70
510 SUPPLIES	3,390,934.79	5,498,142.50	2,107,207.71	38.33	4,981,640.31
540 UTILITIES	1,534,418.81	2,350,958.00	816,539.19	34.73	2,302,314.82
580 FURNITURE AND EQUIPMENT REPLACE	115,019.33	147,995.00	32,975.67	22.28	319,913.58
590 COMPUTER REPLACEMENT	5,237.78	11,500.00	6,262.22	54.45	3,324.12
<b>Total</b>	<b>72,024,350.12</b>	<b>112,458,892.50</b>	<b>40,434,542.38</b>	<b>35.95</b>	<b>99,865,496.04</b>

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Sched 2

Sched 2A

Sched 2B

Sched 2C

2C Salaries

2C Services





**Mox Valley Schools**  
A Community of Learners  
MISSION • VISION • GOALS

# Schedule 2C : Totals and Lookback

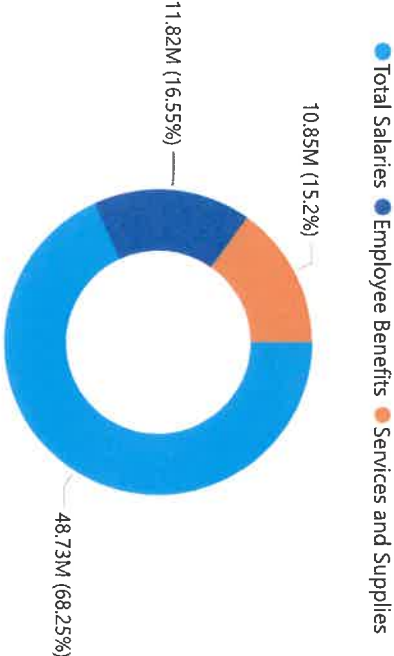
## Operating Expense by Function, Program and Object

YEAR

2023

>

Expenses YTD



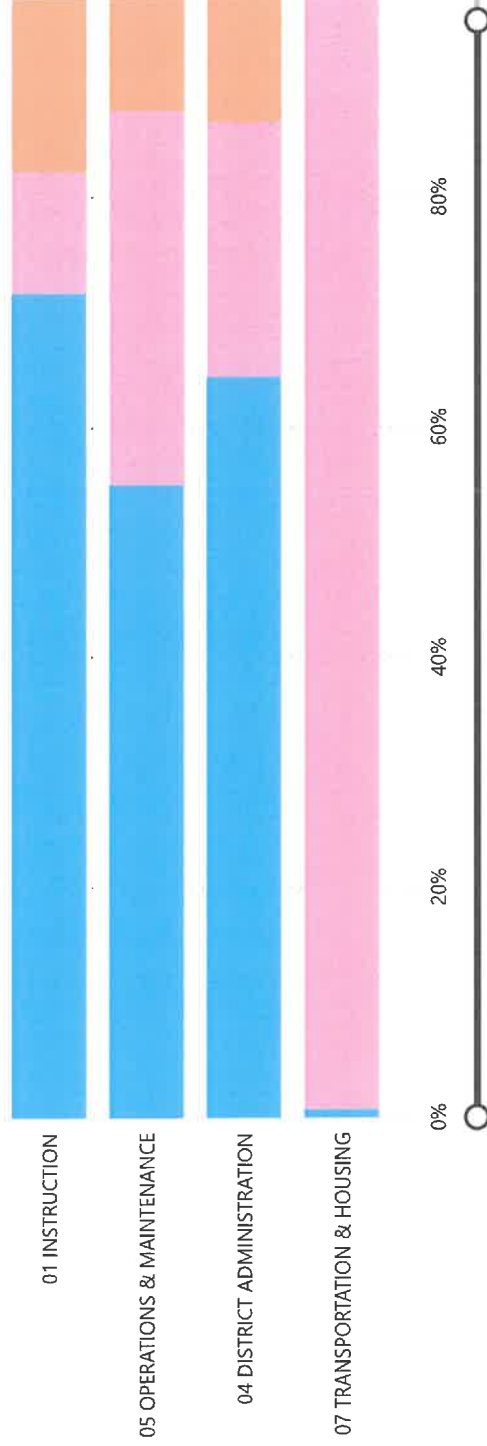
Function	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	Year Actual	Year Budget	2022 Budget	2022 Actual
01 INSTRUCTION	42,398,584.93	10,428,508.56	52,827,093.49	6,250,010.82	59,077,104.31	92,508,653.50	89,354,386.00	81,237,023.23
04 DISTRICT ADMINISTRATION	1,814,733.24	375,910.69	2,190,643.93	623,310.38	2,813,954.31	4,503,261.00	4,209,647.00	3,792,981.95
05 OPERATIONS & MAINTENANCE	4,507,142.89	1,010,375.08	5,517,517.97	2,663,179.65	8,180,697.62	12,818,629.00	12,068,207.00	12,434,017.47
07 TRANSPORTATION & HOUSING	10,281.16	1,907.61	12,188.77	1,314,639.96	1,326,828.73	2,628,349.00	2,226,312.00	2,401,473.39
Total	48,730,742.22	11,816,701.94	60,547,444.16	10,851,140.81	71,398,584.97	112,458,892.50	107,858,552.00	99,865,496.04

## Schedule 2C : Totals and Lookback

### Operating Expense by Function, Program and Object

YEAR  
2023

● Total Salaries ● Services and Supplies ● Employee Benefits



Function	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	Year Actual	Year Budget	2022 Budget	2022 Actual	2021 Actual
01 INSTRUCTION	42,398,584.93	10,428,508.56	52,827,093.49	6,250,010.82	59,077,104.31	92,508,653.50	89,354,386.00	81,237,023.23	76,884,559.17
04 DISTRICT ADMINISTRATION	1,814,733.24	375,910.69	2,190,643.93	623,310.38	2,813,954.31	4,503,261.00	4,209,647.00	3,787,273.69	3,648,524.17
05 OPERATIONS & MAINTENANCE	4,507,142.89	1,010,375.08	5,517,517.97	2,663,179.65	8,180,697.62	12,818,629.00	12,068,207.00	12,434,017.47	11,199,641.16
07 TRANSPORTATION & HOUSING	10,281.16	1,907.61	12,188.77	1,314,639.96	1,326,828.73	2,628,349.00	2,226,312.00	2,401,473.39	1,983,798.31
<b>Total</b>	<b>48,730,742.22</b>	<b>11,816,701.94</b>	<b>60,547,444.16</b>	<b>10,851,140.81</b>	<b>71,398,584.97</b>	<b>112,458,892.50</b>	<b>107,858,552.00</b>	<b>99,859,787.78</b>	<b>93,716,522.81</b>

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Sched 2A

Sched 2B

Sched 2C

2C Salaries

2C Services

**BRIEFING NOTE**

**TO:** The Board of Education  
**FROM:** Brenda Hooker – Secretary Treasurer  
**RE:** Accessible BC Act

**DATE:** March 21, 2023

**PURPOSE:**

To inform the Board on the new *Accessible British Columbia Act* which came into force on September 1, 2022.

**BACKGROUND:**

- [Accessible British Columbia Act](#)

**Accessible British Columbia Act**

Government has provided funding to Disability Alliance BC (DABC) to develop [resources](#) that will support school districts and independent school authorities to meet the legal requirements of the Accessible BC Regulation. DABC has created the [BC Accessibility Hub website](#) and an [Accessibility Toolkit](#) to support all prescribed organizations through the process of establishing an accessibility committee, an accessibility plan, and a feedback mechanism.

**ANALYSIS:**

The new act requires that provincial school districts must develop, by September 1, 2023:

- 1) An accessibility committee;
- 2) An accessibility plan;
- 3) A tool to receive feedback on accessibility, such as an email to receive comments.

Harris & Co provided a webinar for staff last week and several senior staff members participated. Staff will review the resources and toolkit and provide recommendations to the Board at a future Committee of the Whole meeting.

**RECOMMENDATION:**

None at this time

Respectfully submitted,

*Brenda Hooker*

Brenda Hooker  
Secretary Treasurer

**BRIEFING NOTE**

---

**TO:** Board of Education

**DATE:** March 21, 2023

**RE:** Human Resources - Retirements and Recognition

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**Retirements**

Janice Kilgour, Online Learning Clerk, NIDES, retiring effective October 31, 2023, after 14 years of service.

**Open Committee of the Whole**  
**Report to the Board**  
**Tuesday, March 7, 2023**  
**CONFIDENTIAL**

---

**Attendance In Person**

**Committee Members:**

Janice Caton, Chairperson  
Michelle Waite, Board Chair  
Susan Leslie, Vice Chair  
Cristi May Sacht, Trustee  
Shannon Aldinger, Trustee  
Sarah Jane Howe, Trustee  
Chelsea McCannel-Keene, Trustee

Tom Demeo, Superintendent of Schools  
Brenda Hooker, Secretary-Treasurer  
Geoff Manning, Assistant Superintendent  
Ian Heselgrave, Director of Operations  
Jay Dixon, Director of Instruction  
Vivian Collyer, Director of Instruction  
Josh Porter, Director of Information Technology  
Candice Hilton, Director of Finance

**Regrets:**

**Recording Secretary:** Heidi Bell, Sr. Executive Assistant

---

**A. Welcome**

*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.*

**\*\* This meeting is being recorded \*\***

**B. Call to Order**

The Chair, Janice Caton, called the meeting to order at 4:35 pm.

**C. Adoption of Agenda**

**Motion:**

*THAT the agenda be approved as presented.*

[McCannel-Keene/Leslie]

**CARRIED**

**E. Presentations/Delegations – PowerPoint Presentations Attached**

- i. Presentation Topic:  
International Program, District Principal, Greg Kochanuk and Senior

Pages 1-19

Manager, Josie Jiang

- ii. Presentation Topic:  
Environmental Sustainability Update, Director of Operations, Ian Heselgrave and  
Manager to Capital Project, Molly Proudfoot.

Pages 20-72

**F. Adjournment – 5:48 pm**





**INTERNATIONAL  
STUDENT PROGRAM  
COMOX VALLEY**

**Here For You**

**Welcome to the Comox Valley!**

# History of the Program

Started in **2005**  
recruiting from  
Korea and  
Germany-40-50  
students

Presently at **288**  
students from **24**  
countries

Now located at  
the Comox  
Elementary site

There are **32** ISP  
Programs in BC  
and 11 on  
Vancouver Island



INTERNATIONAL  
STUDENT PROGRAM  
COMOX VALLEY

HERE FOR YOU



# Our Vision

The Comox Valley ISP will continue to be a robust, sustainable program that creates an inclusive, multicultural environment through the hosting of international students and for enriching educational opportunities in the District.



To enroll students from many countries in the world and to foster inclusive learning experiences in cultural diversity and to enhance educational opportunities for all Comox Valley students.

# Our Mission



INTERNATIONAL  
STUDENT PROGRAM  
COMOX VALLEY

HERE FOR YOU

# Our GOALS for 2023- 2024

- Maintain ISP enrollment at 190 FTE students
- Strengthen the organization to manage this growth
- Enrich program offerings to the district
- Provide Canadians exchange opportunities

# Our Programs

## Fee-paying Programs

- Short-term program
- Graduation program
- Summer camp program
- Short-term group program

## Exchange Programs

- Cultural exchange program
- One-for-one exchange program



**Fee-paying  
International  
Students**

---

**203 FTE**

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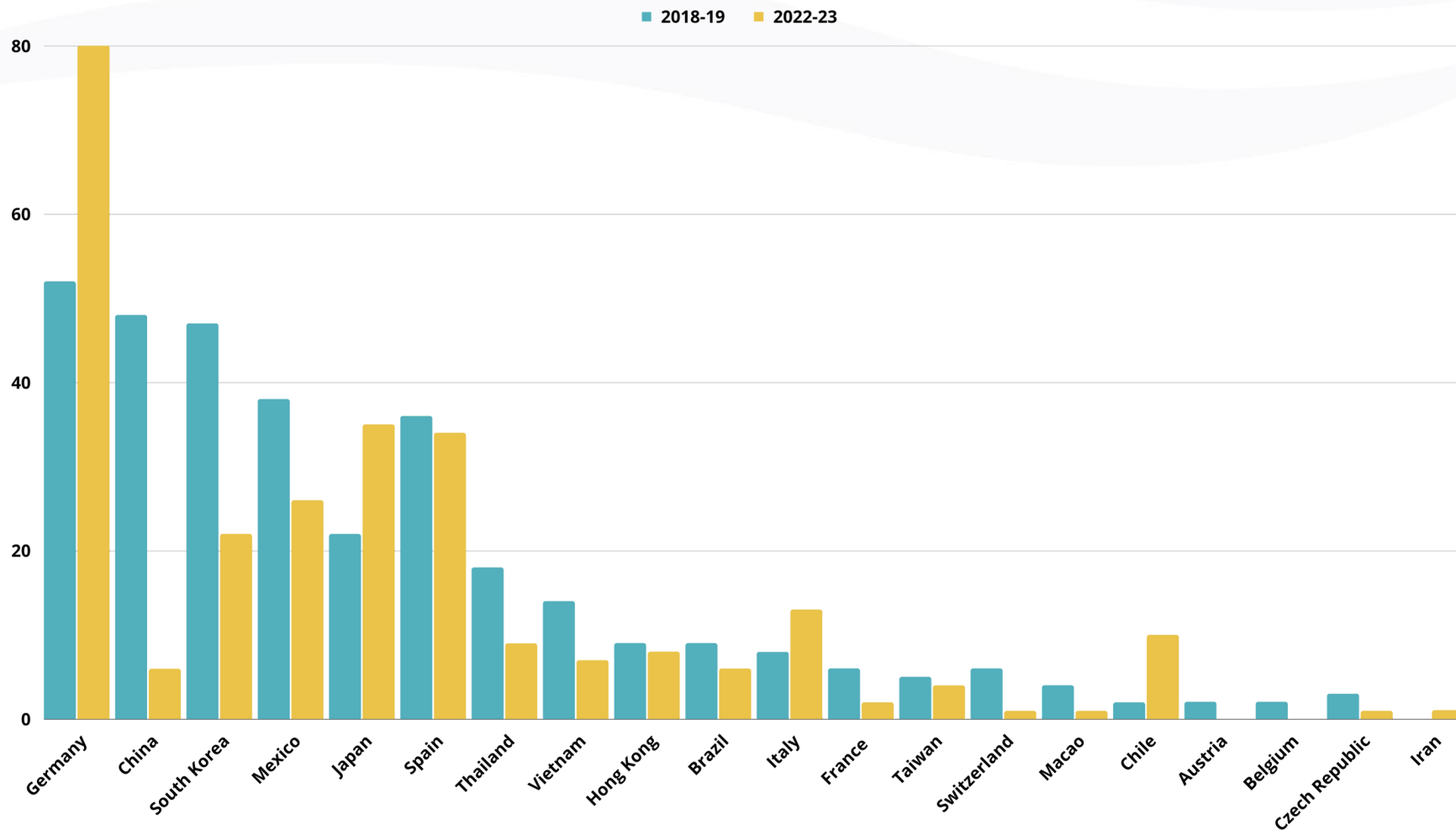
**288 headcount**

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**23 countries**

*— The fee-paying program is the backbone of all other programs —*

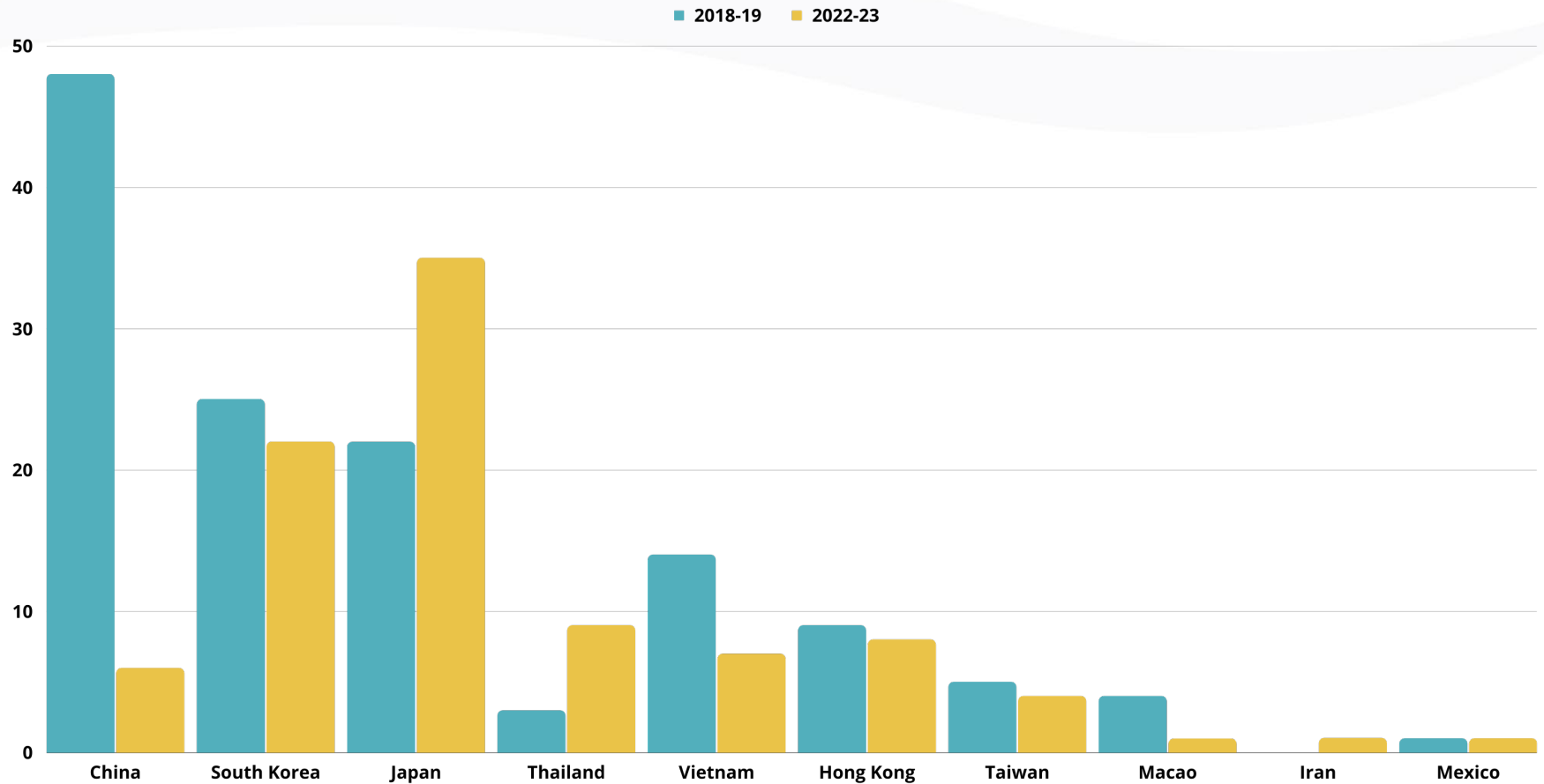
# Enrolment Comparison -2018-19 vs. 2022-23



INTERNATIONAL  
STUDENT PROGRAM  
COMOX VALLEY

HERE FOR YOU

# Graduation Student Enrolment Comparison - 2018-19 vs. 2022-23



INTERNATIONAL  
STUDENT PROGRAM  
COMOX VALLEY

HERE FOR YOU

# Other Fee-paying Programs

## Summer Program

- English Experience - July 3-27, 2023
- Academic Preparation - July 31-August 26, 2023
- 50 students in total

## Short-term Group Program

- Pending- looking at options in Thailand and China



INTERNATIONAL  
STUDENT PROGRAM  
COMOX VALLEY

HERE FOR YOU



# Where do these students stay?



INTERNATIONAL  
STUDENT PROGRAM  
COMOX VALLEY

HERE FOR YOU



# Exchange Programs

## Cultural Exchange

- Italy
- Germany
- Thailand (new)

## One for One Exchange

- Japan, Spain, Germany and France
- 23 Canadian students from Comox Valley participated



INTERNATIONAL  
STUDENT PROGRAM  
COMOX VALLEY

HERE FOR YOU

# Cultural Exchange

---



*Mark Isfeld - Italy 2023-2024*



*G.P Vanier - N/A*



*Highland - Germany 2023-2024*





INTERNATIONAL  
STUDENT PROGRAM  
COMOX VALLEY

# Highland to Germany





INTERNATIONAL  
STUDENT PROGRAM  
COMOX VALLEY



# One for One Exchange

**We are the only true internally supported district reciprocal exchange program in BC**



INTERNATIONAL  
STUDENT PROGRAM  
COMOX VALLEY

HERE FOR YOU



# One for One Exchange



# Office/ Program Staff



District Principal (x1)



Senior Manager (x1)



Homestay Coordinator (x2)



Senior Administrative Assistant- 12 month (x1)



Administrative Assistant/Program Worker 12 month (x2)



Support Teachers (x3)



INTERNATIONAL  
STUDENT PROGRAM  
COMOX VALLEY

HERE FOR YOU

# Financial Summary

Year	Revenues	Expenditure	Surplus to District	Total FTE To Schools	Total FTE Costs From ISP Program
2020-21	\$2,523,000	\$2,380,000	\$143,000	6.0 FTE	\$950,000
2021-22	\$4,484,950	\$3,999,499	\$485,451	11.25 FTE	\$1,400,477
2022-23	\$4,905,250	\$4,355,451	\$549,799	10.75 FTE	\$1,510,252

- Continue to offer quality programs to students in CV Schools and use the funds that we generate from international student fees to put back into school to provide additional supports, programs and teacher FTE for all students in CV Schools
- Using the 2022-23 school year figures, CVISP provides \$2,060,051 to CV Schools in staffing and surplus funds to support educational opportunities for all students in the Comox Valley



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# Operations Department GHG Reduction Work Update

March 7th, 2023



**Comox Valley Schools**

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

# Urgent and Immediate...



**MISSION:** To provide the best possible facilities for the students and staff of SD 71

# What does the Operations believe in?

- Operations is integral to educational success...
- An ounce of prevention...
- Safety culture. Our work can be very hazardous...
- It is not about us...

# The Operations “to-do” list

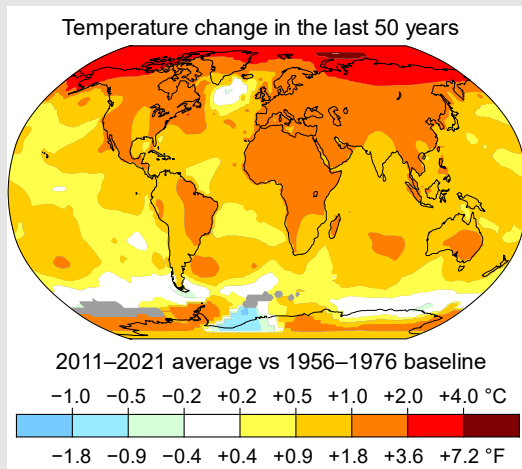
- To maintain safe, healthy, clean and attractive facilities for SD71 students and staff;
- Leadership and Supervision for maintenance and custodial staff;
- Work collaboratively on health & safety and risk management;
- **Oversee environmental and energy conservation including regulatory reporting;**
- Project management (contractors and SD employees) for seismic upgrades, school renovations and minor capital projects;
- Development and management of the district capital plan;
- Work with senior leadership, school administration and parents on facility planning & development, operations & maintenance; and
- Transportation

# Board Strategic Priority 3 – Goals and Actions

- **Priority** - Organizational Stability and Environmental Stewardship.
- **Goal** - Foster environmental stewardship
- **Action** - Reduce carbon emissions and environmental footprint
- The Board Strategic Plan influences the work of Operations. We directly support the Board Priorities as part of the educational team.



# Why do we care about GHGs?



- **GHGs** describe gases that trap heat in the atmosphere.
- They “thicken the Earth’s blanket” which makes the planet warmer. GHGs remain in the atmosphere anywhere from a few years to thousands of years.
- **Climate change** refers to long-term shifts in temperatures and weather patterns.
- Since the 1800s, human activities have been the main driver of climate change, primarily due to burning fossil fuels like coal, oil and gas.
- The consequences of climate change now include, among others, intense droughts, water scarcity, severe fires, rising sea levels, flooding, melting polar ice, catastrophic storms and declining biodiversity.

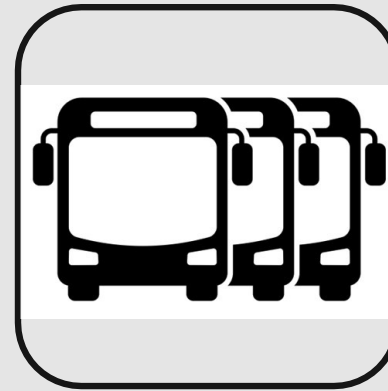
# Let's talk about Provincial context and ongoing work with REDE Engineering...



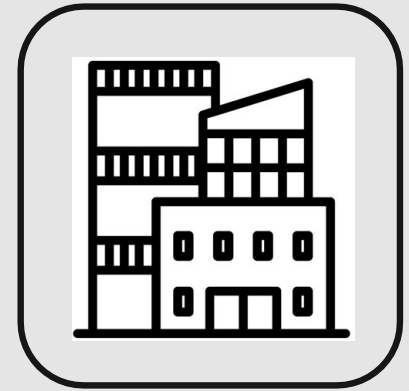
Baseline &  
Targets



Paper



Fleet



Buildings



## BC Reduction Mandate – TARGETS!

GHG Reduction from 2007

**2025 – 16%**

**2030 – 40%**

**2040 – 60%**

**2050 – 80%**

- 2022 Climate Change Accountability Report

## Reduction Mandate

Sector-specific target for **transportation** of

**27-32 % by 2030**

- <https://news.gov.bc.ca/releases/2021ENV0022-000561>

## Reduction Mandate

Sector-specific target for **buildings and communities**

**59-64 % by 2030**

- <https://news.gov.bc.ca/releases/2021ENV0022-000561>

# 2022 CCAR

## 2022 Climate Change Accountability Report

In 2020, B.C.'s net emissions were down compared to 2019 and the base year of 2007 by 4% and 3% respectively, and our per capita greenhouse gas (GHG) emissions were also down by 5% and 19%.

B.C.'s gross emissions for 2020 were 64.6 million tonnes of carbon dioxide equivalent ( $\text{MtCO}_2\text{e}$ ). That's down 5% (-3.3  $\text{MtCO}_2\text{e}$ ) from 2019 and down 1% (-0.9  $\text{MtCO}_2\text{e}$ ) from 2007, the baseline year for B.C.'s legislated targets.

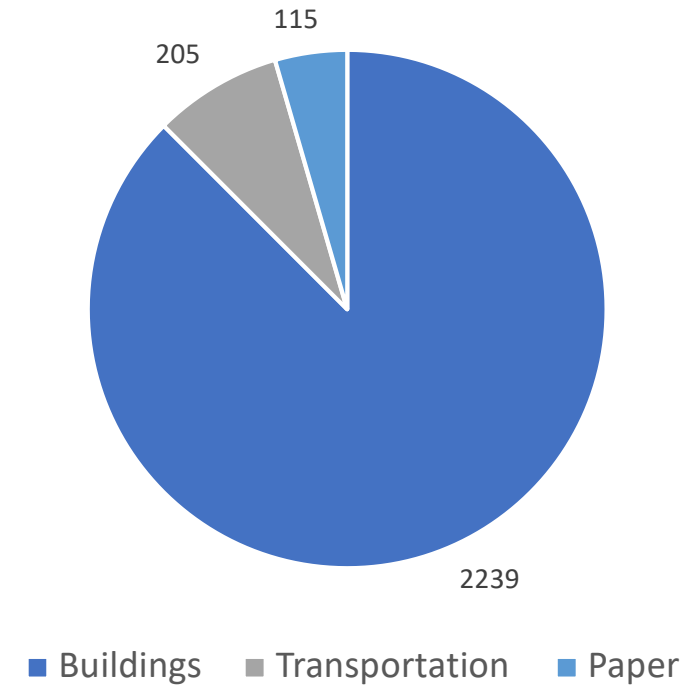
(to December 2020) only partially covers the start-up phase of CleanBC — launched in December 2018.

Many policies and programs, including those announced as part of the 2021 [CleanBC Roadmap to 2030](#) (Roadmap), are expected to reduce emissions in the coming years.



# SD 71 Baseline 2010

		(t CO <sub>2</sub> e)
Buildings	<b>Direct Fuel Combustion</b> (natural gas, propane, heating oil)	2000
	<b>Purchased Energy</b> (electricity)	239
Fleet	<b>Mobile Energy Use</b> (gasoline, diesel)	205
Paper	<b>Paper</b>	115
	<b>Total</b>	2559

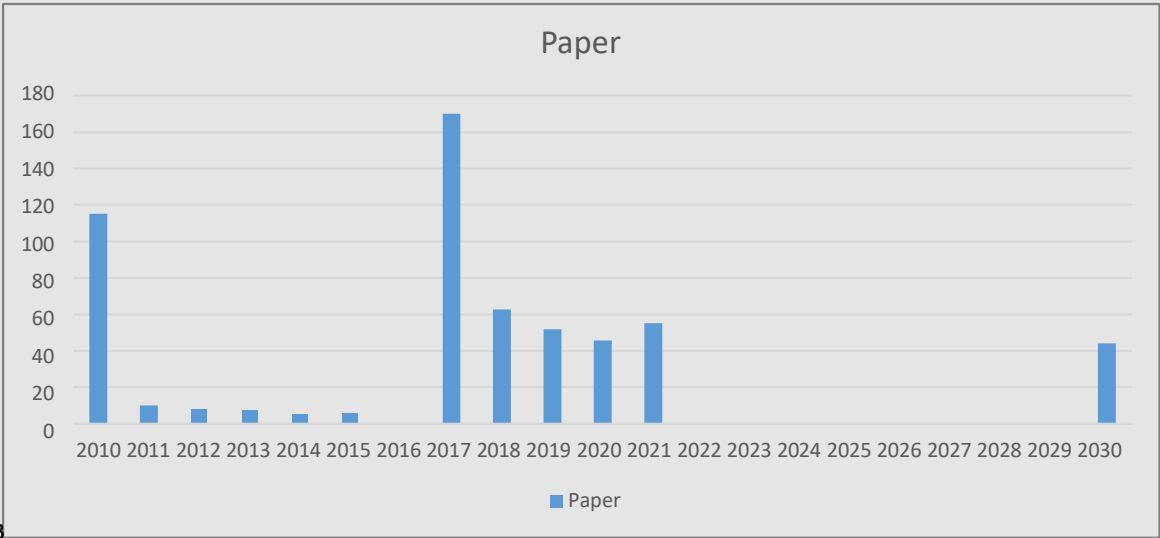
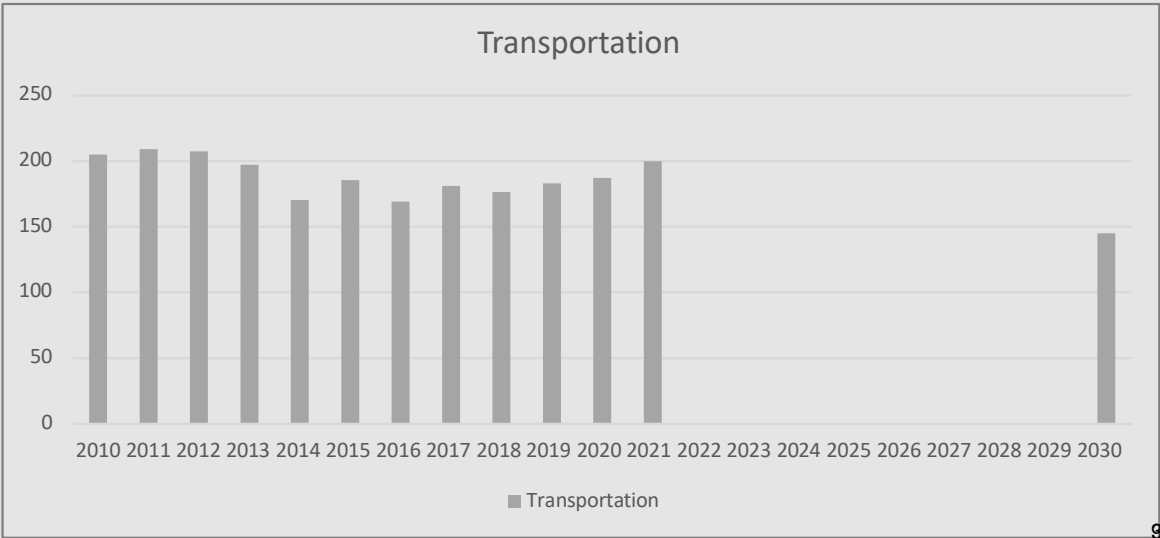
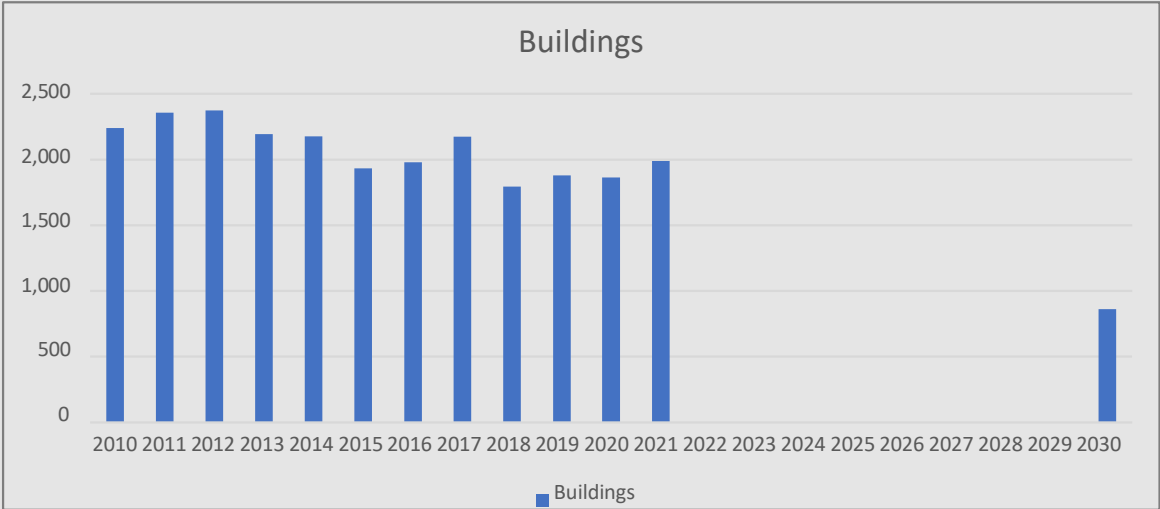
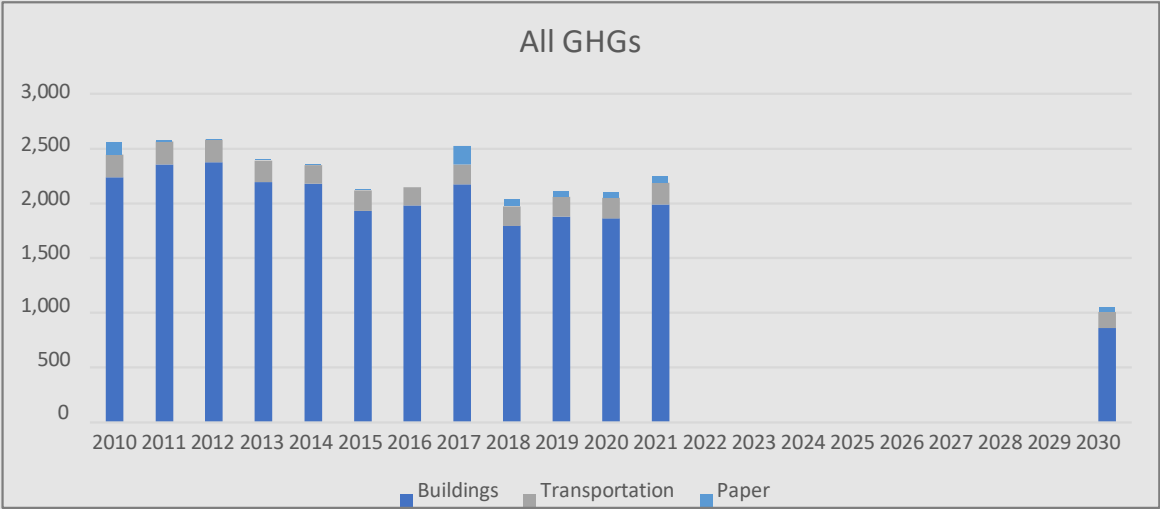


## Baseline 2010

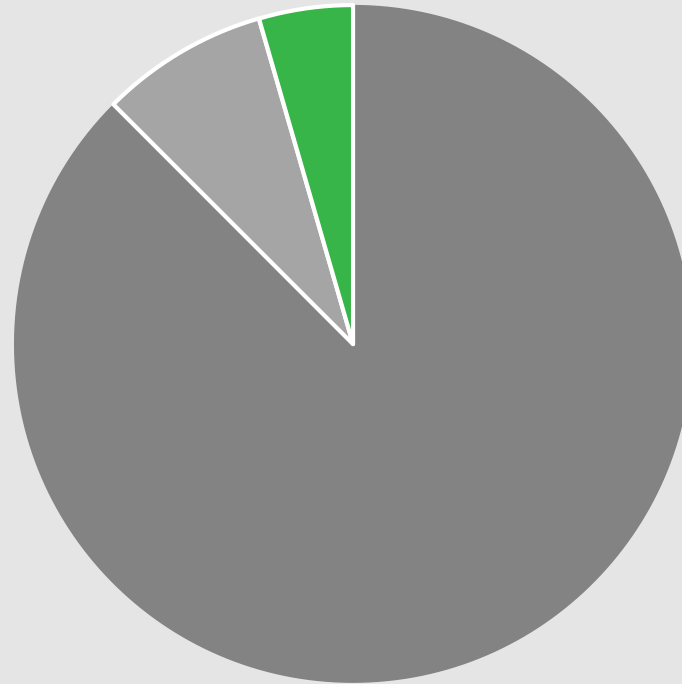
		(t CO <sub>2</sub> e)	Reduction Mandate	Reduction Needed	Target 2030 (t CO <sub>2</sub> e)
Buildings	<b>Direct Fuel Combustion</b> (natural gas, propane, heating oil)	2000	59-64%	1180-1280	720-820
	<b>Purchased Energy</b> (electricity)	239	59-64%	141-153	86-98
Fleet	<b>Mobile Energy Use</b> (gasoline, diesel)	205	27-32%	55-66	139-150
Paper	<b>Paper</b>	115	59-64%	68-74	41-47
	<b>Total</b>	2559		1444-1572	987-1115

**2021 = 2243, or 12% reduction to date.**

# Gap to Target

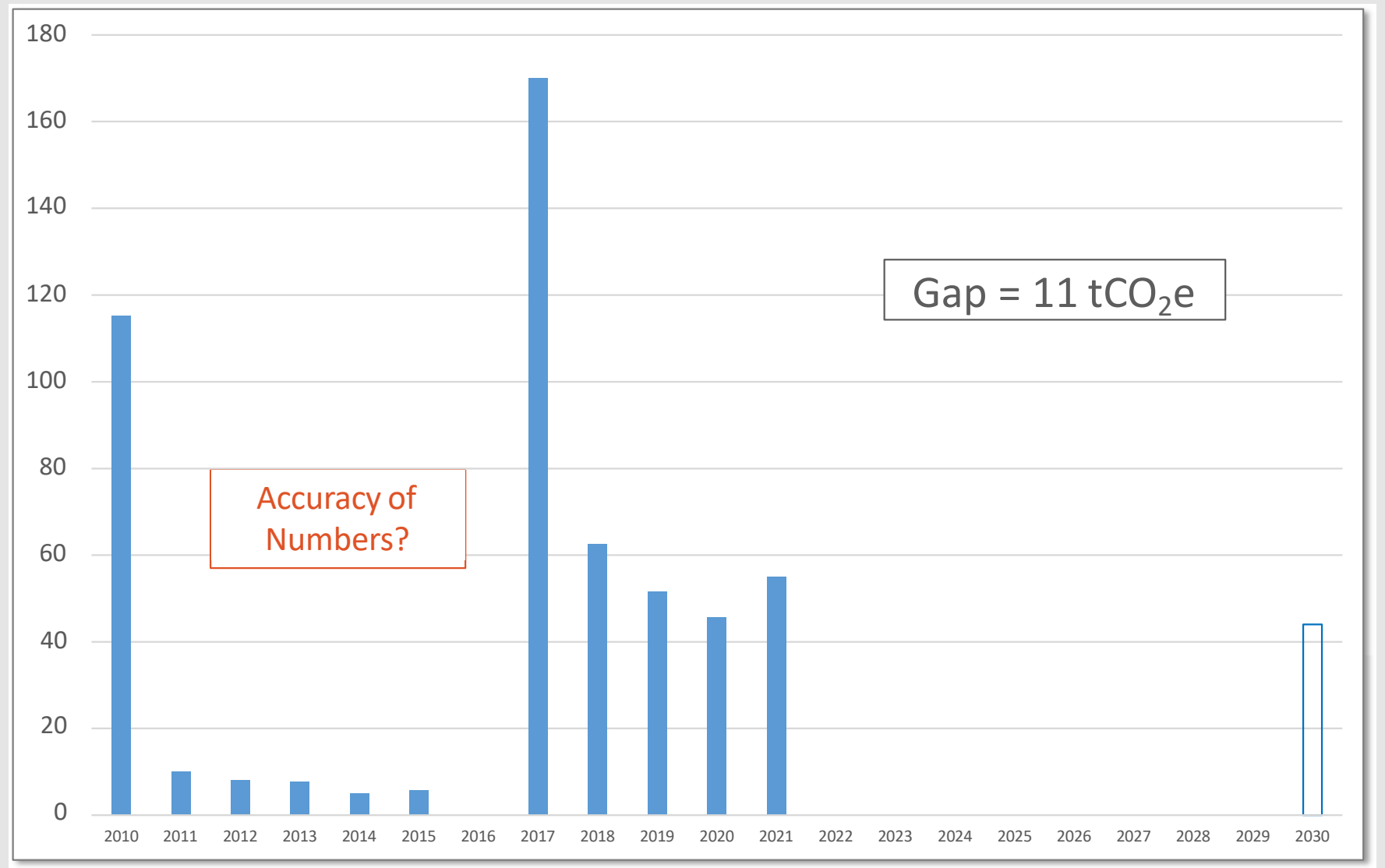


Paper





# Paper



# Paper

PCR = Post  
Consumer  
Recycled  
content

Table 6: Office Paper

PCR Content (%)	Emission Factor (kg CO <sub>2</sub> e/ pkg)		
	8.5" x 11"	8.5" x 14"	11" x 17"
0	6.358	8.094	12.743
10	6.123	7.795	12.272
20	5.888	7.496	11.802
30	5.653	7.197	11.331
40	5.418	6.898	10.860
50	5.184	6.599	10.390
60	4.949	6.300	9.919
70	4.714	6.001	9.449
80	4.479	5.703	8.978
90	4.244	5.404	8.508
100	4.010	5.105	8.037

**Note:** emission factors for office paper are based on a 500-sheet package of 20-pound bond paper weighing 2.27, 2.89 and 4.55 kg, respectively, for the three paper sizes.

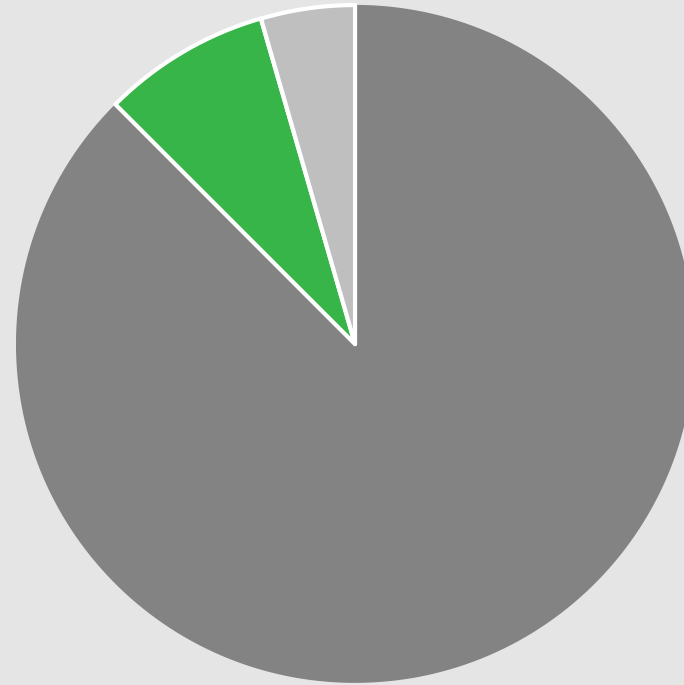
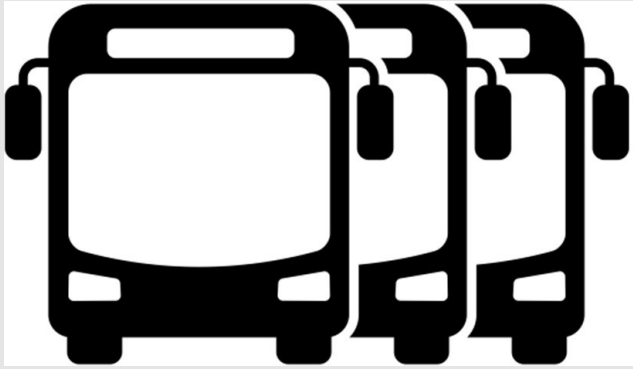
## Paper Purchasing

	<b>Monk Good Value</b>	<b>Monk Sugar Sheet</b>	<b>Hammermi II 100% PCR</b>	<b>Rolland 100% PCR</b>	<b>Hamster Carbon Neutral</b>
Case Count	5000	500	500	4000	5000
Price	\$58.99	\$6.99	\$10.99	\$101.79	\$59.99
Price per sheet	\$0.012	\$0.014	\$0.022	\$0.025	\$0.012

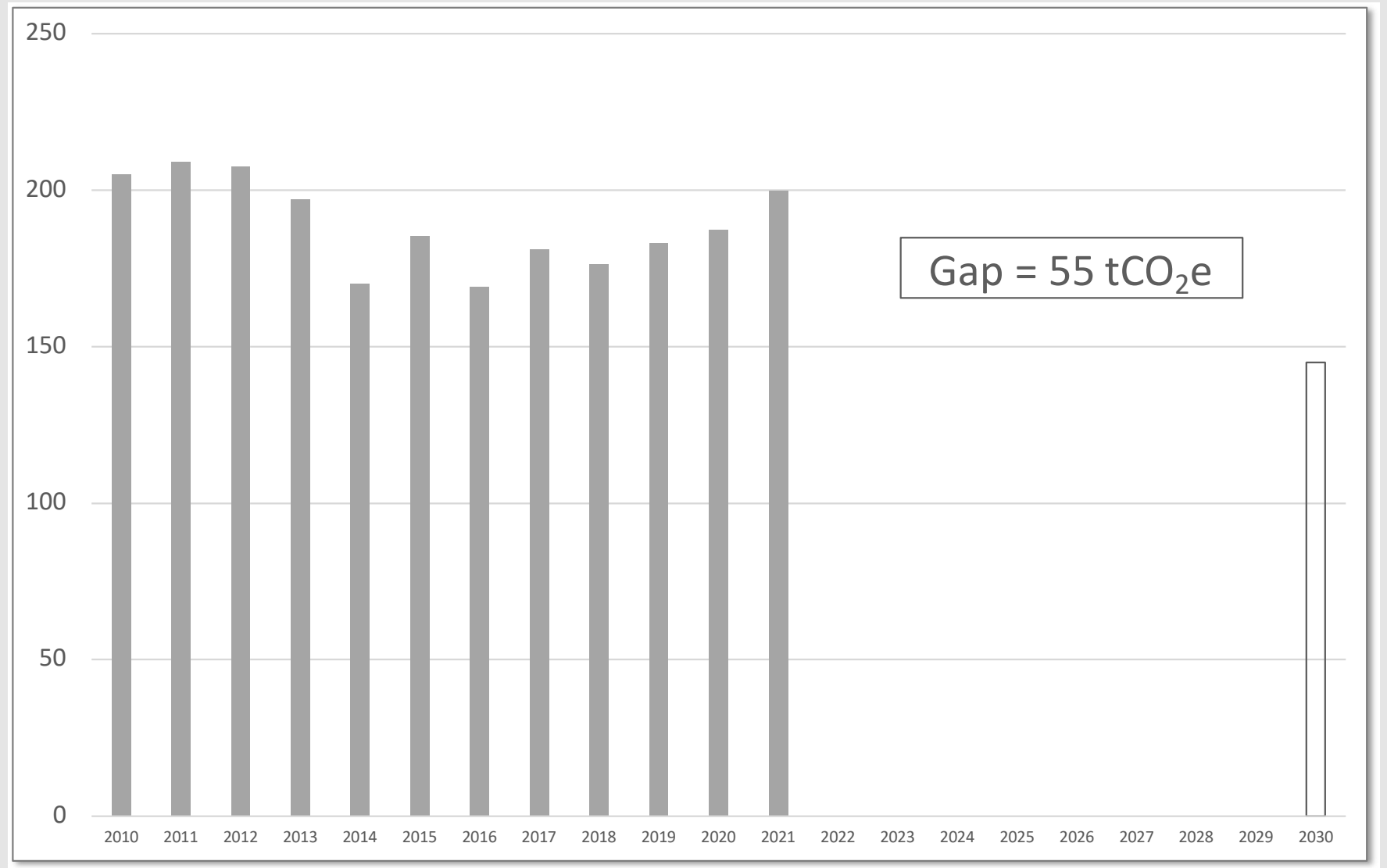
### Actions:

- Centralized Paper Purchasing
- Paper Purchasing Policy: recycled/alternative content
- Explore Carbon-Neutral paper
- Accountability – photocopy IDs

# Fleet



# Fleet



# Fleet

- Fleet Decarbonization Study – GHD Engineering
- Inventory
- In depth review to determine needs
- Electrification Plan
  - Vehicle Purchases
  - Charging Infrastructure
- Holman Group for purchasing

# Fleet

## Data Ingestion

## Decarbonization Strategy & Roadmap

### 01 Project startup

#### Project management

- Identify stakeholders
- Validate scope of work and timeline



#### Kickoff meeting

- Introduce team
- Define roles
- Review schedule



#### Information review

- Review fleet data
- Review policy & strategies around climate change action
- Identify and quantify decarbonization goals



#### Data validation

- Define the vehicle types in the fleet
- Define vehicle routes for all fleet vehicles
- Identify and fill in data gaps through extrapolation
- Risk register for missing data



#### Scenario framing

- Define constraints
- Determine operating principles
- Assess preferences
- Forecast fleet growth
- Assess desired ZEV technology



#### Workshop #1

- Confirm transition scenarios
- Establish analysis criteria
- Review key deliverables

### 02 Scenario development

#### ZEVO fleet assessment

- Intake fleet data and determine operational viability of each asset
- Establish baseline operating metrics
- Calculate current total CO<sub>2</sub> emissions and other pollutants



#### ZEVO service assessment

- Determine energy demands and ZEV range requirements
- Pinpoint required on-route charging / fueling locations (if applicable)



#### ZEVO Scenarios

- Pick viable ZEVs for replacement
- Setup multiple transition scenarios in ZEVO
- Financial, environmental, energy, and infrastructure analyses by scenario



#### Workshop #2

- Review ZEVO outputs per scenario
- Select most suitable scenario for further exploration

### 03 Energy strategy

#### Infrastructure review

- Review current state of existing infrastructure
- Evaluate site constraints and capabilities
- Review site servicing plans



#### Energy supply assessment

- Compare on-site energy supply systems
- Determine existing energy capacity and evaluate necessary upgrades
- Evaluate backup energy requirements
- Existing codes and standards for upgrades
- Explore partnership with energy suppliers



#### Infrastructure Plan

- Type and quantity of energy systems
- Fueling / charging strategy
- Schematic design & cost estimates



#### Deliverable #1

- Energy strategy summary report

### 04 Fleet strategy

#### Fleet Design

- Optimal fleet make-up and specification both in terms of propulsion technology (EVs and Hybrids) and duty classification (LD, MD, HD)



#### Sustainment strategy

- ZEV maintenance requirements
- Charging system maintenance requirements
- Training programs for maintenance staff, drivers, and emergency services
- Renewable fuel safety training
- Identifications of any workforce gaps



#### Implementation schedule

- Complete and detailed roadmap



#### Deliverable #2

- Fleet Transition Plan report

### 05 Report delivery & presentation

#### Prepare final report

- Address comments on report drafts
- Compile and deliver report for the EV Ready Plan



#### Presentations development

- Detail key findings and recommendations
- Develop PowerPoint presentation slides



#### Final deliverables

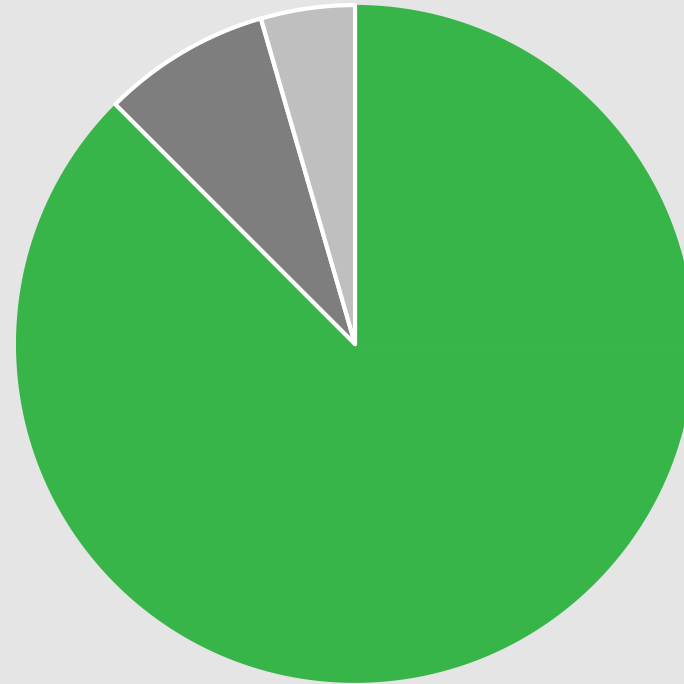
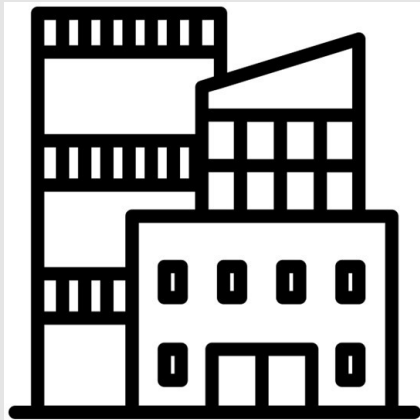
- Final report
- Presentation
- ZEVO access for 1 year

# Fleet – Funding Options

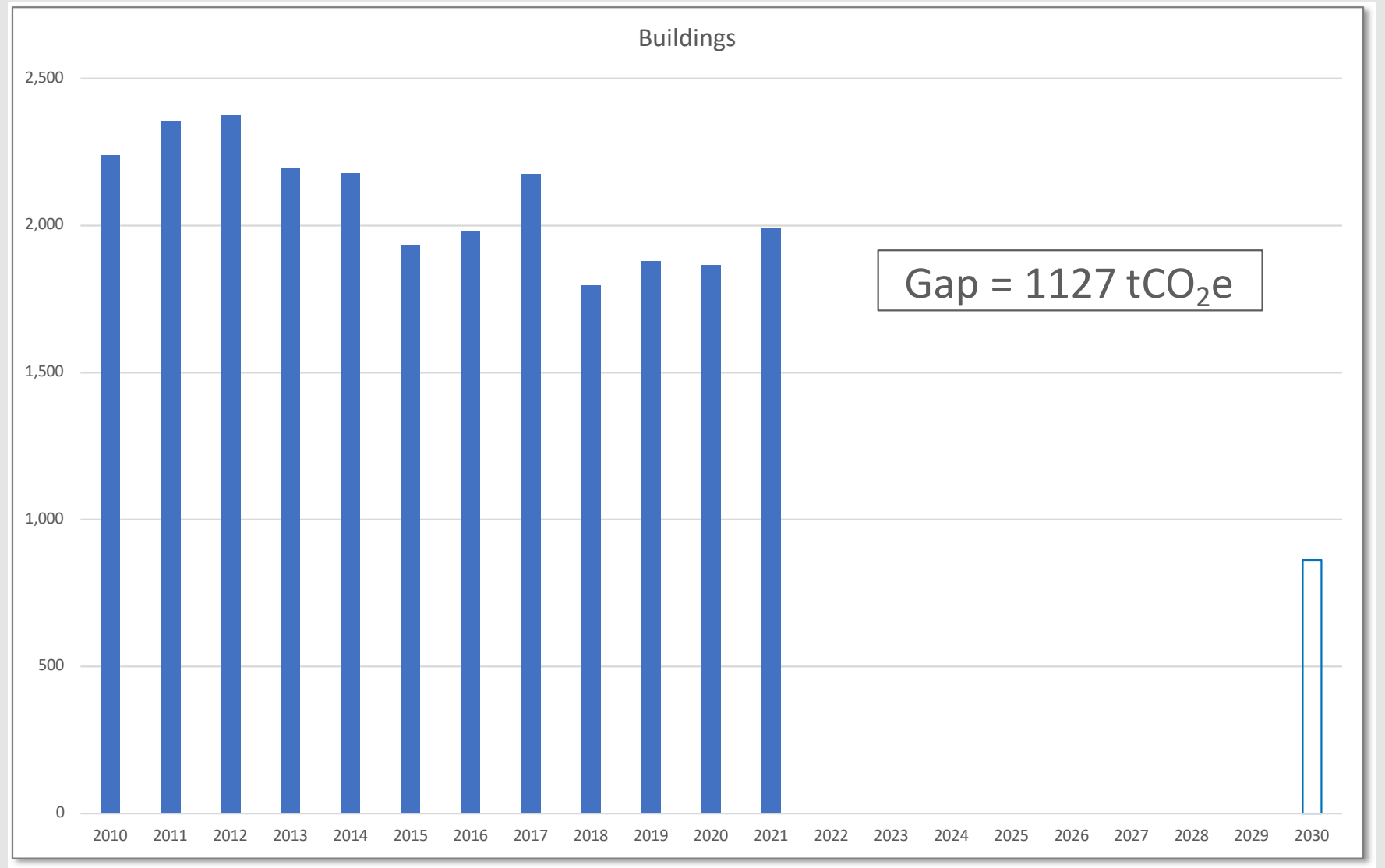
- **NR Can – Zero Emission Vehicle Infrastructure Program**
- **ASTSBC – Go Electric Bus Program**
- **Infrastructure Canada – Zero Emission Transit Fund**
- **Clean BC – Go Electric Fleets Program**
  
- **Canada Infrastructure Bank** – offering favorable loans



# Buildings



# Buildings



# How do we de-carbonize?



# How do we de-carbonize?

- “Fuel Switching”
- “Electrification”
- Heat Pumps

Technology		Ground-oriented Residential	Apartment Style Residential	Small to Medium Commercial	Larger Commercial & Institutional
SPACE HEATING	Air Source Heat Pumps	●	●	●	●
	Hydronic Space & Water Heating	●	●	●	●
	Cold Climate (“Low-Ambient”) Heat Pumps	●	●	●	●
	Rooftop Air Source Heat Pump	N/A	●	●	●
	Variable Refrigerant Flow (VRF)	●	●	●	●
	Ground Source Heat Pumps	●	●	●	●
DOMESTIC HOT WATER	Heat Pump Water Heater (240V)	●	●	●	N/A
	Heat Pump Water Heater (120V)	●	●	N/A	N/A
	Central Heat Pump Water Heater	N/A	●	●	●
	Commercial Heat Pump Water Heater	N/A	N/A	●	●
	Ground Source Heat Pump with Desuperheater	N/A	N/A	N/A	●

● Market ready with multiple models available  
 ● Market evolving. Limited models available  
 N/A Technology is not applicable for this building type

# Metrics ...(my favourite is ekWh/m<sup>2</sup>)

## Carbon

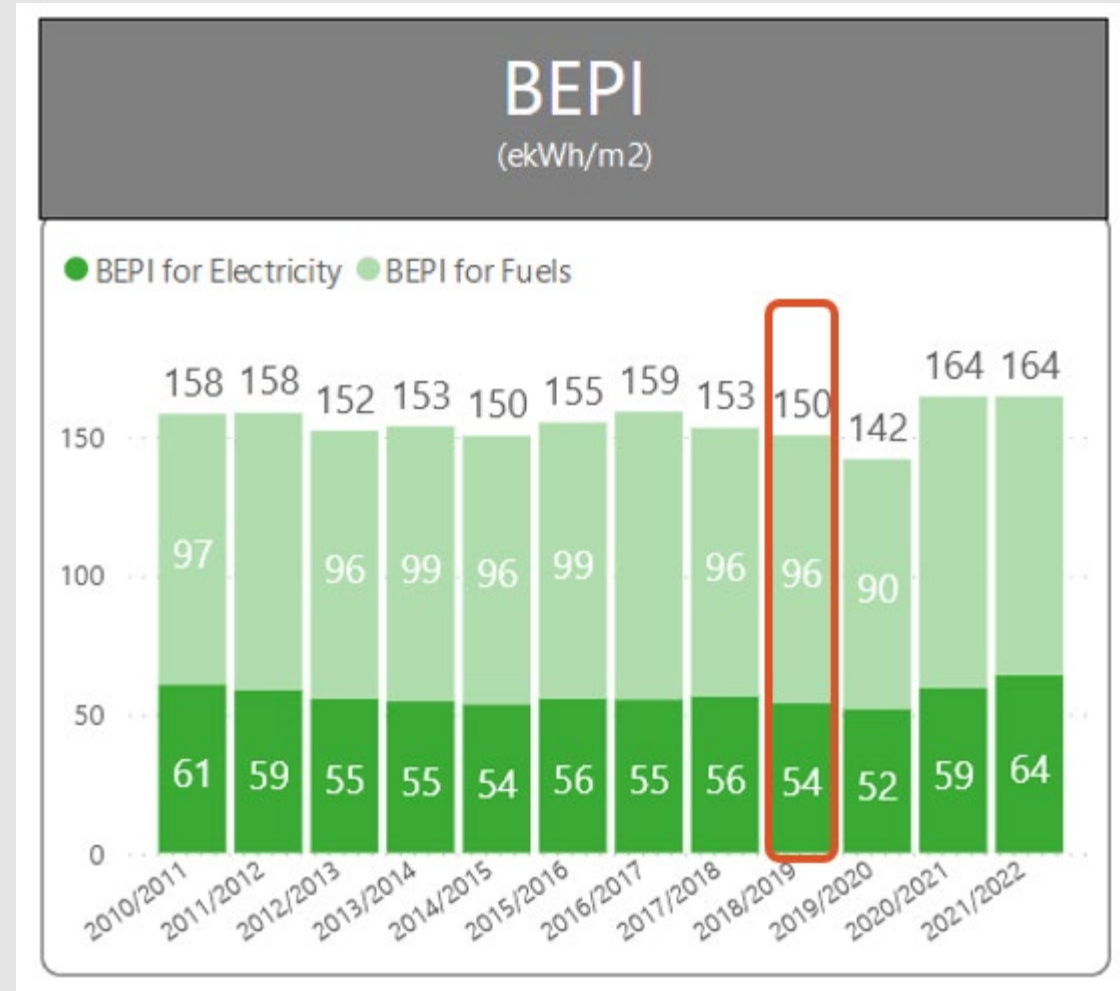
- Absolute values year over year
- Building area changes don't matter
- Low-emissions energy is key

## Energy Intensity (BEPI)

- Relative performance year over year
- Accounts for changes in building area
- Based on total energy use, regardless of carbon/emissions

# Strategic Priorities

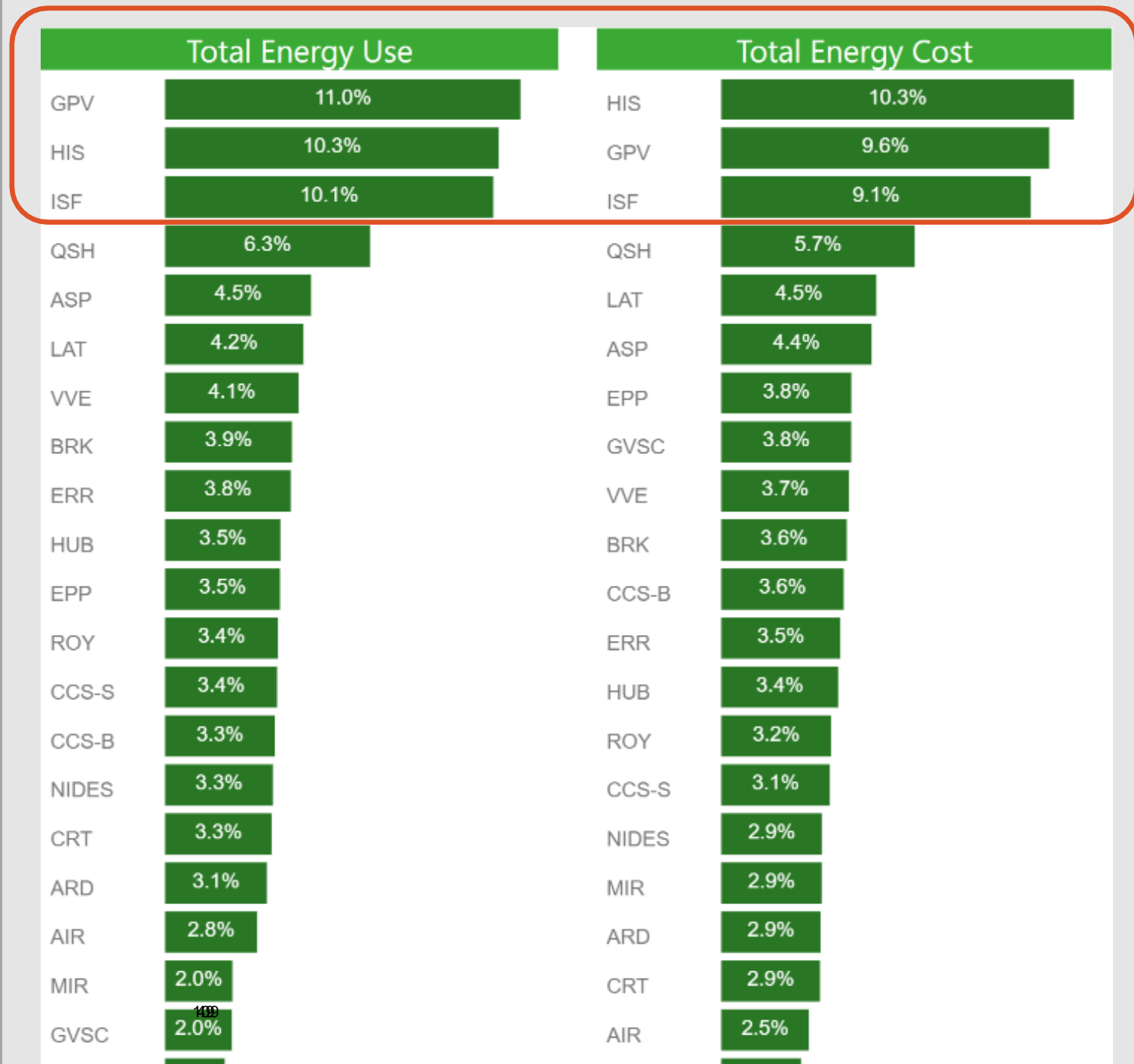
1. Biggest emitters  
(large consumers)
2. Poor performers
3. GHG Reduction
4. Maintenance  
issues



# Strategic Priority: Large Consumers

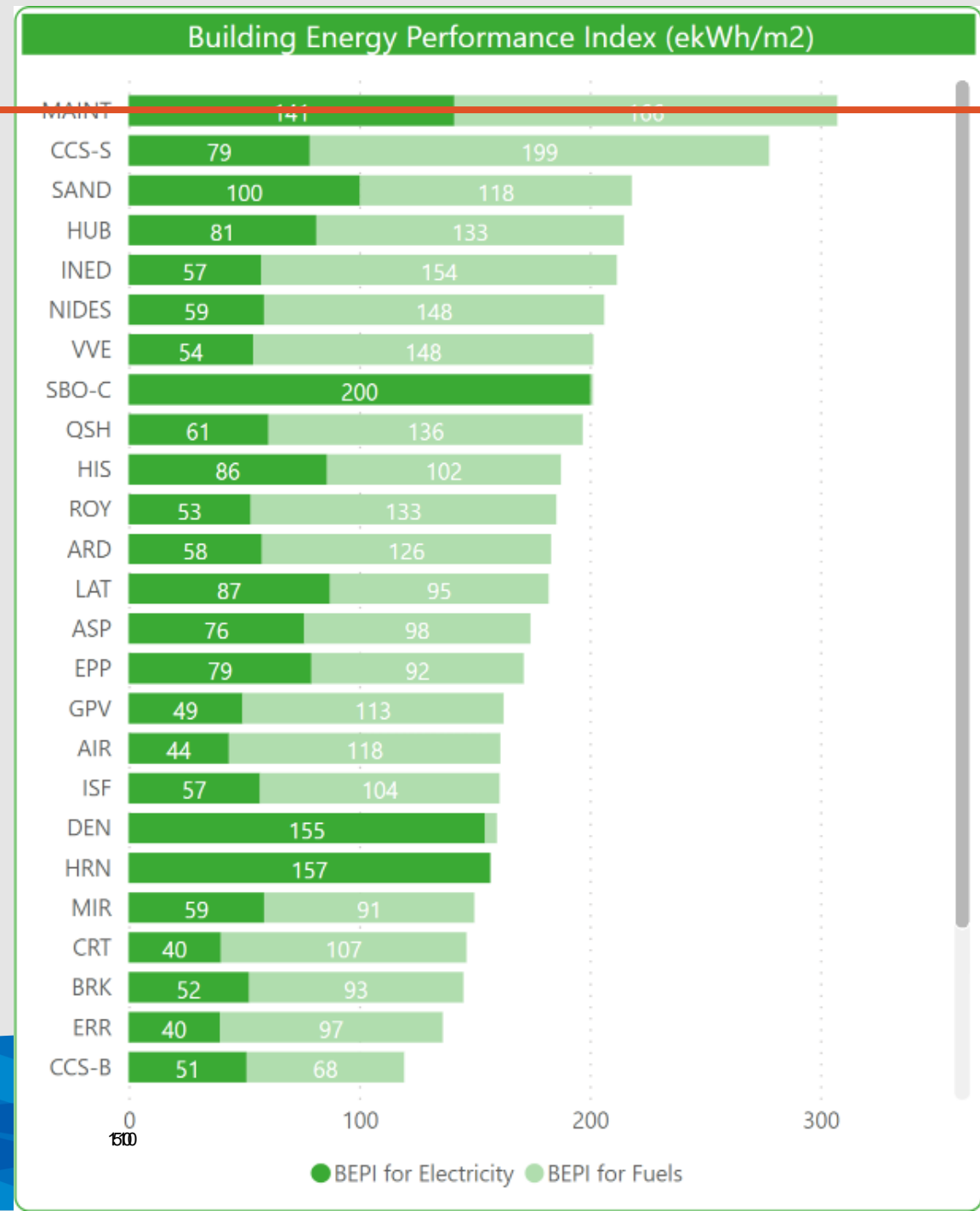
**The largest 3 consumers  
account for 32% of the  
Division's energy use.**

2021-22 Data





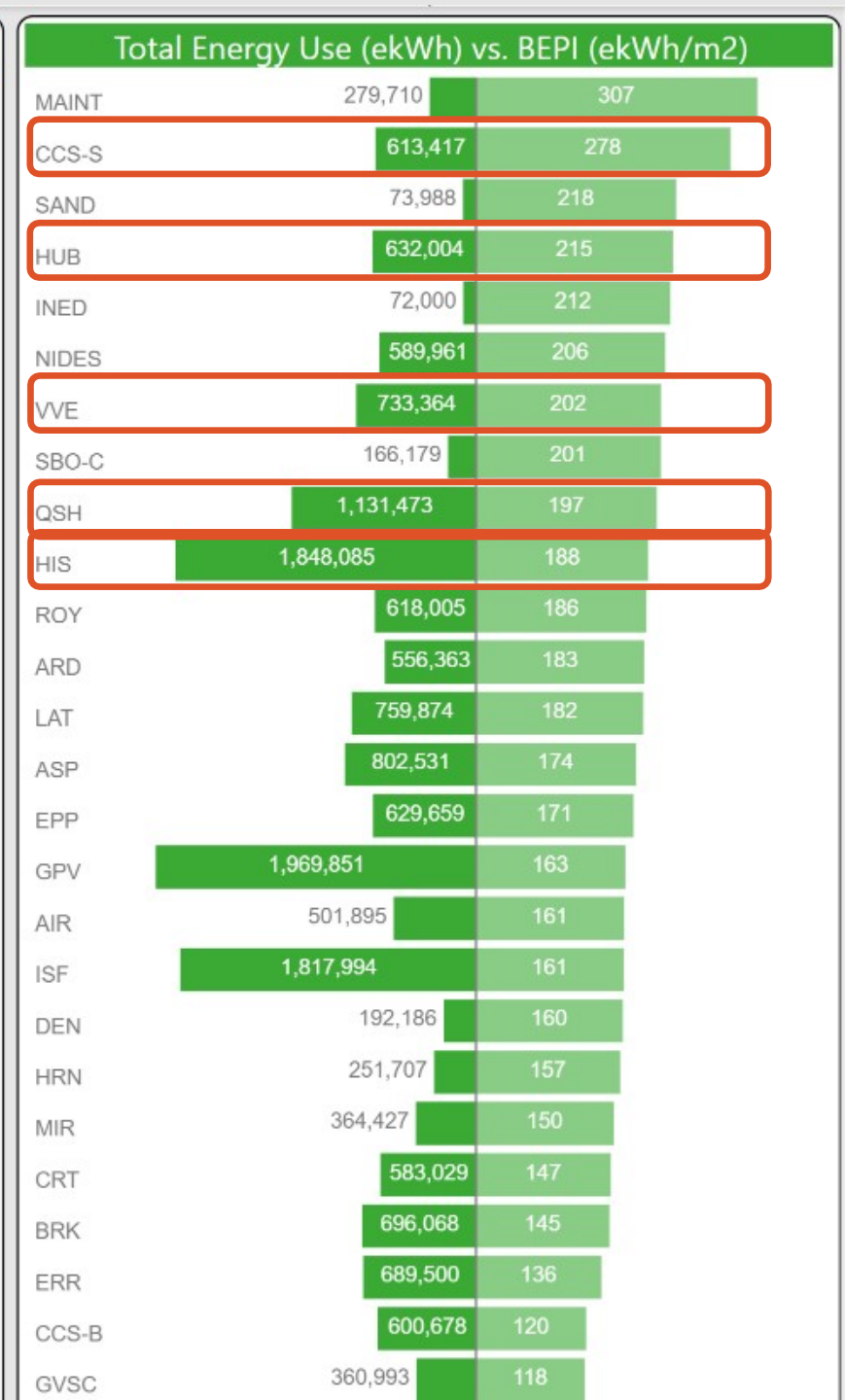
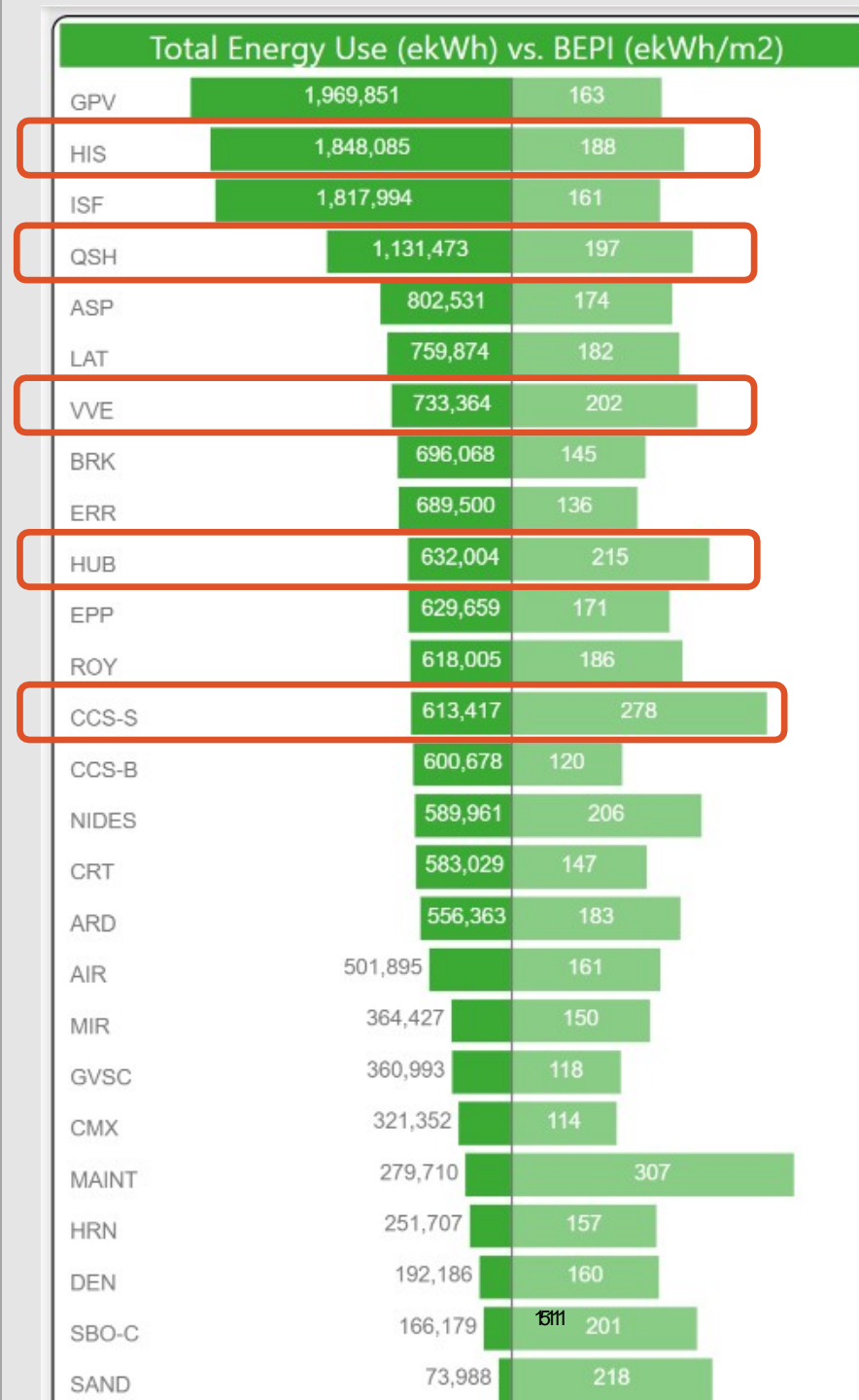
# Strategic Priority: Poor Performers



# Strategic Priority:

High use/cost  
+  
High intensity  
=  
Top Priorities

2021-22 Data



## How do we pay?

1. Ministry resources:
  - AFG funding
  - SEP funding
  - CNCP funding
2. Provincial – CleanBC Custom Incentives (max 750K)
3. Federal Government – Low Carbon Economy Fund (max 25M)



## Mind the Gap

**Paper**

Gap = 11 tCO<sub>2</sub>e

**Funding Gap  
\$TBD**

**Fleet**

Gap = 55 tCO<sub>2</sub>e

**Funding Gap  
\$TBD**

**Buildings**

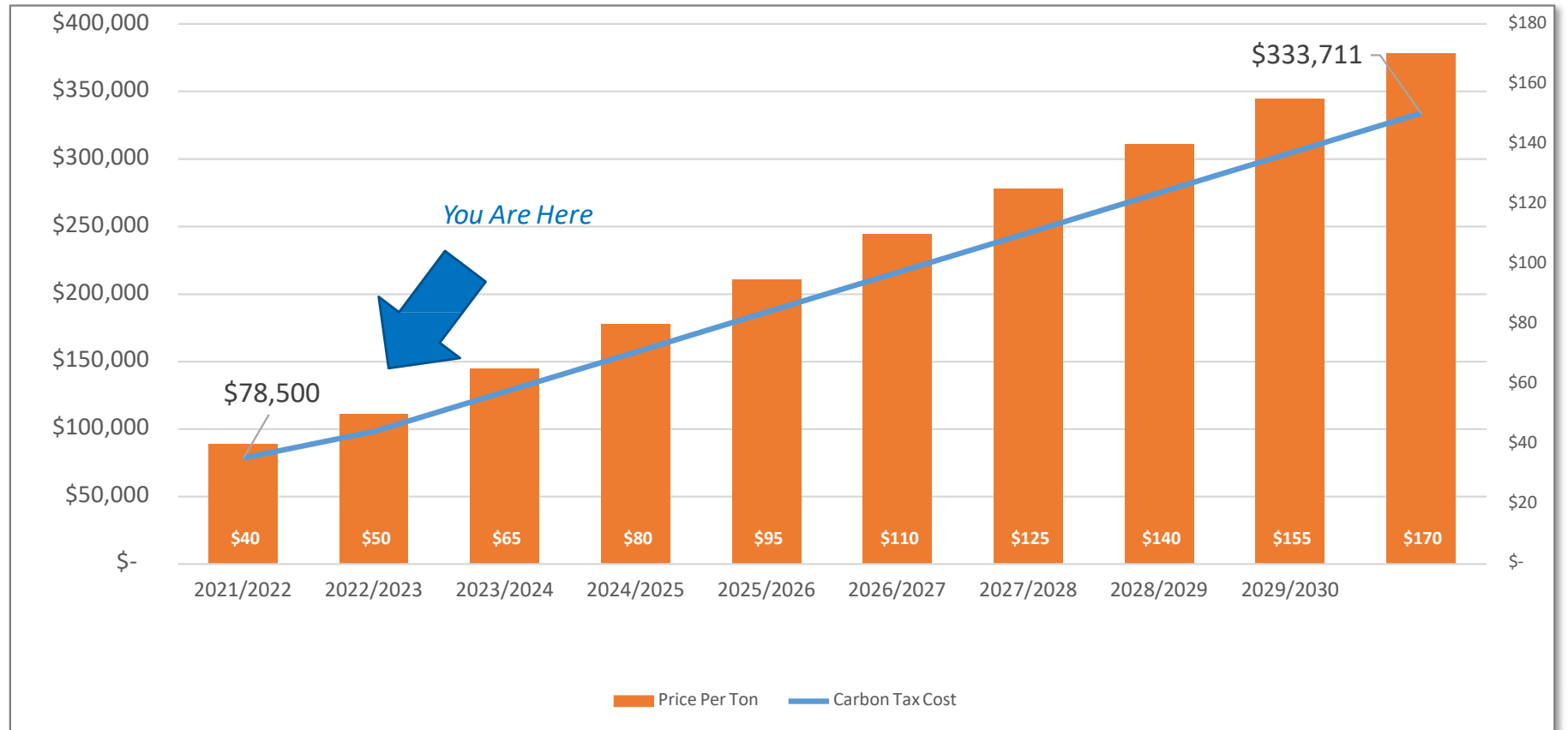
Gap = 1127 tCO<sub>2</sub>e

**Funding Gap  
\$TBD**

# What if we don't meet targets?

## Carbon Tax Escalation

(does not include cost of offsets)



Rede

**It's not all  
bad news**



# What has the Operations Department done to reduce GHGs

1. Collected and developed a tremendous amount of baseline data.
2. Boiler replacement at all schools in past 12 years from low efficiency to very high efficiency condensing boilers.
3. Digital building controls replacement at all schools.
4. LED lighting upgrades for all large gyms, most small gyms, all shop classes, large multi-spaces, most parking lot lights, all exterior wall pack and many hallways.
5. Full school LED lighting at Vanier, Lake Trail, Hornby, and Glacier View.
6. Vehicle fleet transition has begun with compact trades vans and electric van.
7. Working to develop Strategic Energy Management long term plan with targets.



# Mark Isfeld Boiler Replacement snapshot

- Capital Plan (SEP) funding request June 2018;
- Replace 1994 low efficiency atmospheric boilers with high efficiency condensing boilers;
- Approved Feb 2019. Engineering and tenders by March 2019;
- Installation Summer 2019;
- Projected annual GHG savings – reduced NG consumption by 600 to 900 GJ resulting in **lowering of greenhouse gas emissions by 30 to 45 equivalent tonnes of CO2**

# The old...





# The new...



# Building controls upgrade

- **DDC systems are used to control a building's various systems from one central point.** Depending on the building and its functions, these systems vary in complexity. A building may incorporate a DDC system just to control its HVAC (heating, ventilation and air conditioning) system, or to automate the entire building by also controlling other mechanical and electrical systems.
- **DDC systems help increase a building's comfort levels while decreasing its energy consumption.** Because of this, DDC systems help minimize a building's impact on the environment, and often pay for themselves after a fairly short period of time.
- The DDC system was replaced at Ecole Puntledge Park. The savings equate to a reduction of 188 GJ of natural gas consumed and a 10 tonne reduction in GHG emissions.

# Interesting projects underway and upcoming

- Glacier View mechanical upgrade –
- Denman mechanical upgrade –
- Continuous Optimization - The Continuous Optimization Program is a joint offer from BC Hydro and FortisBC which provides customer assistance to save energy and improve operations in large commercial buildings without having to undertake a major capital investment. The primary focus of the program is to help you improve the efficiency of your most energy-intensive systems, such as heating, ventilation, and air-conditioning (HVAC), with simple, low-cost solutions.



# Fleet – new vehicles



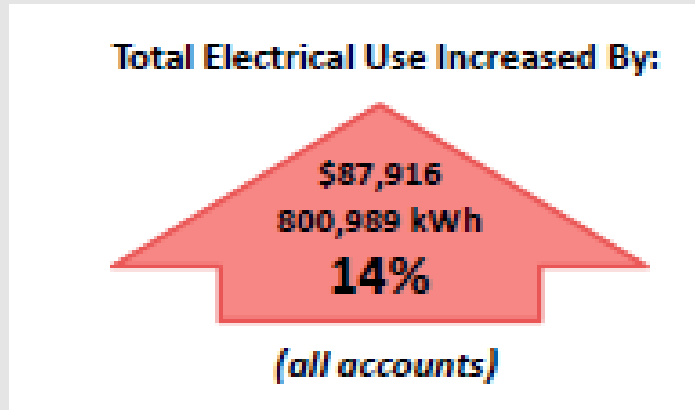
# LED Lighting

Major actions underway:

1. Full inventory of every light in the district (data driven decisions)
2. Updated technical specification for all future lighting jobs
3. Determining optimum lighting controls solution
4. Applying for funding

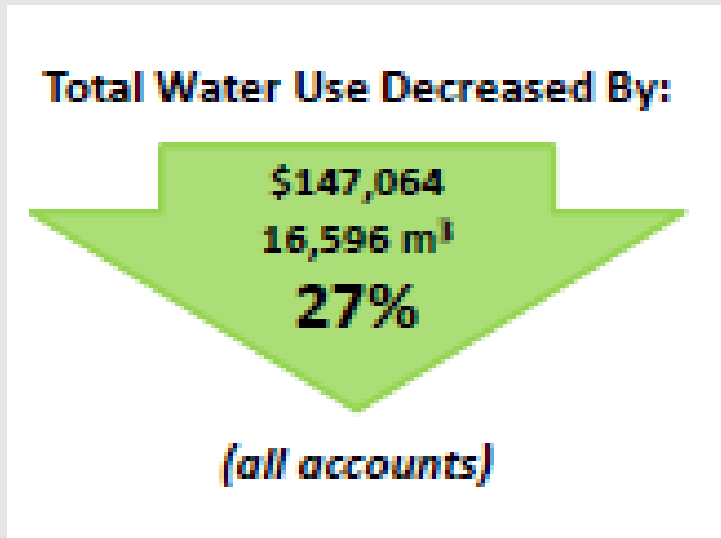


# PUMA FY 21/22 Results - electricity:



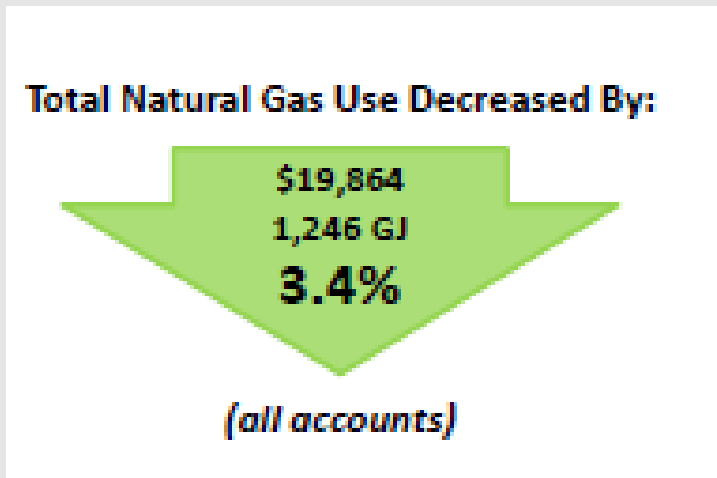
- Year over year electricity use increase;
- This is despite continued efforts to upgrade fixtures...

# PUMA FY 21/22 Results – water:



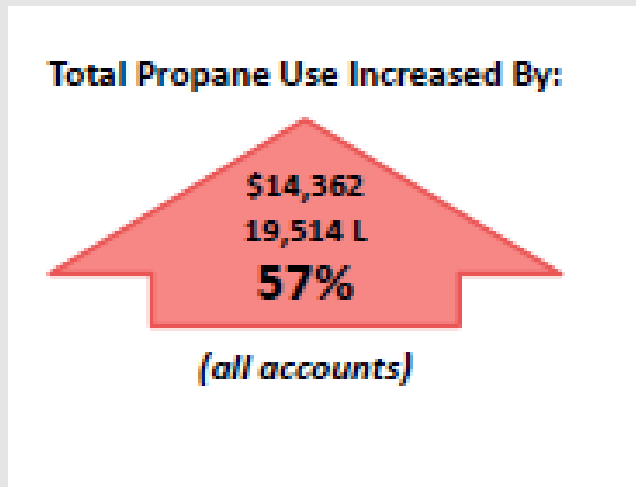
- Water use decrease...

## PUMA FY 21/22 Results – natural gas:



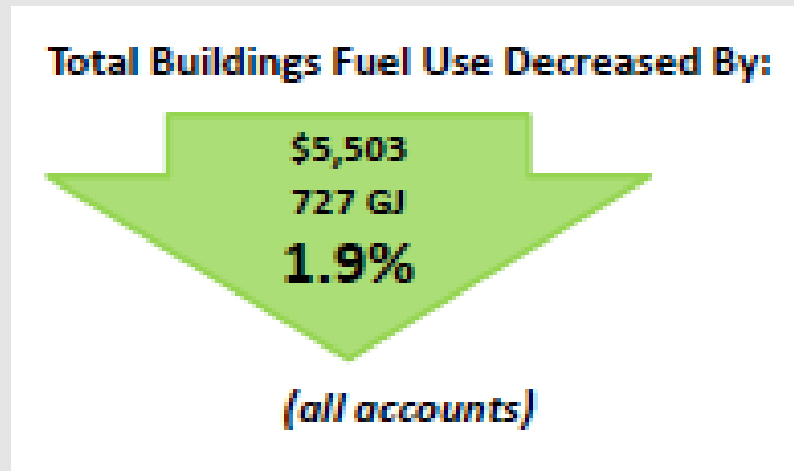
- Natural gas use decrease...

# PUMA FY 21/22 Results – propane:



- Propane use increase;
- More portables.

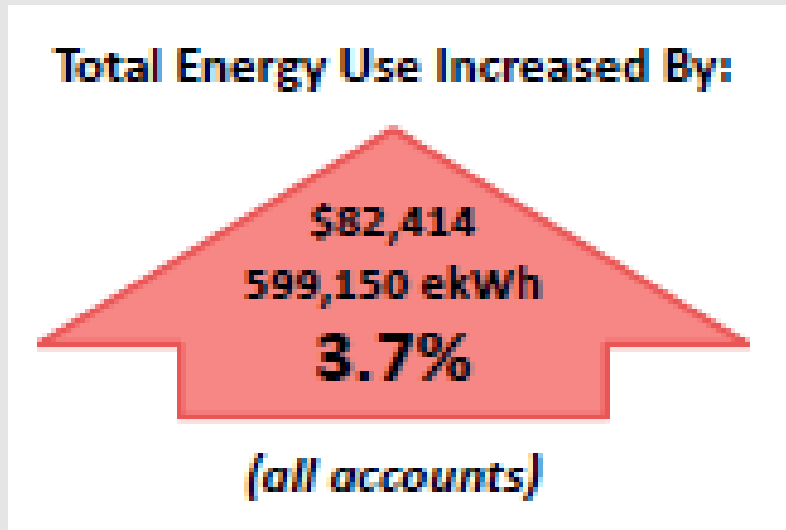
## PUMA FY 21/22 Results – total fuel use:



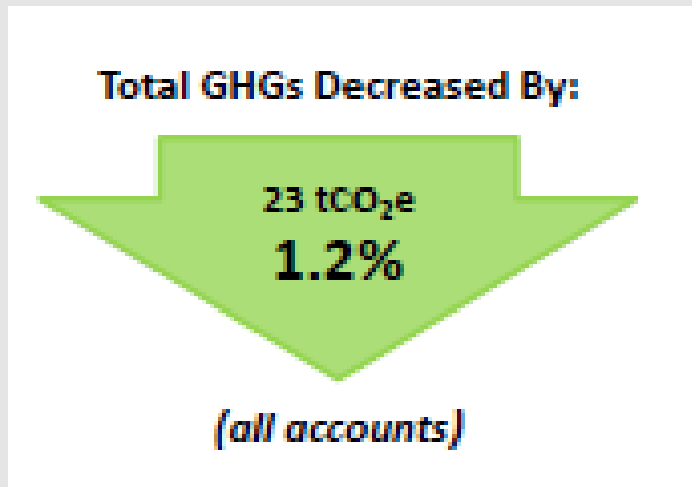
- Total fuel decrease...

# PUMA FY 21/22 Results:

- Total energy increase...

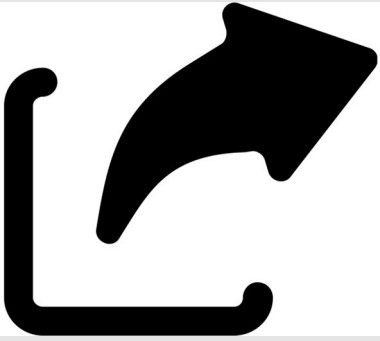


## PUMA FY 21/22 Results - GHGs:



- Total GHGs decrease...





## Next Steps

1. Continue work on strategic energy management plan.
2. Develop SD 71 specific GHG reduction targets.
3. Complete Fleet Carbonization plan.
4. Continuous optimization work.
5. Follow up presentation to Board.







# BOARD OPERATIONS

## Section 5

### 5. Public Participation

#### Preamble:

The board welcomes and provides for a variety of forms of public participation by members of the community. Public participation may be through presentations either by individuals or by a group, through formal question/comment periods in regular board meetings or in the form of written communications. Such opportunities shall not be used to address matters which must be dealt with in Closed (in-camera) meetings as noted elsewhere in this policy. For example, individual student matters must not be dealt with in a public setting. In addition, structures have been defined in legislation and collective agreements to deal with labour management issues. The public participation opportunities noted below are not to be used to deal with such matters. The board respects and honors employee groups' contracts and official representatives and will therefore deal with labour management issues through defined legislated and collective agreement processes.

#### 5.1 Delegations

The following guidelines will govern groups or individuals wishing to appear or present to the Board of Education.

5.1.1 A delegation is a group or individual requesting permission to appear before the board to make a presentation or to speak on a matter relating to the business of the board. Requests to appear as a delegation or to present to the Board must be submitted in writing fourteen (14) calendar days prior to a scheduled meeting. The request must outline the purpose of the delegation and the nature of the presentation.

5.1.2 After receiving a written request to appear before the Board, the Board Chair, in consultation with the Superintendent, and the Secretary Treasurer shall determine whether the request will be granted.

5.1.3 After permission to appear and or present to the Board has been granted, the Board chair in consultation with the Superintendent and Secretary Treasurer will determine the best venue for the presentation (Committee of the Whole, Public Board meeting or Special Board Meeting). The Individual or delegation will be notified of the decision 7 days prior to the scheduled date.

5.1.4 Normally, a delegation representing a group previously heard on a topic will not be heard a second time unless the delegation presents, in advance, material or information not previously considered that is germane to any decision. A motion of the board to hear the delegation a second time must be passed by having a majority of all its members cast an affirmative vote.

5.1.5 Speakers and or presentations shall be allotted fifteen (15) minutes. An additional 5 minutes may be allotted for a brief Trustee question period.

- 5.1.6 Any written material to be provided to trustees in conjunction with a Delegation or presentation must be made available to the school board office by the five (5) calendar days preceding the meeting. Fifteen (15) copies are required. If the material provided must be returned following the meeting, this must be specified at the time it is provided.
- 5.1.7 Decisions or responses on any requests made by a delegation or through a presentation are not normally made at the meeting at which the individual(s) is/are heard. However, if the board believes the matter is of an urgent nature, it may consider the matter during the new business portion of the meeting and provide a response at that time.

DRAFT

Comox Valley Social Planning Society

*Comox Valley Schools – Committee Representative Report*

*Submitted by: Trustee Chelsea McCannel-Keene*

On March 6<sup>th</sup> the CVSPS Accessibility Committee met and discussed the Accessibility Audit that will occur between May and September of this year. The committee has since announced their excitement to confirm their contract with Chris Bate, a CVSPS member, and Ramesh Lad an independent Accessibility Consultant to lead in this process as up to 150 audits are orchestrated.

The Comox Valley Regional District has approved a \$20,000 request for funding shared by the Social Planning Society and Accessibility Committee.

On March 7<sup>th</sup>, 2023 I was grateful to attend in person, for the first time, as our board representative to The Comox Valley Social Planning Society “Member’s Meeting”. Betty Tate chaired our meeting at the Courtenay Library where members of city council, regional district, public schools, the greater community of interest, arts and culture and sub committees gathered to discuss current plans and share in an interactive presentation by Lush Valley’s Maurita Prado and CVRD former-director Arzeena Hamir: both champions of local food security and farming. Maurita and Arzeena presented on the topic of “Food Security & Food Programs of The Comox Valley”, a similar presentation I am happy to hear that was shared with the District PAC only one night before. Highlights from the presentation and our discussion are as follows:

- Maurita highlighted the difference between Household Food Insecurity (14.9% of families in this state according to provincial stats) and Community Food Security (regarding equitable access to food and quality of food). Single-parent households, according to Stats BC are 5X more likely to experience Household Food Insecurity.
- There are significant gaps in data – locally, we don’t have proper data to show what is truly produced on Vancouver Island – it is expected only 4% of food consumed on the island is actually grown/ produced here.
- Maurita discussed food storage for emergencies and the lack of preparation in our community.
- Arzeena, a local farmer herself, shared the significant loss in Vegetable and Fruit farms in recent years, primarily due to a lack of assured contracts. Farmer’s Markets are strong in the valley, but consistent local contracts are few and far between – contracts farmers require to survive in this industry.
- Kitchen facilities for Comox Valley Schools were a concern shared. Vivian, working with Lake Trail Gardens, brought up the need for more gathering spaces to eat, allotted time to eat, and inviting spaces to support the culture of coming together for nourishment. Vanier’s cafeteria offers this, though it was felt that more recent school designs lack this type of gathering place.
- Arzeena is working with “Young Agrarians” – a youth focus group that fosters agricultural learning and promotes local produce and farming.
- Comox Valley Nature is working on a Gary Oak Project.

- Vivian is discussing with SD71 facilities to address school garden's accessibility through summer months. She has discussed a code-lock system.
- Edwin Grieve shared that Comox Valley Regional District is working on their Strategic Direction and we should expect information sometime in the Fall.
- Parents expressed concern around volunteerism and were curious whether any funding could be allocated to a coordinator position for those school's operating salad bars and other food programs that are wonderful, yet time-consuming for those orchestrating the programs and volunteering their time.

*The next Comox Valley Social Planning Society meeting will be the Accessibility Committee meeting and shall be held Monday, March 27<sup>th</sup> from 4:00 – 5:00 pm via Zoom, chaired by Chris Bate and Judy Norbury.*

*Respectfully submitted by,  
Chelsea McCannel-Keene*

*Comox Valley Schools - Trustee*

## Heidi Bell

**From:** Hong, Daryl ECC:EX <Daryl.Hong@gov.bc.ca>  
**Sent:** March 10, 2023 1:28 PM  
**To:** Heidi Bell  
**Cc:** Michelle Waite; Susan Leslie; Tom Demeo; Brenda Hooker; Singh.MLA, Rachna LASS:EX  
**Subject:** RE: 288357 - Initiation Letter to the Honourable Rachna Singh

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Good Afternoon,

I am emailing on behalf of the honourable Minister [Rachna Singh](#), who would like to thank you for your email and for the invitation to tour the school district.

Our office will keep this in consideration for when tours will occur.

Kind regards,



**Daryl Hong** (He/Him)

Administrative Assistant

**Minister of Education and Child Care, Honourable Rachna Singh**

Phone: 236 478-0671

Email: [daryl.hong@gov.bc.ca](mailto:daryl.hong@gov.bc.ca)

Room: 346 - Parliament Buildings

*\*I acknowledge and respect that I live, learn, and work on the unceded (stolen) traditional territories of the Lkwungen Peoples on whose traditional territories the Lkwungen (Songhees), Wyomilth (Esquimalt), and WSÁNEĆ (Saanich) peoples have a continuous relationship with.*

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**From:** Heidi Bell <Heidi.Bell@sd71.bc.ca>  
**Sent:** Tuesday, February 21, 2023 10:58 AM  
**To:** Minister, ECC ECC:EX <ECC.Minister@gov.bc.ca>  
**Cc:** Michelle Waite <Michelle.Waite@sd71.bc.ca>; Susan Leslie <Susan.Leslie@sd71.bc.ca>; Tom Demeo <Tom.Demeo@sd71.bc.ca>; XT:Hooker, Brenda ECC:IN <brenda.hooker@sd71.bc.ca>  
**Subject:** 288357 - Initiation Letter to the Honourable Rachna Singh

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Hello,

On behalf of the Board of Education of School District 71 (Comox Valley), please see the attached letter addressed to the Honourable Rachna Singh.