

REGULAR BOARD MEETING MINUTES
Tuesday, June 27, 2023
7:00pm

Attendance In Person:

Trustees:

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

Staff:

Geoff Manning, Acting Superintendent of Schools
Brenda Hooker, Secretary Treasurer
Jay Dixon, Director of Instruction
Vivian Collyer, Director of Instruction
Ian Heselgrave, Director of Operations
Sean Lamoureux, Director of Inclusive Education
Josh Porter, Director of IT
Cathie Collins, Acting Director of Finance
Craig SoroChan, Manager of Communications

Regrets:

Recording Secretary: Heidi Bell, Sr. Executive Assistant

1. Call to Order

Board Chair, Michelle Waite called the meeting to order at 7:00 pm.

2. Adoption of Agenda

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the June 27, 2023, Regular Board Meeting Agenda as presented.

[Leslie/Howe]

CARRIED

3. Board Meeting Minutes

Pages 1-5

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the May 30, 2023, Regular Board Meeting Minutes as presented.

[Howe/May Sacht]

CARRIED

4. Unfinished Business - None

5. Record of In-Camera Meetings / Reports

Page 6

- May 30, 2023 – Regular In-Camera Meeting
- June 13, 2023 – Closed Committee of the Whole Meeting

- June 14, 2023 – Special In-Camera Meeting

6. Board Chair's Report – Verbal Report

Board Chair, Michelle Waite thanked everyone for the work they had done with the students, families, and our district this school year. She hopes everyone is looking forward to a wonderful summer and a new school year.

7. Presentations / Delegations

Pages 7-25

Comox Valley Food Policy Council – Joanne Bays, Co-Chair CVFPC and Arzeena Hamir, Member, Farmer & Owner – Amara Farm

The Board Chair thanked the CVFPC for their presentation and Trustee Leslie asked for this topic to come to the next Closed Committee of the Whole for further discussion.

8. Committee of the Whole – For Information Only

Next Open Committee of the Whole Meeting:

TOPIC: Audit Committee, Financial Statements, Minor Capital Submission
DATE: September 12, 2023
TIME: 4:30 pm
LOCATION: School Board Office, Board Room

9. Strategic Direction

A. Acting Superintendent

i. Acting Superintendent District Report

- **Feeding Futures – Verbal Update**

The Acting Superintendent spoke to the Feeding Futures progress. Staff facilitated a meeting with parents, Indigenous community, and School District staff to announce the grant and layout the criteria. Staff are working on a report, which will be sent to the Ministry by July 31, 2023.

- **Equity Scan – Verbal Update**

The year end Equity Scan meeting has been postponed.

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

Pages 26-96

Motion:

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

[Howe/Caton]

CARRIED

B. Secretary-Treasurer

i. Financial Update

Pages 97-100

A Financial updated was given at the May meeting. Staff have not had a chance to update for June's meeting; however, the district is in a good financial position. We have received a significant amount of funding and expenses are lower than projected.

ii. Local Capital – Briefing Note

Pages 101-102

The Secretary Treasurer spoke to the briefing note.

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) acknowledge that staff will finalize the draft annual budget with a \$2,600,000 transfer to local capital.

[Caton/Leslie]

CARRIED

iii. 2023-24 Annual Budget and Bylaw – Presentation by the Secretary Treasurer. Brenda Hooker and the Acting Director of Finance, Cathie Collins

Pages 103-135

Motion:

THAT Annual Budget and Bylaw 2023-24 be given first reading.

[Caton/Howe]

CARRIED

Motion:

THAT Annual Budget and Bylaw 2023-24 be given second reading.

[May Sacht/Howe]

CARRIED

Motion:

THAT in accordance with Section 68 (4) of the School Act, all three readings of Annual Budget and Bylaw 2023-24 be given at tonight's meeting.

[Caton/May Sacht]

CARRIED UNANIMOUSLY

Motion:

THAT Annual Budget and Bylaw 2023-24 be given third and final reading.

[McCannel-Keene/Leslie]

CARRIED

iv. Estimate Accumulated Reserve – Briefing Note

Pages 136-137

Motion:

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

[Howe/Caton]

CARRIED

v. 2024/25 Major and Minor Capital Plan – Briefing Note

Pages 138-142

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) approve the 2024/25 Major Capital Plan submission.

[Caton/May Sacht]

CARRIED

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) approve the 2024/25 Minor Capital submission.

[Leslie/McCannel-Keene]

CARRIED

Motion:

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

[May Sacht/Leslie]

CARRIED

vi. 2023-24 Board Meeting Schedule & Committee of the Whole Schedule

Pages 143-144

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) waive the requirement for regular meetings in July and August 2023.

[May Sacht/Howe]

CARRIED

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the 2023-24 Board Meeting Schedule as presented.

[Leslie/May Sacht]

CARRIED

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the 2023-24 Committee of the Whole Schedule as presented.

[Howe/McCannel-Keene]

CARRIED

vii. Trustee Remuneration – Briefing Note

Page 145

The Secretary Treasurer spoke to the briefing note.

C. Human Resources

i. Retirements and Recognition

Page 146

10. Board Standing Committee Reports

A. Open Committee of the Whole – June 13, 2023

Pages 147-148

Motion:

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

[Howe/May Sacht]

CARRIED

11. Board Business

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

Page 149

Trustee Leslie spoke to her report.

- ii. Trustee Report: BCSTA AGM – Verbal Report, Janice Caton, Trustee (City of Courtenay)

Trustee Caton spoke to some of the highlights from the BCSTA AGM.

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

THAT the Board of Education direct the Superintendent to bring back a recommendation on how to include student voice in the work of the board.

- 12. Board Correspondence:** from **Doug DeMarzo, General Manager of Community Services, CVRD to The Board of Education, SD71** – Thank you for supporting the community field.

Page 150

13. Public Question Period

Staff answered public questions.

14. Meeting Adjourned – 8:51 pm

MOTION:

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

[Leslie/Howe]

CARRIED

Board Approved on:
September 26, 2023

Certified Correct:



Dr. Russell Horswill, DBA
Acting Secretary-Treasurer



Michelle Waite
Board Chair

REGULAR BOARD MEETING MINUTES
Tuesday, May 30, 2023
7:00pm

Attendance In Person:

Trustees:

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

Staff:

Geoff Manning, Acting Superintendent of Schools
Brenda Hooker, Secretary Treasurer
Jay Dixon, Director of Instruction
Vivian Collyer, Director of Instruction
Ian Heselgrave, Director of Operations
Sean Lamoureux, Director of Inclusive Education
Josh Porter, Director of IT
Cathie Collins, Director of Finance
Craig SoroChan, Manager of Communications

Regrets:

Recording Secretary: Heidi Bell, Sr. Executive Assistant

1. Call to Order

Board Chair, Michelle Waite called the meeting to order at 7:06 pm.

2. Adoption of Agenda

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the May 30, 2023, Regular Board Meeting Agenda as presented.

[May Sacht/Leslie]

CARRIED

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the May 30, 2023, Regular Board Meeting Agenda as amended.

[McCannel-Keene/Howe]

CARRIED

**** Added - Air Quality Control - Strategic Direction A.iv.**

**** Added – Second Artificial Turf Field at G.P. Vanier – Strategic Direction B.iv.**

3. Board Meeting Minutes

Pages

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the April 25, 2023, Regular Board Meeting Minutes as presented.

[McCannel-Keene/Howe]
CARRIED

4. Unfinished Business - None

5. Record of In-Camera Meetings / Reports

Page

- April 25, 2023 – Regular In-Camera Meeting
- May 3, 2023 – Special In-Camera Meeting
- May 4, 2023 – Special In-Camera Meeting
- May 9, 2023 – Closed Committee of the Whole Meeting
- May 9, 2023 – Special In-Camera Meeting
- May 10, 2023 – Special In-Camera Meeting
- May 17, 2023 – Special In-Camera Meeting
- May 23, 2023 – Special In-Camera Meeting

6. Board Chair's Report – Written Report

Pages

Board Chair, Michelle Waite spoke to her written report.

7. Presentations / Delegations - None

8. Committee of the Whole – For Information Only

Next Open Committee of the Whole Meeting:

TOPIC: 2023/24 Draft Budget, Audit Committee
DATE: June 13, 2023
TIME: 4:30 pm
LOCATION: School Board Office, Board Room

9. Strategic Direction

A. Acting Superintendent

i. Acting Superintendent District Report

The Acting Superintendent handed out the May 2023, District Report.

Pages

The Manager of Communications, Craig Sorochoan gave a year end presentation on some of the student events which occurred throughout the district this year.

Pages

Link to slideshow: https://www.canva.com/design/DAFjxee3dMw/su50MD0-e6BNn-mcgN-62A/view?utm_content=DAFjxee3dMw&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

ii. Administrative Procedures Update – For Information Only

Pages

- AP 216 Career Preparation Programs
- AP 550 Use of School Facilities

iii. School Fee Schedules 2023/24 – Briefing Note

Pages

The Acting Superintendent presented the 23/24 School Fee Schedules for the District. Next school year all student fees as well as the Glacier View grad fees will be covered under the Student and Family Affordability Fund.

Motion:

THAT the Board of Education for School District No. 71 approve the Fee Schedules for the 2023-2024 school year.

[Caton/May Sacht]

CARRIED

iv. Air Quality Control

Pages

The Acting Superintendent updated the Board on the districts approach to safety during times of poor air quality. The Manager of Health and Safety updates staff, via email, on weather events and provides suggestions and recommendations.

The district does not advise strenuous activities on days where the air quality is high or extreme.

B. Secretary-Treasurer

i. New School Board Office – Briefing Note

Pages

The Secretary Treasurer spoke to the briefing note

ii. Financial Projections to the end of June 2023 – Financials Attached

Pages

The Secretary Treasurer spoke to the financial projections, which were prepared by the Acting Director of Finance, Cathie Collins.

iii. Zero Emission Bus Purchase Grant – Briefing Note

Pages

The Director of Operations, Ian Heselgrave spoke to the briefing note and answered trustees questions.

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) accept the Zero Emission Bus (ZEB) purchase grant update as information.

[May Sacht/Leslie]

CARRIED

iv. Second Artificial Turf Field at G.P. Vanier – Briefing Note

Pages

Motion moved from the In-Camera Board Meeting, May 30, 2023

*THAT the Board of Education of School District No. 71 (Comox Valley) support the construction of the second artificial turf field at G.P. Vanier.
[Howe/May Sacht]*

CARRIED

The Director of Operations, Ian Heselgrave spoke to the briefing note and answered trustee questions.

C. Human Resources

i. Retirements and Recognition

Page

10. Board Standing Committee Reports

A. Open Committee of the Whole – May 17, 2023

Pages

The Secretary Treasurer spoke to the Preliminary Budget 2023/24.

Motion:

*THAT the Board of Education of School District No. 71 (Comox Valley) receive the Open Committee of the Whole Report as presented.
[Howe/May Sacht]*

CARRIED

B. AFG Spending Plan Document

The Secretary Treasurer spoke to the FY 23-24 AFG Spending Plan report in the Open Committee of the Whole Package.

11. Board Business

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

Page

Trustee Leslie spoke to her report.

- ii. Board Committee List – For Information Only**

Board Chair, Michelle Waite made note of the addition: Labour Relations Committee

12. Board Correspondence - None

13. Public Question Period

Can you please touch on the New Facilities Rental Agreement. Clarification around how

parents and PAC's can use it?

The Director of Operations answered the question.

We have modernized the Facility Rental Program and brought in EBASE, which is an online booking system. The priorities have not changed. If PAC's would like to book the space for an event they can still work with the school principal.

14. Meeting Adjourned – 8:33 pm

MOTION:

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

[McCannel-Keene/May Sacht]

CARRIED

Board Approved on:
June 27, 2023

Certified Correct:

Brenda Hooker, CPA, CGA
Secretary-Treasurer

Michelle Waite
Board Chair

RECORD OF IN-CAMERA MEETINGS

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

DATE: June 27, 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:

May 30, 2023 – Regular In-Camera Meeting

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

The meeting was called to order at 6:22 pm and adjourned at 6:59 pm.

June 13, 2023 – Closed Committee of the Whole Meeting

1. Receipt of and updates on two governance matters
2. Receipt of and updates on two strategic direction matters
3. Receipt of and updates on three finance and operation matters
4. Receipt of and updates on one policy matter

The meeting was called to order at 2:05 pm, recessed at 4:24 pm, resumed at 5:58 pm and adjourned at 7:04 pm.

June 14, 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 one other matter

The meeting was called to order at 10:12 am and adjourned at 2:11 pm.



About

The goal of the Comox Valley Food Policy Council (CVFPC) is to provide a forum for advocacy and policy development that works towards the creation of a food system that is ecologically sustainable, economically viable, and socially just.

Vision: The Comox Valley has a thriving local food system where food is celebrated, and farmers, food growers, and harvesters are supported. Through local food systems, the region strives toward reconciliation, ecological sustainability, and climate change mitigation. Community food security ensures access to healthy and culturally appropriate food for all, and food systems education is a priority.

Mission: To support and work with decision-makers and community members to implement policy and practices aligned with its vision.

Background: In October, 2019, the CVFPC had its inaugural meeting. The CVFPC is guided by its own Terms of Reference that outline specific details for the composition, membership, and governance of the council. The CVFPC is an initiative of LUSH Valley Food Action Society (LUSH Valley), which provides funding and coordination as the 'backbone' organization.

Structure: The CVFPC is a hybrid committee of civil society organizations and local government representatives. The CVFPC is supported in principle by the Comox Valley Regional District (CVRD) and holds positions for appointed representatives from municipal and regional governments, as well as the K'ómoks First Nation.

The CVFPC maintains significant linkages to local government via staff and elected officials. The CVFPC is funded by the CVRD and LUSH Valley.

Lens: When moving forward, the CVFPC considers how the proposed policy or action contributes to:

- Food equity/access
- Climate change mitigation/adaptation
- Reconciliation
- Systems-change

Ongoing Priorities:

1. Supporting the development and implementation of a regional Agricultural and Food Security Area Plan.
2. Supporting other Official City Plans, the Regional Growth Strategy, and municipal and regional planning processes.
3. Acting as an advisory board for local government and others seeking information and support on food policy development, engagement, and implementation.

Strategic Priorities for 2023:

1. Emergency planning and preparedness in relation to food security, the local food economy, and climate change mitigation/adaptation.
2. Advocating for and developing policy related to healthy school food access and food-systems education.
3. Supporting and advocating for policy development relating to food access and poverty.
4. Developing local food procurement policy for institutions.

Learn more about the CVFPC at

lushvalley.org/cvfpc/about

If you are interested in becoming a member, we would love to hear from you. Please complete the Expression of Interest form on our website or contact Maurita at maurita@lushvalley.org if you have specific questions.



Members

Maurita Prato

Co-Chair, Comox Valley Food Policy Council; Executive Director, LUSH Valley Food Action Society

Joanne Bays

Co-Chair, Comox Valley Food Policy Council; Director Emeritus, Farm to Cafeteria Canada

Amanda Jekums, Sustainable Food Systems Consultant, Global Alliance for the Future of Food; Board Chair, LUSH Valley Food Action Society

Arzeena Hamir, Farmer & Owner, Amara Farm; Member, Mid Island Farmers' Institute

Brenna Wasylenki, Public Health Dietitian & Healthy Schools Lead, Island Health

Cristi May Sacht, School Board Trustee, School Board 71

Edwin Grieve, Director Area C, Comox Valley Regional District

Hudson McLellan, Planning & Policy Analyst; Community Member

James McKerricher, Owner, Farmer's Kitchen Food Truck; Food Access Manager, LUSH Valley Food Action Society

Jan Slomp, Dairy Farmer, Slomp Farm; Member, Comox Valley Farmers' Institute

Jenn Meilleur, Councillor, Town of Comox

Jessie Ketler, Councillor, Village of Cumberland

Lisa Bowie, Community Health Representative & Elders Coordinator, K'ómoks First Nation

Mary-Catherine Williams, Regional Coordinator Community Impact & Investment, United Way

Naomi Robert, Research Associate, Institute for Sustainable Food Systems, KPU & Food Systems Lab, SFU

Sandra Viney, Co-Owner, Atlas Café

Sheila McDonnell, Retired School Board Trustee, School District 71

Twila Skinner, General Manager, Comox Valley Farmers' Market

Vickey Brown, Mayor, Village of Cumberland

Wendy Morin, Councillor, City of Courtenay



Comox Valley
**FOOD POLICY
COUNCIL**

SCHOOL FOOD: EVERYONE AT THE TABLE
SCHOOL DISTRICT 71 BOARD MEETING: JUNE 27, 2023

Presenters Joanne Bays & Arzeena Hamir, CVFPC Members



*We respectfully acknowledge that the land we gather on is
on the Unceded traditional territory of the K'ómoks First
Nation, the traditional keepers of this land.*



K'ómoks First Nation



Comox Valley FOOD POLICY COUNCIL

The goal of the CVFPC is to provide a forum for advocacy and policy development that works towards the creation of a food system that is ecologically sustainable, economically viable, and socially just.

Specific Priorities for 2022/2023:

1. Support emergency planning and preparedness in relation to food security, the local food economy, and climate change adaptation/mitigation.
2. Advocate for and develop policy related to healthy school food access and food-systems education.
3. Support and advocate for policy development relating to food access and poverty.
4. Develop local food procurement policies for institutions.



Comox Valley FOOD POLICY COUNCIL

MEMBERS

1. **Amanda Jekums**, Sustainable Food Systems Consultant, Global Alliance for the Future of Food
2. **Arzeena Hamir**, Farmer & Owner, Amara Farm; Member, Mid Island Farmers' Institute
3. **Brenna Wasylenki**, Public Health Dietitian & Healthy Schools Lead, Island Health
4. **Cristi May Sacht**, School Board Trustee, School Board 71
5. **Edwin Grieve**, Director Area C, Comox Valley Regional District
6. **Hudson McLellan**, Planning & Policy Analyst; Community Member
7. **James McKerricher**, Owner, Farmer's Kitchen Food Truck; Food Access Manager, LUSH Valley Food Action Society
8. **Jan Slomp**, Dairy Farmer, Slomp Farm; Member, Comox Valley Farmers' Institute
9. **Jenn Meilleur**, Councillor, Town of Comox
10. **Jessie Ketler**, Councillor, Village of Cumberland
11. **Lisa Bowie**, Community Health Representative & Elders Coordinator, K'ómoks First Nation
12. **Mary-Catherine Williams**, Regional Coordinator Community Impact & Investment, United Way
13. **Naomi Robert**, Research Associate, Institute for Sustainable Food Systems, KPU & Food Systems Lab, SFU
14. **Sandra Viney**, Co-Owner, Atlas Café
15. **Sheila McDonnell**, Retired School Board Trustee, School District 71
16. **Twila Skinner**, General Manager, Comox Valley Farmers' Market
17. **Vickey Brown**, Mayor, Village of Cumberland
18. **Wendy Morin**, Councillor, City of Courtenay

1. **Arzeena Hamir**, Farmer & Owner, Amara Farm; Member, Mid Island Farmers' Institute
2. **Brenna Wasylenki**, Public Health Dietitian & Healthy Schools Lead, Island Health
3. **Cristi May Sacht**, School Board Trustee, School Board 71
4. **Joanne Bays**, Co-Chair, CVFPC; Director Emeritus, Farm to Cafeteria Canada
5. **Maurita Prato**, Co-Chair, CVFPC; Executive Director, LUSH Valley Food Action Society
6. **Sheila McDonnell**, Retired School Board Trustee, School District 71
7. **Chettie MacDonald**, Indigenous Education Coordinator, School District 71
8. **Bruce Carlos**, District Principal of Indigenous Education, School District 71
9. **Megan Cowling**, Vice-Chair, District Parent Advisory Committee, School District 71
10. **Shawn Thir**, Executive Director, Courtenay Elementary Community Schools Society
11. **Shannon Aldinger**, School Board Trustee, School District 71



Growing a Movement:

Farm to school in the Comox Valley



<https://www.farmtocafeteria.ca/canada/2021/01/growing-a-movement-farm-to-school-in-the-comox-valley/>

A collage of fresh vegetables including a red radish, yellow bell pepper, and potatoes.

Local Food for Comox Valley K-12 Schools

an Aggregation Feasibility
Report and Business Plan

<https://drive.google.com/file/d/1QUKSieUoJyLVa73U4qcPckWDxYnn62ol/view?usp=sharing>

Canada's School Food Map

A living map of activity underway to get healthy, local, foods in the minds and on the plates of students.

May 1 2019

1,212

Canadian schools

862,464

Canadian students

Gardens:	597
Cooking local, healthy food:	635
Procuring local, healthy food:	455
Est. spent on local food:	\$15,591,459





HEALTH-PROMOTING

Serve tasty, nourishing and culturally appropriate foods to all children, focusing on vegetables and fruits. Ensure that programs are in line with the revised [Canada's Food Guide](#), foster a healthy food environment, and promote mental health and wellbeing.



UNIVERSAL

Ensure that ALL children in a school can access the program in a non-stigmatizing manner. Over time, all children in Canada will be able to participate in a school food program.



COST-SHARED

Use federal funding to both expand on current provincial, city, parental and community funding and to initiate new programs in a cost-shared model.



FLEXIBLE AND LOCALLY ADAPTED

Successful school food programs reflect the local context of the school and region and are connected to and informed by students and their parents or caregivers. Ensure that funding builds on existing programs, local knowledge, skills and relationships and that it supports different food service models, from breakfast to lunch to snacks.



COMMITTED TO INDIGENOUS CONTROL OVER PROGRAMS FOR INDIGENOUS STUDENTS

Embed Indigenous Food Sovereignty in a School Food Program for Canada and negotiate funding for school food programs with First Nation, Métis and Inuit leaders.



A DRIVER OF COMMUNITY ECONOMIC DEVELOPMENT

Encourage school food programs to set local and sustainably produced food purchasing targets, which would create jobs for Canadian farmers and local food producers.



PROMOTING OF FOOD LITERACY

Support the conditions for school food programs to be integrated into the curriculum and enable food literacy and experiential food skills education.



SUPPORTED BY GUIDANCE AND ACCOUNTABILITY MEASURES

Build on provincial and territorial school food funding and policies to ensure that programs have strong public accountability measures in place and are guided by Canada-wide nutritional standards, conflict of interest safeguards that prevent programs from marketing unhealthy food and specific products, as well as a framework for consistent Canada-wide program evaluation.

Approach & Success Stories







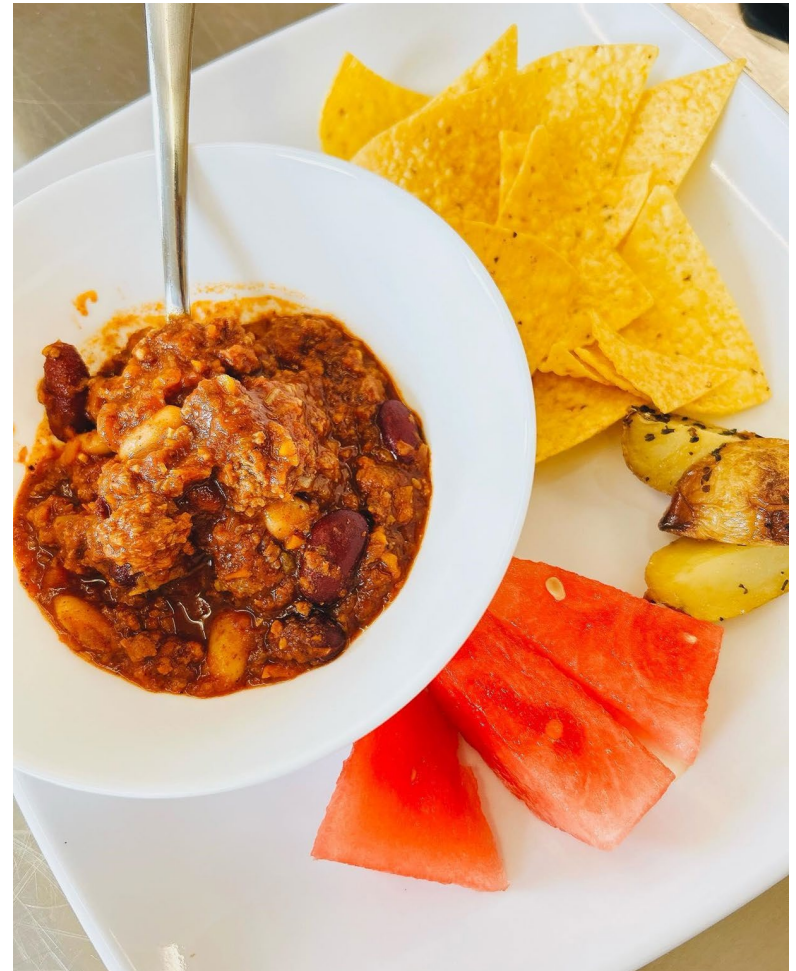
Feeding our Futures: The Challenge

April 4, 2023:

The province of BC announced
\$2.14.5 million over 3 years to:

*“make sure all students are fed
and ready to learn, by
expanding school food
programs in districts and
schools that already have them
and creating new ones in
districts and schools without”.*

<http://www.bced.gov.bc.ca/bulletin/20230404/feeding-futuresqanda.pdf>



Partners in Progress



The shift toward ensuring all students in School District 71 have access to healthy, local foods, so they are ready to learn is an ambitious and vitally important objective.

To meet this objective, schools will require guidance, support, mobilization, coaching, tools, resources, and inspiration.

The CVFPC's School Food Committee and their network of partners have been working with and supporting a large number of schools across the region for years.

A Choice



Thank You!



Questions? Contact Us! Joanne Bays: joanne.k.bays@gmail.com, Arzeena Harmir arzeenaharmir@shaw.ca

BRIEFING NOTE

TO: School Board Trustees
FROM: Geoff Manning, Acting
RE: Superintendent **BAA Courses**

DATE: June 27, 2023

Purpose

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

Background

Ten Board/Authority Authorized Courses are being brought forward for review. Nine of the courses are in bundles of three and are from NIDES/Navigate. The theme of the courses is “Above and Beyond”. The courses are titled “Above and Beyond Arts”, “Above and Beyond Athletics” and “Above and Beyond Service”. Each bundle includes a course for Grade 10, Grade 11 and Grade 12. The remaining course is from Vanier Secondary and is titled “Sports Medicine 12”.

Analysis

Above and Beyond Arts combines art specific training, skills and experience with content on specific principles inherent to high performing people. Elevated arts provides learners opportunity to utilize the depth of time spent in their art specific training within an academic setting that deepens their engagement through understanding the principles related to maximizing both their performance and potential. The course is a 4-credit course with 120 hours of instruction.

Above and Beyond Athletics blends sports specific training with content learning designed to develop 21st Century learning competencies, utilizing the learner’s sport of choice as a foundation for engagement. Above and Beyond Athletics aims to facilitate growth in sport specific performance and individual health, as well as personal and social responsibility and awareness. The course is a 4-credit course with 120 hours of instruction.

Above and Beyond Community Connections is a course that prepare and motivates students to provide service within their school and community. Students will learn the value and complexity of social diversity and inclusivity while acquiring an appreciation of the importance of helping others. The course is a 4-credit course with 120 hours of instruction.

Sports Medicine 12 is for students interested in health care related fields. The focus of the course is for students interested in career opportunities related to sports medicine, nutrition, anatomy, physiology and other related health care fields. The course is a 4-credit course with 120 hours of instruction.

All BAA’s are included in the board package and consist of detailed information regarding each course.

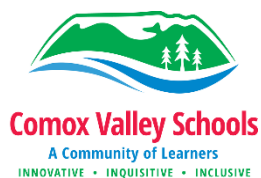
Recommendation

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

Respectfully submitted,

Geoff Manning

Acting Superintendent
Comox Valley Schools



Above & Beyond Arts 10

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Alison Kavaliunas	Date Developed: May 23, 2023
School Name: North Island Distance Education School	Principal's Name: Gerald Fussell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Above & Beyond Arts	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): none

Special Training, Facilities or Equipment Required: Learners will need access to facilities/ supplies related to their art form.

Course Synopsis: Elevated Arts 10 combines art specific training, skills, and experience with content on specific principles inherent to high performing people. Learners will identify an art form of their choice and demonstrate active participation in that art form, specifically in training/mentorship, skill development, and performance/creation reflection. Learners will set measurable goals that target specific areas of growth and will routinely reflect, analyze and revise goals as the course progresses. Learners will also explore components that enable peak human performance, including components of physiological and psychological development, as well as the importance of self-care, rest, multi-tasking, and time management. Through inquiry, learners will develop an understanding of how physiological and psychological aspects of development are integral to elite performance. Learners will also analyze social and ethical issues in their art form, including the relationship between mental health and the arts, as well as issues related to diversity and inclusion. Learners will also explore the life and contributions of specific Indigenous artists within their art form. Overall, Elevated Arts provides learners opportunity to utilize the depth of time spent in their art specific training within an academic setting that deepens their engagement through understanding the principles related to maximizing both their performance and potential.

Goals and Rationale: This course is offered to learners so they may work to develop the skills and attributes related to elite performance in their art form, with an aim to specialize and train/perform at higher levels. This course is driven by the demand from students, parents, and community looking for a more focused, in-depth artistic experience that provides learners a specific skill and knowledge set to achieve sustained high performance and facilitate advanced skill development. Through engagement in art specific training, content learning, and inquiry, learners will gain a comprehensive understanding of elite artistic performance. While this course is art form specific, learners will construct knowledge that is equally beneficial to everyday life, including the benefits of self-reflection, mindfulness, maintaining positive mental health practice, and diversity. Overall, this course aims to facilitate growth in elite artists performance while also instilling knowledge and habits integral to success in everyday life.

Indigenous Worldviews and Perspectives:

This course incorporates pedagogy inherent to First People’s principles of learning, including supporting the development of self through connection with others; recognizing that learning is embedded in memory, history, and story; and recognizing that learning is holistic, reflexive, reflective, experiential, and relational. These principles are embedded in lesson design, but also visible to learners through engagement in activities focused on diversity and inclusivity in the arts, as learners will have opportunity to explore Indigenous artists specific to their art form, as well as consistent experiential and reflective activities designed to facilitate holistic growth. This course design also emphasizes traits inherent to Indigenous worldview, including the role of the teacher as mentor and a learner centered approach.

BIG IDEAS

High level creation/ performance requires a multi-faceted approach to training and development, including active participation in both an art form and knowledge construction.	Engaging in high level arts develops skills and habits integral to success in the arts as well as our everyday lives.	Skill and knowledge development require patience, repetition, perseverance, and resiliency and contribute to physical, mental, and emotional growth.	Success is a product of the maintenance and progress of both physical and mental health, as well as self-reflection.	Understanding our strengths and weaknesses helps us plan and achieve our goals.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Execute art specific physical and mental health activities. • Perform various tasks related to art specific skill development. • Pursue personal goals related to art specific development. • Reflect and revise personal activity goals based on progress. • Reflect on product/performances and how discipline specific principles relate to growth. • Analyze mental health and the arts. • Analyze self-care, rest, and reflection/mindfulness principles. • Analyze psychological principles related to the arts. • Analyze contemporary issues in diversity and inclusivity in the arts. • Analyze the impact of sleep and work-life balance on the arts. • Analyze the impact of high pressure and irregular hours on mental health. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The mental and physical demands specific to their art form. • The movements, mechanics, and proper execution of arts specific skills. • The benefits of proper self-care, rest, time management, and multi-tasking. • Effective methods for individual preparation for performance/showcase, including physical, mental, and emotional. • How to create specific and measurable goals. • How to effectively reflect on progress in goals and revise accordingly. • How to self-assess and self correct. • That diversity and inclusion are integral components to successful artists. • health and safety protocols and procedures

Big Ideas – Elaborations

High level creation/performance requires a multi-faceted approach to training and development, including active participation in both an art form and knowledge construction: Performing at a high level requires active engagement in, as well as understanding of, a variety of things, including art form specific training, physiological training, and psychological training. Additionally, achieving and sustaining high performance means understanding the obstacles and dangers that one may encounter, including subjective nature of art, knowing and reading your audience, handling rejection/self-worth, and cultural appropriation.

Engaging in high level arts develops skills and habits integral to success in the arts as well as our everyday lives: High functioning artist training facilitates development in transferable skills including goal setting, reflection, dedication, hard work, perseverance, team building, and routine, as well as transferable knowledge including understanding the benefits of mindfulness, sleep, balance, and self-awareness / reflection, and resiliency.

Skill and knowledge development require patience, repetition, perseverance, and resiliency and contribute to physical, mental, and emotional growth: Setting goals, working toward goals, and achieving goals takes consideration, time, and effort. The process contributes positively to comprehensive health and wellness.

Success is a product of the maintenance and progress of both physical and mental health, as well as self-reflection: Emphasizing comprehensive health and wellness and attending to the maintenance of physical and mental health facilitates holistic growth.

Understanding our strengths and weaknesses helps us plan and achieve our goals: Goal setting is integral to personal growth and to targeting specific areas of development. Learners will set monthly goals related to sport specific skill development to facilitate progress in targeted areas.

Curricular Competencies – Elaborations

With an aim at realizing the overall goals of the Big Ideas, learners will engage in processes designed to facilitate growth in both the arts and their everyday lives.

Content – Elaborations

Content includes specific activities that facilitate development and understanding of principles relevant to high level artists. This includes specific skill development and mentorship, as well as supplemental content, such as articles, videos, and case studies. Additionally, much content will be discovered by learners via inquiry.

Recommended Instructional Components:

Art form specific training and art creation reflection: 60%

Content Specific Learning: 40%

Unit 1: Active Training in Art Specific Skill Development- 20%

Unit is ongoing through whole course.

Learners will log, describe, and report on their art specific training regarding skill, techniques, and art specific knowledge development directly related to their art form. For example, if you are a musician, these logs focus on training related to specific songs or tempos. If you are an actor,

these logs focus on performance related skills like script scoring, finding actor motivation, and expressing emotions. If you are a painter, these logs focus on brush stroke techniques, watercolor technique vs gauche, and layered paintings.

Logs will demonstrate time spent on art specific skill development, and learners will set goals related to skills they wish to get better at and complete reflections on the development process.

Unit 2: Active Training in Art Specific Physical and Mental Preparation- 20%

Unit is ongoing through the whole course.

Learners will log, describe, and report on their art specific training regarding both mental and physical well-being. This does not include art form specific skill or technique development training covered in Unit 1, rather, it covers the physical, mental, and emotional training completed concurrent to the artistic development. Activities would include things like meditation, self reflection, handling rejection, and self-care planning.

Logs will demonstrate time spent on physical and mental preparation. Learners will set goals related to mental benchmarks they strive to meet and reflect on the development process.

Unit 3: Performance / Demonstration Reflection- 20%

Unit is ongoing through the whole course.

Students will write reflections after engaging in their art form. Questions include: How was my overall performance? What did I excel at? What can I improve? How has my skill development training contributed to my artistic skill? How has mental training contributed to my art form? For those involved with ensembles: How was the ensemble's overall performance? What did the ensemble excel at? What can the ensemble do better? How has ensemble training contributed to the performance?

Unit 4: Components of High Performance- Physiological – 10%

Learners will investigate physiological training principles relate to their art form. This may include nerves, body & muscle strain, balance impairment, and drops in efficiency.

Learners will complete an inquiry project that demonstrates the mental wellness and agility ideal to their art form. Guiding questions: What strategies promote well-being and help performers control physiological reactions? What specific exercises are necessary to ingrain healthy physiological responses into our practice?

Unit 5: Components of High Performance- Historical Relationship between the arts and Mental Health - 10%

Learners will analyze the historical relationship between mental health and their art form. They will analyze the impact of sleep and stress on artistic performance, and well-being.

Learners will complete an inquiry project that demonstrates mindfulness techniques as well as healthy self-reflection techniques.

Unit 6: Components of High Performance- Psychological – 10%

Learners will investigate the psychological skills and strategies inherent to mental strength, motivation, and performance, including goal setting, visualization, and meditation. Learners will also analyze strategies related to maintaining positive mental health, including understanding when to rest and recover and how to identify negative stressors and anxiety builders.

Learners will complete an inquiry project that demonstrates the successful use of psychology in high performance artists. Learners will research an artist of choice to discern their techniques for mental preparedness/well-being and continued focus through performance/presentation and formulate their own plan for mental preparation and strength.

Unit 7: Life and Contributions of Indigenous Artist - 10%

Students will examine life of an Indigenous artist in their chosen art form, including the artist's life journey and contributions to the art form and society.

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

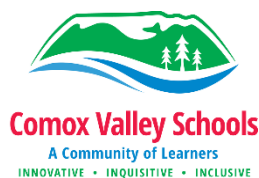
Assessment for Above & Beyond Arts 10 is centered on the three components of the curriculum model - knowing, doing, understanding - and is designed to be fair, transparent, meaningful, and responsive to all learners. Students will have the opportunity to demonstrate their learning through a variety of different activities and assignments. Teacher-based assessment will include monthly evaluations of skill development through assessing progress demonstrated via learning logs, submissions of art specific to the learner's chosen form, goal tracking, and conversation with both learner and community mentors. Self-assessment activities will also be used, as learners will identify their strengths and weaknesses, set individual skill development goals, regularly track their progress, reflect on their skill development, and identify future strategies to ensure continued growth and improvement. Learner assessment will also include multi-modal knowledge demonstration regarding content covering the components of high-performance artists, including social and ethical issues. Assessment opportunities will include, but are not limited to, audio and visual presentations, projects, reflections, as well as case study and comparative analysis.

Learning Resources

Course materials are provided to learners upon enrolment via an online platform – Brightspace (Desire2Learn).

Additional Information:

We would like Above & Beyond Arts 10 to be recognized as a Fine Arts credit.



Above & Beyond Arts 11

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Alison Kavaliunas	Date Developed: May 23, 2023
School Name: North Island Distance Education School	Principal's Name: Gerald Fussell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Above & Beyond Arts	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): **none**

Special Training, Facilities or Equipment Required: Learners will need access to facilities/ supplies related to their art form.

Course Synopsis: **Above & Beyond Arts 11** combines art specific training, skills, and experience with content on specific principles inherent to high performing people. Learners will identify an art form of their choice and demonstrate active participation, growth, and development in that art form, specifically in training/mentorship, skill development, physical and performance reflection. Learners will set measurable goals that target specific areas of growth and will routinely reflect, analyze, and revise goals as the course progresses. Through inquiry, learners will explore the history of their art form and the influence of world cultures. Learners will also analyze cultural appropriation in their art form. Learners will also develop an understanding of the role of their art form in their future: as a career or hobby. Overall, Elevated Arts provides learners opportunity to utilize the depth of time spent in their art specific training within an academic setting that deepens their engagement through understanding the principles related to maximizing both their performance and potential.

Goals and Rationale: This course is offered to learners so they may work to develop the skills and attributes related to elite performance in their art form, with an aim to specialize and/or train at higher levels. This course is driven by the demand from students, parents, and community looking for a more focused, in-depth artistic experience that provides learners a specific skill and knowledge set to achieve sustained high performance and facilitate advanced skill development. Through engagement in art specific training, content learning, and inquiry, learners will gain a comprehensive understanding of high-level artistic production/performance. While this course is art form specific, learners will construct knowledge that is equally beneficial to everyday life, including the potential role of the art form in their future. Overall, this course aims to facilitate growth in elite artist’s performance while also instilling knowledge and habits integral to success in everyday life.

Indigenous Worldviews and Perspectives: This course incorporates pedagogy inherent to First People’s principles of learning, including supporting the development of self through connection with others; recognizing that learning is embedded in memory, history, and story; and recognizing that learning is holistic, reflexive, reflective, experiential, and relational. These principles are embedded in lesson design, but also visible to learners through engagement in activities focused on diversity and inclusivity in the arts, as learners will have opportunity to explore Indigenous artists specific to their art form, as well as consistent experiential and reflective activities designed to facilitate holistic growth. This course design also emphasizes traits inherent to Indigenous worldview, including the role of the teacher as mentor and a learner centered approach.

Above & Beyond Arts

Grade 11

BIG IDEAS

High performance requires a multi-faceted approach to training and development, including active participation in both an art form and knowledge construction.	Engaging in high level arts develops skills and habits integral to success in the arts as well as our everyday lives.	Skill and knowledge development require patience, repetition, perseverance, and resiliency and contribute to physical, mental, and emotional growth.	Students who are personally aware and responsible take ownership of their choices and actions.	Understanding the historical background of our art form helps understand the impact on world cultures.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Execute art specific physical and mental health activities. • Perform various tasks related to art specific skill development. • Pursue personal goals related to art specific development. • Reflect and revise personal activity goals based on progress. • Reflect on product/performances and how discipline specific principles relate to growth. • Analyze the history of their art form and the impact on world cultures. • Analyze contemporary issues in diversity and inclusivity in the arts. • Analyze cultural appropriation in the arts. • Analyze plagiarism in the arts. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The mental and physical demands specific to their art form. • The movements, mechanics, and proper execution of art specific skills. • Effective methods for individual preparation for performance/showcase, including physical, mental, and emotional. • How to create specific and measurable goals. • How to effectively reflect on progress in goals and revise accordingly. • How to self-assess and self correct. • That diversity and inclusion are integral components to successful artists. • Cultural appropriation and how it impacts the arts. • <u>moral rights</u> and the ethics of <u>cultural appropriation</u> and plagiarism • Historical context of their art. • Role of their art on world cultures.

Big Ideas – Elaborations

Elevated performance requires a multi-faceted approach to training and development, including active participation in both an art form and knowledge construction: Performing at a high level requires active engagement in, as well as understanding of, a variety of things, including art form specific training, physiological training, and psychological training. Additionally, achieving and sustaining high performance means understanding the obstacles and dangers that one may encounter, including subjective nature of art, knowing and reading your audience, handling rejection/self-worth, and cultural appropriation.

Engaging in high level arts develops skills and habits integral to success in the arts as well as our everyday lives: High functioning artist training facilitates development in transferable skills including goal setting, reflection, dedication, hard work, perseverance, team building, and routine, as well as transferable knowledge including understanding the benefits of mindfulness, sleep, balance, and self-awareness / reflection, and resiliency.

Skill and knowledge development require patience, repetition, perseverance, and resiliency and contribute to physical, mental, and emotional growth: Setting goals, working toward goals, and achieving goals takes consideration, time, support, and effort. The learning process contributes positively to comprehensive health and wellness.

Students who are personally aware and responsible take ownership of their choices and actions: Studying in previous artists helps ignite artistic ideas, but artists are responsible for creating individual arts rather than replicating former artists.

Understanding the historical background of our art form helps understand the impact on world cultures: Art is a reflects aspects of time, place, and community.

Curricular Competencies – Elaborations

With an aim at realizing the overall goals of the Big Ideas, learners will engage in processes designed to facilitate growth in both their chosen art form and their everyday lives.

Content – Elaborations

Content includes specific activities that facilitate development and understanding of principles relevant to high level artists. This includes specific skill development and mentorship, as supplemental content, such as articles, videos, and case studies. Additionally, much content will be discovered by learners via inquiry.

Recommended Instructional Components:

Art form specific training and art creation reflection: 60%

Content Specific Learning: 40%

Unit 1: Active Training in Art Specific Skill Development- 20%

Unit is ongoing through whole course.

Learners will log, describe, and report on their art specific training regarding skill, techniques, and art specific knowledge development directly related to their art form. For example, if you are a musician, these logs focus on training related to specific songs or tempos. If you are an actor,

these logs focus on performance related skills like script scoring, finding actor motivation, and expressing emotions. If you are a painter, these logs focus on brush stroke techniques, watercolor technique vs gauche, and layered paintings.

Logs will demonstrate time spent on art specific skill development, and learners will set goals related to skills they wish to get better at and complete reflections on the development process.

Unit 2: Active Training in Art Specific Physical and Mental Preparation- 20%

Unit is ongoing through the whole course.

Learners will log, describe, and report on their art specific training regarding both mental and physical well-being. This does not include art form specific skill or technique development training covered in Unit 1, rather, it covers the physical, mental, and emotional training completed concurrent to the artistic development. Activities would include things like meditation, self reflection, handling rejection, and self-care planning.

Logs will demonstrate time spent on physical and mental preparation. Learners will set goals related to mental benchmarks they strive to meet and reflect on the development process.

Unit 3: Performance / Demonstration Reflection- 20%

Unit is ongoing through the whole course.

Students will write reflections after engaging in their art form. Questions include: How was my overall performance? What did I excel at? What can I improve? How has my skill development training contributed to my artistic skill? How has mental training contributed to my art form? For those involved with ensembles: How was the ensemble's overall performance? What did the ensemble excel at? What can the ensemble do better? How has ensemble training contributed to the performance?

Unit 4: History of Arts Form – 10%

Learners will complete on an inquiry project about the history of their art form. This will include origins, relationship to society, key periods, etc.

Guiding questions: What are the origins of my art form? How has it evolved? What was the relationship with society?

Unit 5: Influence on World Cultures – 10%

Learners will analyze the influence of their art form on world cultures, both modern and historic.

Learners will complete an inquiry project that demonstrates the role of their art form and influence of their art form on world cultures.

Unit 6: Plagiarism and Intellectual Property in the Arts – 10%

Learners will investigate the role of copyrights, intellectual property, and plagiarism in the arts.

Learners will complete an inquiry project that demonstrates the successful application of copyright laws and investigate an instance where an artist plagiarize. What were the ramifications? Why did they do it? How did it impact their future?

Unit 7: Social and Ethical Issues in High Level Arts – Cultural Appropriation- 10%

Students will examine specific social and ethical issues in their chosen art form. Learners will analyze case studies and real-life examples to understand the consequences related to these social and ethical aspects.

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

Assessment for Above & Beyond Arts 11 is centered on the three components of the curriculum model - knowing, doing, understanding - and is designed to be fair, transparent, meaningful, and responsive to all learners. Students will have the opportunity to demonstrate their learning through a variety of different activities and assignments. Teacher-based assessment will include monthly evaluations of skill development through assessing progress demonstrated via learning logs, submissions of art specific to the learner's chosen form, goal tracking, and conversation with both learner and community mentors. Self-assessment activities will also be used, as learners will identify their strengths and weaknesses, set individual skill development goals, regularly track their progress, reflect on their skill development, and identify future strategies to ensure continued growth and improvement. Learner assessment will also include multi-modal knowledge demonstration regarding content covering the components of high-performance artists, including social and ethical issues. Assessment opportunities will include, but are not limited to, audio and visual presentations, projects, reflections, as well as case study and comparative analysis.

Learning Resources

Course materials are provided to learners upon enrolment via an online platform – Brightspace (Desire2Learn).

Additional Information:

We would like Above & Beyond Arts 11 to be recognized as a Fine Arts credit.

Above & Beyond Arts 12

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Alison Kavaliunas	Date Developed: May 23, 2023
School Name: North Island Distance Education School	Principal's Name: Gerald Fussell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Above & Beyond Arts	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): **none**

Special Training, Facilities or Equipment Required: Learners will need access to facilities/ supplies related to their art form.

Course Synopsis: Elevated Arts 12 combines art specific training, skills, and experience with content on specific principles inherent to high performing people. Learners will identify an art form of their choice and demonstrate active participation in that art form, specifically in training/mentorship, skill development, performance/creation reflection. Learners will set measurable goals that target specific areas of growth and will routinely reflect, analyze and revise goals as the course progresses. Learners will explore in-depth the relationship between the arts and mental health, specifically the role of the arts in mental health supports: art therapy, drama therapy, and music therapy. Through inquiry, learners will profile an artist who, through their art promoted and spurred political movement/change. Learners will also research how the arts can play a role in their future. Overall, Elevated Arts provides learners opportunity to utilize the depth of time spent in their art specific training within an academic setting that deepens their engagement through understanding the principles related to maximizing both their performance and potential.

Goals and Rationale: This course is offered to learners so they may work to develop the skills and attributes related to elite creation/performance in their art form, with an aim to specialize and/or train at higher levels. This course is driven by the demand from students, parents, and community looking for a more focused, in-depth artistic experience that provides learners a specific skill and knowledge set to achieve sustained high creation/performance and facilitate advanced skill development. Through engagement in art specific training, content learning, and inquiry, learners will gain a comprehensive understanding of elite artistic performance. While this course is art form specific, learners will construct knowledge that is equally beneficial to everyday life, including the benefits of self-reflection, mindfulness, maintaining positive mental health practice, and diversity. Overall, this course aims to facilitate growth in elite artists performance while also instilling knowledge and habits integral to success in everyday life and to bridge the role the arts could play in their post high school life.

Indigenous Worldviews and Perspectives: This course incorporates pedagogy inherent to First People’s principles of learning, including supporting the development of self through connection with others; recognizing that learning is embedded in memory, history, and story; and recognizing that learning is holistic, reflexive, reflective, experiential, and relational. These principles are embedded in lesson design. Learners will engage in consistent experiential and reflective activities designed to facilitate holistic growth. This course design also emphasizes traits inherent to Indigenous worldview, including the role of the teacher as mentor and a learner centered approach.

Above & Beyond Arts 12

Grade 12

BIG IDEAS

High level artistic performance/creation requires a multi-faceted approach to training and development, including active participation in both an art form and knowledge construction.	Ideas and beliefs conveyed in art forms can effect change in the artist, audience, and environment.	Growth as an artist requires perseverance, resilience, and reflection.	Aesthetic experiences have the power to transform our perspective and express feelings and emotions.	Active Participation in the arts is essential to building culture, expressing identity, and providing insight into human experience.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Explore personal style through combining genres and styles to inspire innovation. • Perform various tasks related to art specific skill development. • Pursue personal goals related to art specific development. • Refine artistic skills from a <u>variety</u> of <u>styles</u> • Demonstrate innovation in creating artistic works and resolving creative challenges • Reflect and revise personal activity goals based on progress. • Reflect on product/performances and how discipline specific principles relate to growth. • Analyze politics and the role of the arts. • Analyze psychological principles related to the arts, and specifically art/drama/music therapy. • Analyze contemporary issues in diversity and inclusivity in the arts. • Intentionally select and combine materials, processes, and technologies to convey ideas, and justify choices • Recognize and engage in the reciprocal process of <u>critique</u> • Interpret and evaluate, using discipline-specific language, how artists use materials, technologies, processes, and <u>environments</u> in art making • Evaluate personal, educational, and professional opportunities in visual arts and related fields • Create artistic works to reflect <u>personal voice</u>, story, and values 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The mental and physical demands specific to their art form. • The movements, mechanics, and proper execution of arts specific skills. • The benefits of proper nutrition, rest, time management, and multi-tasking. • Effective methods for individual preparation for performance/showcase, including physical, mental, and emotional. • How to create specific and measurable goals. • How to effectively reflect on progress in goals and revise accordingly. • How to self-assess and self correct. • That diversity and inclusion are integral components to successful artists. • How the arts can be used to support mental health, such as therapy • Possible career paths in their chosen art form. • Options for maintaining their art form as a hobby post high school. • How art can be used in therapy settings: Art therapy, music therapy and drama therapy.

Big Ideas – Elaborations

Elevated performance requires a multi-faceted approach to training and development, including active participation in both an art form and knowledge construction: Performing at a high level requires active engagement in, as well as understanding of, a variety of things, including art form specific training, physiological training, and psychological training. Additionally, achieving and sustaining high performance means understanding the obstacles and dangers that one may encounter, including subjective nature of art, knowing and reading your audience, handling rejection/self-worth, and cultural appropriation.

Engaging in high level arts develops skills and habits integral to success in the arts as well as our everyday lives: High functioning artist training facilitates development in transferable skills including goal setting, reflection, dedication, hard work, perseverance, team building, and routine, as well as transferable knowledge including understanding the benefits of mindfulness, sleep, balance, and self-awareness / reflection, and resiliency.

Growth as an artist requires perseverance, resilience, and reflection: Setting goals, working toward goals, overcoming hurdles and critique, and achieving goals takes consideration, time, and effort. Growth as an artist requires a process of reflection and revising.

Aesthetic experiences have the power to transform our perspective and express feelings and emotions: Through art, individuals can experience a range of emotions, transform perspectives, and re-frame experiences. Art can be cathartic.

Active participation in the arts is essential to building culture, expressing identity, and providing insight into human experience: Through art, artists learn about themselves, the world around them, and the human experience. What does it mean to be human, to struggle and how does this transcend cultures and time periods.

Curricular Competencies – Elaborations

With an aim at realizing the overall goals of the Big Ideas, learners will engage in processes designed to facilitate growth in both the arts and their everyday lives.

Content – Elaborations

Content includes specific activities that facilitate development and understanding of principles relevant to high level artists. This includes specific skill development and mentorship, as supplemental content, such as articles, videos, and case studies. Additionally, much content will be discovered by learners via inquiry.

Recommended Instructional Components:

Art form specific training and art creation reflection: 70%

Content Specific Learning: 30%

Unit 1: Active Training in Art Specific Skill Development- 25%

Unit is ongoing through whole course.

Learners will log, describe, and report on their art specific training regarding skill, techniques, and art specific knowledge development directly related to their art form. For example, if you are a musician, these logs focus on training related to specific songs or tempos. If you are an actor, these logs focus on performance related skills like script scoring, finding actor motivation, and expressing emotions. If you are a painter, these logs focus on brush stroke techniques, watercolor technique vs gauche, and layered paintings.

Logs will demonstrate time spent on art specific skill development, and learners will set goals related to skills they wish to get better at and complete reflections on the development process.

Unit 2: Active Training in Art Specific Physical and Mental Preparation- 25%

Unit is ongoing through the whole course.

Learners will log, describe, and report on their art specific training regarding both mental and physical well-being. This does not include art form specific skill or technique development training covered in Unit 1, rather, it covers the physical, mental, and emotional training completed concurrent to the artistic development. Activities would include things like meditation, self reflection, handling rejection, and self-care planning.

Logs will demonstrate time spent on physical and mental preparation. Learners will set goals related to mental benchmarks they strive to meet and reflect on the development process.

Unit 3: Performance / Demonstration Reflection- 20%

Unit is ongoing through the whole course.

Students will write reflections after engaging in their art form. Questions include: How was my overall performance? What did I excel at? What can I improve? How has my skill development training contributed to my artistic skill? How has mental training contributed to my art form? For those involved with ensembles: How was the ensemble's overall performance? What did the ensemble excel at? What can the ensemble do better? How has ensemble training contributed to the performance?

Unit 4: Art as Therapy: Drama / Music / Art – 15%

Learners will investigate the use of various art forms as therapy, including Drama therapy, art therapy, and music therapy.

Learners will complete an inquiry project that demonstrates an understanding of how art can be used in therapy and to support mental wellness. What is the role? What are the main theories and applications? What training is required? Guiding questions: What strategies in art/drama/music

help unlock emotions and experiences? How can these art forms be cathartic? How can these art forms promote well-being and help performers control physiological reactions?

Unit 5: Artist Profile: How Art can Promote or Spur Political Change – 15%

Learners will research an artist or artistic movement that promoted or spurred political change. They will analyze how art was the vehicle for change? What did the artist(s) do? How did the community react? What was the agenda?

Learners will complete an inquiry project that their learning about a specific artist or artistic movement and the associated political change.

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

Assessment for Above & Beyond Arts 12 is centered on the three components of the curriculum model - knowing, doing, understanding - and is designed to be fair, transparent, meaningful, and responsive to all learners. Students will have the opportunity to demonstrate their learning through a variety of different activities and assignments. Teacher-based assessment will include monthly evaluations of skill development through assessing progress demonstrated via learning logs, submissions of art specific to the learner's chosen form, goal tracking, and conversation with both learner and community mentors. Self-assessment activities will also be used, as learners will identify their strengths and weaknesses, set individual skill development goals, regularly track their progress, reflect on their skill development, and identify future strategies to ensure continued growth and improvement. Learner assessment will also include multi-modal knowledge demonstration regarding content covering the components of high-performance artists, including social and ethical issues. Assessment opportunities will include, but are not limited to, audio and visual presentations, projects, reflections, as well as case study and comparative analysis.

Learning Resources

Course materials are provided to learners upon enrolment via an online platform – Brightspace (Desire2Learn).

Additional Information:

We would like Elevated Arts 12 to be recognized as a Fine Arts credit.

Above & Beyond Athletics 10

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Alison Kavaliunas	Date Developed: May 23, 2023
School Name: North Island Distance Education School	Principal's Name: Gerald Fussell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Above & Beyond Athletics 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): none

Special Training, Facilities or Equipment Required: Learners will need access to facilities and equipment related to their sport of choice.

Course Synopsis: Above & Beyond Athletics10 blends sport specific training with content learning designed to develop twenty first century learning competencies, utilizing the learner's sport of choice as a foundation for engagement. Learners will develop and engage in a training program specific to their sport of choice. Learners will set measurable goals that target specific areas of growth and will routinely reflect, analyze, and revise goals as the course progresses. Students will study, practice, and demonstrate skill development, fitness and health training, and overall game play. Students will apply principles and theories through various aspects of team and/or individual sport specific activities. Learners will also explore the history and evolution of their sport from inception to the present day, including an examination of diversity and inclusion. Learners will analyze the social significance of promoting inclusivity and diversity in sport, specifically in relation to social and cultural issues including race, gender, and sexuality. Learners will also examine the positive and negative impacts of physical activity and high performance sport on mental health. They will explore teamwork by considering the traits inherent to successful people and analyze the use and impact of advanced stats and analytics on their sport evaluation. Overall, Above & Beyond Athletics 10 aims to facilitate growth in sport specific performance and individual health, as well as personal and social responsibility and awareness.

Goals and Rationale: This course is offered to learners so they may work to develop their sport specific skills, improve individual fitness and comprehensive health levels, demonstrate team play (where appropriate to the sport), and understand stats and analytics to facilitate sport specific understanding with an aim to specialize and/or train at a higher level. This course is driven by the demand from students, parents, and community looking for a more focused, in-depth athletic experience that provides learners a specific skill set to compete for junior, collegiate, and professional opportunity. In this same vein, this course aims to prepare learners to cope with the physical and mental health struggles associated with pursuing high-performance athletics. Utilizing learner interest in their sport, this course also aims to facilitate individual growth in social and cultural awareness regarding diversity and equity. Contemporary sports are making a concerted effort to recognize and celebrate diversity to promote inclusive opportunity among traditionally underrepresented groups, including BIPOC, LGBTQ2S+, and women. Exploring these efforts will facilitate learner understanding of the importance of diversity and equity and work to create allies that advance the inclusivity of both the sport and Canadian culture.

Aboriginal Worldviews and Perspectives: This course incorporates pedagogy inherent to First People's principles of learning, including supporting the development of self through connection with others; recognizing that learning is embedded in memory, history, and story; and recognizing that learning is holistic, reflexive, reflective, experiential, and relational. These principles are embedded in lesson design, but also visible to learners through engagement in activities like the historical player profile as well as consistent experiential and reflective activities designed to facilitate holistic growth. This course design also emphasizes traits inherent to Indigenous worldview, including the role of the teacher as mentor and a learner centered approach.

BIG IDEAS

Understanding our strengths and weaknesses helps us plan and achieve our goals.

Balanced participation in physical and health education activities benefits comprehensive health and wellness, including both physical and mental health.

Growth is a constant process of action, reflection, and reiteration.

Diversity and inclusion are integral to successful culture.

Skill and knowledge development require patience, repetition, and perseverance, and contribute to both physical and mental growth.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Execute sport specific strength and conditioning activities. • Perform various tasks related to sport specific athletic training daily. • Demonstrate successful performance using proper technique, control, and accuracy with individual skills – sport specific. Ex. Hockey - skating, passing, shooting, checking, and stick handling. Goaltenders - tracking, positioning, save movements, stick position, crease movement, and rebound control. • Pursue personal activity goals related to sport specific athletic skill development. • Reflect and revise personal activity goals based on progress. • Reflect on performance and how training specific principles contribute to growth. • Demonstrate successful team performance and analyze traits that facilitate strong group culture. • Analyze the history of their sport and its impact, specific emphasis on how the sport has evolved from a variety of perspectives, including social, cultural, economic, and general skill/technique advancement. • Analyze the history of BIPOC and female representation in their 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Sport specific training principles to enhance personal fitness and performance. • Proper warm up, stretching procedure and purpose. • The mechanics involved in individual sport specific skills. Ex. Hockey - skating, shooting, passing, checking, stick handling, as well as goaltender specific skills of tracking, positioning, save movements, stick position, crease movement, and rebound control. • Common errors and error detection in skills • Effective methods for individual preparation for competitive play. • How to formulate specific and measurable goals • How to effectively reflect on the application of skills and specific goals and to revise accordingly. • How to self-assess and self-correct. • How to communicate effectively as part of a

sport.

- Analyze the use of traditional and contemporary stats and analytics in their sport evaluation.
- Analyze the positive impacts of physical activity on mental health.
- Analyze the negative impacts high performance sport can have on mental health and preventative strategies.

team.

- History of BIPOC and female representation in their sport.
- Sport specific evaluation measurements. Ex. Hockey - corsi, fenwick, expected goals, and micro stats.
- Regular physical activity positively impacts mental health and can combat depression, stress, and anxiety.
- High performance athletics can cause heightened stress and anxiety, and balancing participation is essential to avoiding this.

Big Ideas – Elaborations

Understanding our strengths and weaknesses helps us plan and achieve our goals: Goal setting is integral to personal growth and to targeting specific areas of development. Learners will set monthly goals related to specific skill development in their sport to facilitate progress in targeted areas.

Balanced participation in physical and health education activities benefits comprehensive health and wellness, including both physical and mental health. Routine physical activity is beneficial to physical and mental health; though, in contrast, high performance sport can engender negative mental health experiences related to stress and anxiety. Understanding and implementing strategies geared at a balanced approach emphasizes the positives while decreasing the likelihood of negative impact.

Growth is a constant process of action, reflection, and reiteration: Progress is iterative. We progress by engaging in an act, reflecting on the efficacy of our engagement, and revising our plan of action to improve it.

Diversity and inclusion are integral to successful culture: Sports are evolving with social consciousness related to diversity, equity, and inclusion, and the strongest individuals, teams, and organizations embrace these attributes.

Skill and knowledge development requires patience, repetition, and perseverance, and contributes to both physical and mental growth: Setting goals, working toward goals, and achieving goals takes consideration, time, and effort. The process contributes positively to comprehensive health and wellness.

Overall note: Though these big ideas facilitate meaningful growth in sport specific outcomes, they are also designed to facilitate positive development across the lives of learners. The aim of this course is to facilitate growth in the sport and personal lives of learners.

Curricular Competencies – Elaborations

With an aim at realizing the overall goals of the Big Ideas, learners will engage in processes designed to facilitate growth in both sport and their everyday lives.

Content – Elaborations

Content includes specific activities that facilitate development and understanding sport specific skills. This includes real-time instruction from skill development coaches/mentors as well as supplemental content, such as articles, videos, and case studies. Additionally, much content will be discovered by learners via inquiry.

Content also includes components covering the history of the specific sport, introductory material regarding diversity and equity in sports, content related to teamwork and successful team and culture building, as well as content on stats and analytics used in sports. This content is accessible via NIDES Brightspace and comes in a variety of forms, including written, audio, and visual.

Recommended Instructional Components:

On-ice training, off-ice training, and game reflection: 60%

Content Specific Learning: 40%

Unit 1: Active Training in Sport Specific Skill Development- 20%

Unit is ongoing through the whole course.

Learners will fill out monthly activity logs, complete with hours, description of activity, and reflection.

Every month, learners will identify a skill to work on, creating goals and a plan for skill specific training, and reflecting on progress at both the mid month and end of month points; learners will identify one professional athlete to study and model improvement after, citing specific reasons why.

Unit module will include a variety of skill specific training videos to provide ideas and support in development.

Unit 2: Active Training in Sport Specific Cross Training / Conditioning- 20%

Unit is ongoing through the whole course.

Learners will fill out monthly activity logs, complete with hours, description of activity, and reflection- assessed on an ongoing basis.

Unit module will include a variety of cross training/conditioning videos to provide ideas and support in development.

Unit 3: Competition / Game Play Reflection- 20%

Unit is ongoing through the whole course.

Students write a reflection after each competition. Questions include: How was my overall performance? What did I excel at? What can I improve? How has my sport specific training (individual skills) contributed to my athletic performance? How has my cross training contributed to my game play? How was the team's overall performance? What did the team excel at? What can the team do better?

Learners will also watch one high sport competition every two weeks, live or on TV, and reflect on key concepts related to individual and team success.

Unit 4: History of Specific Sport- 8%

Early History of chosen sport (origins, first recorded competition, early evolution)

Formation of the professional sport organization

Athlete profile: focus on BIPOC or LGBTQ2S+ Athletes. Ex. Willie O'Ree (first black hockey player)- first introduction to diversity and racism in hockey

Expansion: Examine all expansion years and consider future expansion possibilities; impact of expansion on market, economics, and growth of the sport

Unit 5: Team Sport- 8%

Introduction: define teamwork and its importance, benefits of working as part of a team, examine successful athletic teams and identify characteristics that make them effective.

Communication: identify common communication barriers, learn strategies of effective communication, and examine effective sport specific communication

Collaboration and problem solving: explore the importance of these things, analyze case studies of successful team collaboration and identify strategies to overcome challenges

Individual contributions to teams: examine the role of the individual to the team, knowing roles, growing into roles, how do individuals make up a whole?

Leadership in Teams: role of leadership to success, identify different leadership styles and impact on team dynamics, qualities of effective leaders, leading with a letter, leading without a letter

Diversity in Teams: impact of diversity on team dynamics, learn strategies to promote inclusivity

Unit 6: Introduction to Mental Health and Sport - 8%

Learners will analyze the positive impacts of regular physical activity to mental health, including in combating depression, stress, and anxiety.

Learners will also analyze the negative impact high performance sport and athletics can have on mental health, including on stress and anxiety,

Learners will explore the impacts of head trauma and CTE to mental health via case studies of high profile athletes with experience in this area.

Learners will identify strategies related to balancing participation to manage stress and anxiety and ensure their physical activity is benefiting their mental health.

Unit 7: Stats and Analytics- 8%

Learners will examine the historical and contemporary importance of traditional stats and their continued presence in their sport.

Learners will examine the rise and continued use of advanced stats and analytics and the use of mathematic formula and technology to generate stats.

Stats, analytics, and scouting: learners will examine the use of stats and analytics in athlete evaluation and its impact on roster spots, recruiting, and professional contracts.

Unit 8: BIPOC or Indigenous Athlete Profile - 8%

Learners will examine the life and accomplishments of a BIPOC or Indigenous Athlete in their sport.

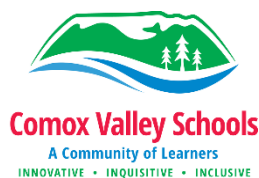
Learners will reflect on the impact the athlete had on their sport / the sport had on the athlete.

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

Assessment for Above & Beyond Athletics 10 is centered on the three components of the curriculum model - knowing, doing, understanding - and is designed to be fair, transparent, meaningful, and responsive to all learners. Students will have the opportunity to demonstrate their learning through a variety of different activities and assignments. Teacher-based assessment will include monthly evaluations of skill training and cross training by assessing progress demonstrated via learning logs, goal tracking, and routine conversation with skill development coaches/mentors. Self-assessment activities will also be used, as learners will identify their strengths and weaknesses, set individual skill development and conditioning goals, regularly track their progress, reflect on their development, and identify future strategies to ensure continued growth and improvement. Learner assessment will also include multi modal knowledge demonstration regarding content covering their sport and its relation to diversity and inclusion as well as content covering additional skill and knowledge development. Assessment opportunities will include, but are not limited to, audio and visual presentations, projects, reflections, as well as case study and comparative analysis.

Learning Resources:

[The Secrets of Great Teamwork \(hbr.org\)](https://hbr.org/2017/01/the-secrets-of-great-teamwork/)- Harvard Business Review



Above & Beyond Athletics 11

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Alison Kavaliunas	Date Developed: May 23, 2023
School Name: North Island Distance Education School	Principal's Name: Gerald Fussell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Above & Beyond Athletics	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): none

Special Training, Facilities or Equipment Required: Learners will need access to facilities/equipment related to their sport of choice.

Course Synopsis: Above & Beyond Athletics 11 combines sport specific training and gameplay with content on specific principles inherent to high performance in sport. Learners will identify a sport of choice and demonstrate active training in that sport, specifically in skill development, physical and mental preparation, and game play reflection. Learners will set measurable goals that target specific areas of growth and will routinely reflect, analyze and revise goals as the course progresses. Learners will also explore components that enable peak human performance in sport, including components of physiological and psychological development, as well as the importance of nutrition, rest, and recovery. Through inquiry, learners will develop an understanding of how physiological, psychological, and nutritional aspects of development are integral to elite performance. Learners will also analyze social and ethical issues in high performance sport, including the impacts of performance enhancing drugs and the use of painkillers, the impact of competition on mental health, the impacts of head trauma, as well as issues related to diversity and inclusion. Overall, Above & Beyond Athletics 11 provides learners an opportunity to utilize the depth of time spent in their sport

specific training within an academic setting that deepens their engagement through understanding the principles related to maximizing both their performance and potential.

Goals and Rationale: This course is offered to learners so they may work to develop the skills and attributes related to elite performance in their sport of choice, with an aim to specialize and/or train at higher levels. This course is driven by the demand from students, parents, and community looking for a more focused, in-depth athletic experience that provides learners a specific skill and knowledge set to achieve sustained high performance and facilitate advancement to next level competition. Through engagement in sport specific training, content learning, and inquiry, learners will gain a comprehensive understanding of elite athletic performance. While this course is sport specific, learners will construct knowledge that is equally beneficial to everyday life, including the benefits of nutrition, mindfulness and maintaining positive mental health practice, regular physical activity, and diversity. Overall, this course aims to facilitate growth in elite athletic performance while also instilling knowledge and habits integral to success in everyday life.

Indigenous Worldviews and Perspectives:

This course incorporates pedagogy inherent to First People’s principles of learning, including supporting the development of self through connection with others; recognizing that learning is embedded in memory, history, and story; and recognizing that learning is holistic, reflexive, reflective, experiential, and relational. These principles are embedded in lesson design, but also visible to learners through engagement in activities focused on diversity and inclusivity in sport, as learners will have opportunity to explore Indigenous high-performance athletes, as well as consistent experiential and reflective activities designed to facilitate holistic growth. This course design also emphasizes traits inherent to Indigenous worldview, including the role of the teacher as mentor and a learner centered approach.

BIG IDEAS

High performance requires a multi-faceted approach to training and development, including active participation in both sport and knowledge construction.	Engaging in high performance athletics develops skills and habits integral to success in sport as well as our everyday lives.	Skill and knowledge development require patience, repetition, and perseverance, and contribute to both physical and mental growth.	Success is a product of the maintenance and progress of both physical and mental health.	Understanding our strengths and weaknesses helps us plan and achieve our goals.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Execute sport specific physical and mental strength and conditioning activities. • Perform various tasks related to sport specific skill development. • Pursue personal goals related to sport specific development. • Reflect and revise personal activity goals base on progress. • Reflect on game performance and how training specific principles relate to growth. • Analyze physiological training principles. • Analyze nutritional, rest, and recovery principles. • Analyze psychological principles related to high performance sport. • Analyze contemporary issues in diversity and inclusivity in sport. • Analyze the use and impact of performance enhancing drugs in high performance athletics. • Analyze the use and impact of painkillers in high performance athletics. • Analyse contemporary issues surrounding concussion and head trauma in high performance sport. • Analyze the impact of competition on mental health. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The mental and physical strength and conditioning components specific to their sport. • The movements, mechanics, and proper execution of sport specific skills. • The benefits of proper nutrition, rest, and recovery. • Common errors and error detection skills. • Effective methods for individual preparation for competition, including physical and mental. • How to create specific and measurable goals. • How to effectively reflect on progress in goals and revise accordingly. • How to self-assess and self correct. • That diversity and inclusion are integral components to successful athletics. • The dangers of using performance enhancing drugs as well as their regulation in sports. • The impact of taking pain killers on the body and mind. • The prevalence and dangers of head trauma in high performance sport. • The impact and dangers related to mental health as a product of competition and how to manage this.

Big Ideas – Elaborations

Achieving high performance requires a multi-faceted approach to training and development, including active participation in both sport and knowledge construction: Performing at a high level requires active engagement in, as well as understanding of, a variety of things, including sport specific game play training, physiological training, nutritional training, and psychological training. Additionally, achieving and sustaining high performance means understanding the obstacles and dangers that one may encounter, including performance enhancing drugs, painkillers, injury, and issues related to diversity.

Engaging in high performance athletics develops skills and habits integral to success in sport as well as our everyday lives: High performance athletic training facilitates development in transferable skills including goal setting, reflection, dedication, hard work, perseverance, team building, and routine, as well as transferable knowledge including understanding the benefits of regular physical activity, mindfulness, nutrition, and sleep, to name a few.

Skill and knowledge development requires patience, repetition, and perseverance, and contributes to both physical and mental growth: Setting goals, working toward goals, and achieving goals takes consideration, time, and effort. The process contributes positively to comprehensive health and wellness.

Success is a product of the maintenance and progress of both physical and mental health: Emphasizing comprehensive health and wellness and attending to the maintenance of physical and mental health facilitates holistic growth.

Understanding our strengths and weaknesses helps us plan and achieve our goals: Goal setting is integral to personal growth and to targeting specific areas of development. Learners will set monthly goals related to sport specific skill development to facilitate progress in targeted areas.

Curricular Competencies – Elaborations

With an aim at realizing the overall goals of the Big Ideas, learners will engage in processes designed to facilitate growth in both athletics and their everyday lives.

Content – Elaborations

Content includes specific activities that facilitate development and understanding of principles relevant to high performance in athletics. This includes real-time instruction from skill development coaches as well as supplemental content, such as articles, videos, and case studies. Additionally, much content will be discovered by learners via inquiry.

Recommended Instructional Components:

Sport specific training and game play reflection: 60%

Content Specific Learning: 40%

Unit 1: Active Training in Sport Specific Skill Development- 20%

Unit is ongoing through whole course.

Learners will log, describe, and report on their sport specific training regarding skill, strategies and systems development that directly relate to game play in the specific sport. This does not include strength, fitness, and conditioning training, which is covered in Unit 2. For example, if you are a hockey player, these logs focus on training related to skills like shooting and skating, strategies like give and go's and cycling, and systems like power plays and penalty kills. If you are a basketball player, these logs focus on training related to skills like shooting and dribbling, strategies like pick and rolls, and systems like zone defense.

Logs will demonstrate time spent on sport specific skill development, and learners will set goals related to skills they wish to get better at and complete reflections on the development process.

Unit 2: Active Training in Sport Specific Physical and Mental Preparation- 20%

Unit is ongoing through the whole course.

Learners will log, describe, and report on their sport specific training regarding both mental and physical strength, fitness, and conditioning. This does not include the skill development training covered in Unit 1, rather, it covers the physical and mental training completed outside the competition area that contributes to performance within the competition area. Activities would include things like weight training and muscle building, aerobic and conditioning exercise, and meditation and mental preparation.

Logs will demonstrate time spent on physical and mental preparation. Learners will set goals related to physical and mental benchmarks they strive to meet and reflect on the development process.

Unit 3: Competition Reflection- 20%

Unit is ongoing through the whole course.

Students will write reflections after engaging in sport specific competitions. Questions include: How was my overall performance? What did I excel at? What can I improve? How has my skill development training contributed to my game play? How has physical and mental training contributed to my game play? For those involved with teams: How was the team's overall performance? What did the team excel at? What can the team do better? How has team training contributed to performance?

Unit 4: Components of High Performance- Physiological – 10%

Learners will investigate how the body adapts to exercise and sport as well as what physiological training principles relate to their specific sport. They will also learn about the different energy systems used in high-performance sports, including the anaerobic and aerobic systems.

Learners will complete an inquiry project that demonstrates the ideal physiological typing for their specific sport as well as specific strength and conditioning exercises that develop this type of physiology. Guiding questions: What is the ideal body type and why? What specific exercises are necessary to build this body and why?

Unit 5: Components of High Performance- Nutrition, Rest, and Recovery- 10%

Learners will analyze the importance of nutrition, rest, and recovery in achieving peak athletic performance. Learners will analyze aspects of nutrition beneficial to the body as well as detrimental to the body, including the impacts of drugs and alcohol. They will also analyze the impact of sleep and stress on athletic performance.

Learners will complete an inquiry project that demonstrates an ideal diet as well as a rest and recovery plan for their specific sport.

Unit 6: Components of High Performance- Psychological – 10%

Learners will investigate the psychological skills and strategies inherent to mental strength, motivation, and performance, including goal setting, visualization, meditation, and mindfulness. Learners will also analyze strategies related to maintaining positive mental health, including understanding when to rest and recover and how to identify negative stressors and anxiety builders.

Learners will complete an inquiry project that demonstrates the successful use of psychology in high performance athletics. Learners will research an athlete of choice to discern their techniques for mental preparedness and continued focus through competition and formulate their own plan for mental preparation and strength.

Unit 7: Social and Ethical Issues in High Performance Sports- 10%

Students will examine specific social and ethical issues surrounding high-performance sport, including the impacts of performance-enhancing drugs and painkillers, head trauma in sport, the impact of competition on athletes' mental health, and diversity and inclusion. Learners will analyze case studies and real-life examples to understand the consequences related to these social and ethical aspects. Learners will also engage in an inquiry project on Tom Longboat, Canadian Indigenous high-performance athlete who won the Boston Marathon in the early 20th century.

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

Assessment for High Performance Athlete 11 is centered on the three components of the curriculum model - knowing, doing, understanding - and is designed to be fair, transparent, meaningful, and responsive to all learners. Students will have the opportunity to demonstrate their learning through a variety of different activities and assignments. Teacher-based assessment will include monthly evaluations of skill development through assessing progress demonstrated via learning logs, goal tracking, and routine conversation with both learner and skill development coaches. Self-assessment activities will also be used, as learners will identify their strengths and weaknesses, set individual skill

development and conditioning goals, regularly track their progress, reflect on their development, and identify future strategies to ensure continued growth and improvement. Learner assessment will also include multi modal knowledge demonstration regarding content covering the components of high-performance athletics, including social and ethical issues. Assessment opportunities will include, but are not limited to, audio and visual presentations, projects, reflections, as well as case study and comparative analysis.

Learning Resources

High-performance Sports Conditioning - Bill Foran - Google Books

Principles of Exercise Physiology: Responses to Acute Exercise and Long-term Adaptations to Training - ScienceDirect

Strength and Power Training in Rehabilitation: Underpinning Principles and Practical Strategies to Return Athletes to High Performance | SpringerLink

Recovery for Performance in Sport - Institut National du Sport, de l'Expertise et de la Performance INSEP, Christophe Hausswirth, Iñigo Mujika - Google Books

Sports Nutrition - Google Books

Full article: Consensus statement on improving the mental health of high performance athletes (tandfonline.com)

Performance-Enhancing Drugs - PMC (nih.gov)

Above & Beyond Athletics 12

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Alison Kavaliunas	Date Developed: May 23, 2023
School Name: North Island Distance Education School	Principal's Name: Gerald Fussell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Above & Beyond Athletics 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): none.

Special Training, Facilities or Equipment Required: Learners will need access to facilities and equipment related to their sport of choice.

Course Synopsis: Above & Beyond Athletics 12 blends sport specific training and gameplay with content on specific principles inherent to high performance in sport. Learners will identify a sport of choice and demonstrate active training in that sport, specifically in skill development, physical and mental preparation, and game play reflection. Learners will set measurable goals that target specific areas of growth and will routinely reflect, analyze, and revise goals as the course progresses. Learners will also analyze and understand the performance and competition metrics inherent to advancement in their sport, including how to reach post-secondary and professional competition levels. In this same vein, learners will explore post-competition career opportunities within athletics. Learners will also analyze injury recovery and prevention and its impact on mental health, as well as the impact of media and communications on high performance athletes, including their mental health. Learners will then develop a final presentation demonstrating their comprehensive understanding of high performance in sport. Overall, Above & Beyond Athletics 12 provides learners opportunity to utilize the depth of time spent in their sport specific training within an academic setting that deepens their engagement through understanding the principles related to maximizing both their performance and potential.

Goals and Rationale: This course is offered to learners so they may continue their work in developing the skills and attributes related to elite performance in their sport of choice, with an aim to specialize and/or train at higher levels. This course is driven by the demand from students, parents, and community looking for a more focused, in-depth athletic experience that provides learners a specific skill and knowledge set to achieve sustained high performance and facilitate advancement to next level competition. Through this course, learners will also demonstrate the comprehensive components of high performance through project-based learning and inquiry. Additionally, through engagement in content, learners will gain understanding of high-performance athletics from a post competition career perspective. Through engaging in sport specific training, content learning, and inquiry, learners will construct a comprehensive understanding of high-performance athletics from both a competitive and post-competitive perspective. Overall, this course aims to facilitate growth in elite athletic performance while also instilling knowledge and habits integral to success in everyday life.

Aboriginal Worldviews and Perspectives: This course incorporates pedagogy inherent to First Peoples principles of learning, including supporting the development of self through connection with others; recognizing that learning is embedded in memory, history, and story; and recognizing that learning is holistic, reflexive, reflective, experiential, and relational. These principles are embedded in lesson design, but also visible to learners through engagement in activities focused on diversity and inclusivity in sport, as learners will have opportunity to explore Indigenous high-performance athletes, as well as consistent experiential and reflective activities designed to facilitate holistic growth. This course design also emphasizes traits inherent to Indigenous worldview, including the role of the teacher as mentor and a learner centered approach.

BIG IDEAS

High performance requires a multi-faceted approach to training and development, including active participation in both sport and knowledge construction.

Engaging in high performance athletics develops skills and habits integral to success in sport as well as our everyday lives.

Skill and knowledge development require patience, repetition, and perseverance, and contribute to both physical and mental growth.

Success is a product of the maintenance and progress of both physical and mental health.

Understanding our strengths and weaknesses helps us plan and achieve our goals.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Execute sport specific physical and mental strength and conditioning activities. • Perform various tasks related to sport specific skill development. • Pursue personal goals related to sport specific development. • Reflect and revise personal activity goals base on progress. • Reflect on game performance and how training specific principles relate to growth. • Analyze common injuries in their sport. • Analyze injury prevention techniques and their application to their sport. • Analyze injury prevention and recovery techniques and their benefits and drawbacks, including physiotherapy, massage, chiro, and acupuncture. • Analyze the impacts of injury and recovery on mental health and the availability of mental health recovery supports. • Analyze media impact on athletes and athlete perception in the public sphere, including the impact of social media on mental health and self image. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The mental and physical strength and conditioning components specific to their sport. • The movements, mechanics, and proper execution of sport specific skills. • How to create specific and measurable goals. • How to effectively reflect on progress in goals and revise accordingly. • How to self-assess and self correct. • Injuries that are common in their sport • Techniques and strategies to prevent injury. • Techniques and strategies to recover from injury. • The variety of health professionals and health resources available for both injury recovery and prevention. • That media has a large impact on high performance sports and athletes, and a variety of strategies exist to successfully navigate media interactions.

<ul style="list-style-type: none"> • Develop a personal philosophy on media interactions and social media presence. • Analyze the competition and performance metrics and acceptance requirements to athletic competition in post secondary and alternative secondary settings, including NCAA, Canadian Collegiate, and High-Level Junior • Analyze the competition and performance metrics to reach peak professional or Olympic settings. • Research post competition career opportunities in high performance athletics. • Create a comprehensive high-performance plan for a 16-year-old seeking to reach the highest level of competition in a specific sport. 	<ul style="list-style-type: none"> • Social media has a large impact on the mental health of athletes, and there are strategies to successfully manage presence. • The requirements for acceptance to post secondary and alternative secondary competition. • Requirements and benchmarks for competition in professional and Olympic ranks. • The variety of post competition career opportunities in high performance sports. • Injury and recovery have a physical and mental toll and accessing supports to assist with both is essential. • Media and public image impact mental health, and managing image and presence is essential to positive mental health.
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Big Ideas – Elaborations

Achieving high performance requires a multi-faceted approach to training and development, including active participation in both sport and knowledge construction: Performing at a high level requires active engagement in, as well as understanding of, a variety of things, including sport specific game play training, physiological training, nutritional training, and psychological training. Additionally, achieving and sustaining high performance means understanding the variety of components related to progression across levels of sport, including post-secondary and professional opportunity, as well as understanding how to prevent and recover from injury.

Engaging in high performance athletics develops skills and habits integral to success in sport as well as our everyday lives: High performance athletic training facilitates development in transferable skills including goal setting, reflection, dedication, hard work, perseverance, team building, routine, and career path planning, as well as transferable knowledge including understanding the benefits of regular physical activity, injury prevention, and injury recovery, to name a few.

Skill and knowledge development requires patience, repetition, and perseverance, and contributes to both physical and mental growth: Setting goals, working toward goals, and achieving goals takes consideration, time, and effort. The process contributes positively to comprehensive health and wellness.

Success is a product of the maintenance and progress of both physical and mental health: Emphasizing comprehensive health and wellness and attending to the maintenance of physical and mental health facilitates holistic growth.

Understanding our strengths and weaknesses helps us plan and achieve our goals: Goal setting is integral to personal growth and to targeting specific areas of development. Learners will set monthly goals related to sport specific skill development to facilitate progress in targeted areas.

Curricular Competencies – Elaborations

With an aim at realizing the overall goals of the Big Ideas, learners will engage in processes designed to facilitate growth in both athletics and their everyday lives.

Content – Elaborations

Content includes specific activities that facilitate development and understanding of principles relevant to high performance in athletics. This includes real-time instruction from skill development coaches as well as supplemental content, such as articles, videos, and case studies. Additionally, much content will be discovered by learners via inquiry.

Recommended Instructional Components:

Sport specific training and game play reflection: 60%

Content Specific Learning: 40%

Unit 1: Active Training in Sport Specific Skill Development- 20%

Unit is ongoing through whole course.

Learners will log, describe, and report on their sport specific training regarding skill, strategies and systems development that directly relate to game play in the specific sport. This does not include strength, fitness, and conditioning training, which is covered in Unit 2. For example, if you are a hockey player, these logs focus on training related to skills like shooting and skating, strategies like give and go's and cycling, and systems like power plays and penalty kills. If you are a basketball player, these logs focus on training related to skills like shooting and dribbling, strategies like pick and rolls, and systems like zone defense.

Logs will demonstrate time spent on sport specific skill development, and learners will set goals related to skills they wish to get better at and complete reflections on the development process.

Unit 2: Active Training in Sport Specific Physical and Mental Preparation- 20%

Unit is ongoing through the whole course.

Learners will log, describe, and report on their sport specific training regarding both mental and physical strength, fitness, and conditioning. This does not include the skill development training covered in Unit 1, rather, it covers the physical and mental training completed outside the competition area that contributes to performance within the competition area. Activities would include things like weight training and muscle building, aerobic and conditioning exercise, and meditation and mental preparation.

Logs will demonstrate time spent on physical and mental preparation. Learners will set goals related to physical and mental benchmarks they strive to meet and reflect on the development process.

Unit 3: Competition Reflection- 20%

Unit is ongoing through the whole course.

Students will write reflections after engaging in sport specific competitions. Questions include: How was my overall performance? What did I excel at? What can I improve? How has my skill development training contributed to my game play? How has physical and mental training contributed to my game play? For those involved with teams: How was the team's overall performance? What did the team excel at? What can the team do better? How has team training contributed to performance?

Unit 4: Injury Prevention and Recovery- 8%

Learners will research and demonstrate common injuries in their specific sport, analyze the importance of warm up exercises and specific injury prevention techniques as well as the impact of nutrition, hydration, and sleep to both prevention and recovery. Learners will also analyze the impact of injury and recovery on mental health and identify strategies to maintain positive mental health through this process.

Learners will explore the various roles of health care professionals in prevention and recovery, including athletic trainers, physiotherapists, massage therapists, chiro practitioners, dieticians, psychologists, counsellors, and acupuncturists.

Unit 5: Media in Sport- 8%

Learners will explore the ways in which athletes are portrayed in the media, including stereotypes and biases; explore the impact of media portrayal on athletes and their careers; analyze the impact of media reporting on public perception of sports events and athletes; explore strategies for evaluating the accuracy and credibility of sports media; and analyze the impact of social media on sports and athletes. Through this analysis, learners will explore strategies related to maintaining a positive media presence and mitigating the negative impact being in the public eye can have on athletes to develop a personal philosophy on media presence. The overarching theme in this unit is the large impact media has on the mental health and self image of athletes.

Unit 6: My Future in High Performance Athletics- 8%

Learners will research and explore performance and career paths in their specific sport, including competition post high school (NCAA, Canadian Collegiate, Junior, Club) as well as professional opportunities both within North America and outside North America (Including Olympics). Learners will explore the route specific requirements regarding both collegiate and professional opportunity, including sport performance and academic metrics. Learners will also explore post competition career opportunities, including coaching, training, management, scouting, broadcasting, journalism, etc.

Learners will create an inquiry project demonstrating competition and career paths in a selected sport.

Unit 7: High Performance Athlete Profile- 8%

Learners will explore the life and training habits of a high performance athlete in their sport.

Unit 8: Above & Beyond Athletics Inquiry Project- 8%

Using their learning and sport specific training as a foundation, learners will complete an inquiry project centered on the question “How can I reach the pinnacle of my sport?”. With this question guiding them, learning will act as a training and development coach to create a comprehensive high-performance plan for a 16-year-old seeking to reach the highest level of competition. This will include a sport specific skill development training plan, a sport specific strength and conditioning training plan, a sport specific nutrition plan, as well as evidence-based advice and coaching regarding mental strength, sleep and recovery, injury prevention, as well as specific things to avoid and why. Learners will also demonstrate the competitive path necessary to reaching the highest level, which may include either or both of academic and competition-based metrics.

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

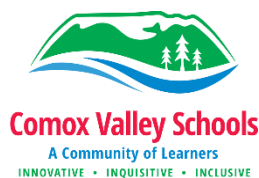
Assessment for Above & Beyond Athletics 12 is centered on the three components of the curriculum model - knowing, doing, understanding - and is designed to be fair, transparent, meaningful, and responsive to all learners. Students will have the opportunity to demonstrate their learning through a variety of different activities and assignments. Teacher-based assessment will include monthly evaluations of skill development through assessing progress demonstrated via learning logs, goal tracking, and routine conversation with both learner and skill development coaches. Self-assessment activities will also be used, as learners will identify their strengths and weaknesses, set individual skill development and conditioning goals, regularly track their progress, reflect on their development, and identify future strategies to ensure continued growth and improvement. Learner assessment will also include multi modal knowledge demonstration regarding content covering injury prevention and recovery, competition and post competition career paths, and the impact of media. Assessment opportunities will include, but are not limited to, audio and visual presentations, projects, reflections, as well as case study and comparative analysis.

Learning Resources:

[Sport Psychology Brewer-libre.pdf \(d1wqtxts1xzle7.cloudfront.net\)](#)- Injury prevention and recovery

[Sports Injury Prevention and Rehabilitation: Integrating Medicine and ... - Google Books](#)

[Social Media Can Negatively Impact the Mental Health of Athletes | Psychreg](#)



Above & Beyond Community Connections 10

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Alison Kavaliunas	Date Developed: May 23, 2023
School Name: North Island Distance Education School	Principal's Name: Gerald Fussell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Above & Beyond Community Connections	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120 hours

Board/Authority Prerequisite(s): Community service / involvement

Special Training, Facilities or Equipment Required: none

Course Synopsis:

Above & Beyond Community Connections 10 is an introductory course that prepares and motivates students to provide service within their school and community. Students taking this course will learn to take initiative, participate, and contribute in a positive way within their community/school. The course will be based on a mentorship model in the student's chosen area of community service. Students will develop an understanding of the role the service or organization plays within their community/school and various opportunities to be involved. Students also learn through modelling and application, communication skills, leadership skills, conflict management skills, teamwork skills, and develop interpersonal relationships. In addition, students will learn the value and complexity of social diversity and inclusivity while acquiring an appreciation of the importance of helping others.

Goals and Rationale: Students will develop an understanding of the ability of organizations and groups within the community/school to create community and a sense of belonging in individuals. Students will understand how organizations can impact social, environmental, and reconciliation initiatives, and how they impact learning and daily life. Students will gain valuable work-related and interpersonal skills. Students will understand the importance of individual action that leads to positive change in the community. They will explore how a sense of belonging can aide mental health, and the reciprocal relationship that develops from service (self and community). Students will develop an appreciation of the importance of diversity and inclusivity within the community.

This course provides practical, hands-on experience working with an organization within the community or school to have a positive impact. Students will use this experience to help shape the careers they wish to pursue. There are many links between the learning that students will obtain in this course and future career opportunities.

Indigenous Worldviews and Perspectives: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. The course directly relates to learning about the connections between what they are learning and their growth as individuals. The individuals that they are working with are a big part of the community that they are a part of. Inclusivity and diversity are central to the learning. Students are contributors to their community and grow their interpersonal relationships throughout the course. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students reflect on their learning and the relationships that they form. Learning involves a mentorship model. Students learn the importance of their responsibility when working with others. Accountability is very high in this course as there are others relying on them to be an active and engaged member of the community. Learning involves generational roles and responsibilities. Students learn that there are others within the community who have a vast amount of knowledge that they can learn from. Students also learn their role and the responsibilities that come with that role when working with others who see them as peer role models. Learning involves patience and time. Students learn that changes may take a long time to happen, helping build resiliency. Learning requires exploration of one's identity. Students continuously reflect on their learning journey. They come to understand themselves better and learn different ways of thinking. Their assumptions and perceptions about the world are challenged.

BIG IDEAS

Community service learning is important in developing community, and a sense of belonging. It has a positive impact of the individual and the community.

Community service builds connections, relationships, and interpersonal skills.
(Core Competencies)

Learning from community members and those around us helps build life-long learners.

Community service builds foundational and transferable skills to future careers.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Articulate, observe, and reflect on the relationship between the concept of character traits and the impact of one's personal actions. • define and classify how their community service and actions have a positive impact on their community. • define and analyze knowledge of interpersonal relationship building and connection skills while participating in volunteer opportunities. • demonstrate engagement in school and community activities that promote positive relationships and initiatives. • develop and promote service-learning action plans to apply the concepts of respect, responsibility, caring, and teamwork. • analyze and discuss the importance of inclusivity and diversity in our community and school. • describe and categorize the positive aspects of being actively involved in the school and community, including the impact on mental health. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • community service opportunities in the local community. • simple action plan formats. • connections between service-learning theory and practical applications in the community. • roles and dynamics in working within a team/group setting. • application of interpersonal and intrapersonal skills. • peer modelling strategies and skillsets. • knowledge of diversity and inclusivity programs at both a community and global level. • identification of leadership opportunities and roles within the community and school. • professional standards and appropriate behaviour when representing organization.

<ul style="list-style-type: none"> demonstrate appropriate professional standards and behaviour. 	<ul style="list-style-type: none"> Bridges from community service opportunity to post-secondary pathways. networking connections and opportunities within local, regional, and global communities. Benefits of a mentorship model and responsibilities in a mentorship relationship.
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Big Ideas – Elaborations

The big ideas are taken directly from the BC Curriculum Core Competencies and developed specifically into goals and learning standards.

Curricular Competencies – Elaborations

With an aim at realizing the overall goals of the Big Ideas, learners will engage in a processes designed to facilitate growth in both community engagement and their everyday lives.

Content – Elaborations

- Concept and actions of caring include paying it forward, being sensitive to other people's points of view, sharing, listening, taking initiative to volunteer, being generous, encouraging others, and protecting vulnerable members of the community.
- Concept and actions of teamwork collaboration include participating in class and school activities, challenging personal limitations, supporting others, encouraging others, considering how to accommodate the needs of others, providing leadership, and the willingness to follow.
- Concept and actions of awareness including learning about other cultures, including everyone, seeking fairness, having self-control, volunteering to help, sharing, showing gratitude, finding your passion, and taking initiative.
- Trends in service learning and community-driven initiatives.
- Actions and behaviour consistent with appropriate professional standards and behaviour, including career-related skills and habits expected of people who work within the field.
- Developing autonomy in students so they can take on a greater role in their community services endeavor.

Recommended Instructional Components: This is an experiential course where students will learn through their direct work in a school or community organization. Teachers will be responsible for on-going mentorship and communication with students regarding duties to perform, feedback, projects, and feedback.

Community Service experience and reflection 60%

Content Specific Learning 40%

Unit 1: Identifying a community organization (history and purpose) and identifying volunteer opportunities - 10%

Students will identify a community or school organization they wish to volunteer with. They will research the organization's history, structure, and purpose. Students will identify volunteer opportunities.

Unit 2: Community Mentorship in Volunteer organization and reflection - 20%

On-going throughout the course.

Students will create a proposal for the role they would like to serve in the organization and present a simple action plan format. They will identify a mentor and interview their mentor for a greater understanding of the role, the mentor relationship, and history. Students will maintain mentorship journals, including reflections which will be a two-way communication tool utilized with the teacher.

Unit 3: Volunteer experience, log, and reflection - 45%

On-going throughout the course.

Students will actively participate with a community or school organization. They will keep journals and reflections about their role and learning. Students will complete self-evaluations at the midpoint and the end of the course and reflect on their growth/learning. At the end of their experience, students will prepare a Community / School Project Portfolio to display their learning. This could be used for future job applications, or other applications.

Unit 4: Volunteer service benefits for self and community - 10%

Students will research the benefits of community service, belonging and the impacts on mental health. They will have options as to how this learning is displayed.

Unit 5: Next steps – How to make more of an impact - 15%

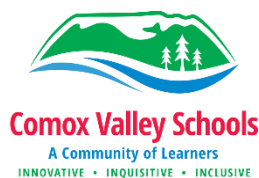
Students will create a presentation about how this experience will impact their future, for example future volunteering, post-secondary opportunities, or their daily life. They will also research and present how their experience can translate to career options research field specific training.

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

Learning Resources

The following links are sites that have information about volunteerism that may be useful.

- Volunteerism - <https://bloomerang.co/blog/what-is-volunteerism-a-guide-to-the-history-benefits/>
- Volunteer Canada - <https://volunteer.ca/>
- Volunteer BC - <https://volunteerbc.bc.ca/>
- Local community Volunteer websites. (Varies by region)
 - Everybody Deserves a Smile: <https://edas.ca/>
 - Immigrant Welcome Centre: <https://immigrantwelcome.ca/>
 - Coldest Night of the Year: <https://cnoy.org>
 - The Youth Ecological Restoration Society: <https://youthecology.ca/>
 - Do Some Good: <https://dosomegood.ca/organization/volunteer-comox-valley-347360>
 - Social Justice Resources: <https://bctf.ca/socialjustice.aspx>
 - Random Acts of Kindness: <https://www.randomactsofkindness.org/>
 - Reconciliation Canada: <https://reconciliationcanada.ca/get-involved/how-to-get-involved/>
 - 150 Acts of Reconciliation: <https://activehistory.ca/2017/08/150-acts-of-reconciliation-for-the-last-150-days-of-canadas-150/>
 - Youth Philanthropy Initiative: <https://www.goypi.org/>
 - Learning to Give: <https://www.learningtogive.org/resources/youth-philanthropy>



Above & Beyond Community Leadership 12

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Alison Kavaliunas (based on Sd 61 Community Leadership 12 by Heather Coey)	Date Developed: May 23, 2023
School Name: North Island Distance Education School	Principal's Name: Gerald Fussell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Above & Beyond Community Leadership	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Community Service / Involvement

Special Training, Facilities or Equipment Required: none

Course Synopsis: This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, decision making, team building and an understanding of various leadership styles. Students will also explore their personal values and develop their own leadership styles through various leadership activities. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Students may enter at any grade level and grow from their present skills and abilities based on past experiences to develop further. The program is tailored to the individual needs of the student. Students in Above & Beyond Community Leadership 12 may further their development to

continue their personal leadership growth journey as well as act as mentors for less experienced leadership students and prepare for being an ongoing leader in their community as they graduate high school.

Goals and Rationale

Goals:

- Understand, acknowledge, and develop different styles of effective leadership.
- Develop and foster a reflective leadership practice.
- Work effectively alone, in peer groups or with community members.
- Use management and organization strategies to effectively plan and execute events in the school and/or community.
- Work to support and enhance school and/or community culture.
- Develop and demonstrate communication skills for effective leadership.
- Build and foster a strong sense of social responsibility

Rationale:

Above & Beyond Community Leadership 12 is designed to develop educated individuals who have the knowledge, skills and understandings to be effective, adaptable and self-aware leaders in the school, community and beyond. This course is designed to teach leadership skills to motivated students who then become an integral part of planning and carrying out school and community activities. Students will learn what it means to be a leader and reflect upon their individual leadership skills and styles to become more effective in their role within the school and community. This course prepares students to meet the challenges of leadership in our increasingly globalized world.

Aboriginal Worldviews and Perspectives:

The First Peoples Principles of Learning are inherent in the aspects included in the Community Leadership Program:

Leadership students will develop a familiarity with the First Peoples Principles of Learning, including an appreciation that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

Declaration of First Peoples Principles of Learning

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

- Fosters multi-dimensional connections that generate lasting positive effects.

Learning involves patience and time.

- Understanding that a positive school and community culture is created over a long period of time.

- Perseverance during difficult tasks.
- Working towards both long term and short term goals with a variety of different people and skill sets. Learning involves exploration of one's identity.
- Reflection and personal growth is necessary to grow as a leader and as an individual. Learning involves generational roles and responsibilities.
- Learning from leaders in the community allows us to learn from others and become more inclusive. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning from our own past experiences and the past experiences of others.

Declaration of Aboriginal Worldviews and Perspectives:

Connectedness and relationships

- Focus on team building and interpersonal skills
- Promote positive school and community culture

Local focus

- Promote active involvement in both school and local community

Emphasis on Identity

- Identify strengths and areas for improvement in order to develop strong leadership skills

Community involvement

- Take deliberate steps to help leadership students feel involved and respected

Experiential learning

- Organize events for school and/or community that offer a variety of hands-on experiences for students
- Organization of events/activities is student centered where students emphasize their strengths and preferences

BIG IDEAS

Leadership development is an **ongoing process**

Personal growth is rooted in **self-awareness** and requires **self-discovery**

Communication can take on many forms

Leaders pursue initiatives that help school, local, regional and global communities

Project planning requires a broad **skill set**

Mentoring others is a leadership strength and builds continuity as well as higher order leadership skills.

High School leadership skills are **transferable** to life beyond.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> define and classify how their community service and actions have a positive impact on their community. Develop an understanding of what leadership is. Engage in ongoing reflection and personal growth. Plan, implement and evaluate projects. Make connections to community. Identify and develop positive leadership qualities. Apply First Peoples Principles of Learning to their leadership journey. Mentor other students to build continuity in school/community programs and further development in higher order leadership skills such as; team building, delegation, motivating others etc. Engage in the process of understanding how to purposefully transfer their high school leadership skills to life beyond. demonstrate appropriate professional standards and behaviour. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Action plan format and application. Different leadership styles Roles and dynamics in working within a team/group setting. Different leadership techniques to encourage inclusion and participation Various personal attributes, virtues and values and how they relate to how people carry out tasks Communication methods and when to use different forms A method for reflection to enable personal growth Strategies for time management, goal-setting, prioritizing, etc Approaches to team-building, conflict resolution, etc. Effective marketing, public-relations, etc. skills Understanding of the needs of their communities

- define and lead inclusive experiences through service-learning and associated personal growth.

- Understand **community as a learning resource** including local First Peoples
- Benefits of a mentorship model and responsibilities of being a mentor.

Big Ideas – Elaborations

Leadership development is an ongoing process

Things to consider when developing a community services program:

- How will the community service program be organized so that participants can develop and reflect on their growth?
- How will students progress through a multi-year program?
- How can experienced leadership students mentor younger inexperienced students?

Personal growth is rooted in self-awareness and requires self-discovery

Things to consider when developing a community services program:

- What activities will students carry out that will promote discovery of self and development of self-awareness?

Communication can take on many forms

Things to consider when developing a community services program:

- What methods are effective to communicate messages to the interested public?
- What methods are effective to communicate with colleagues when working on projects?
- What methods will students use to communicate their personal growth throughout the community service class?
- What methods will students use to communicate with community partners?

Leaders pursue initiatives that help school, local, regional and global community

Things to consider when developing a leadership program:

- How many projects will students be required to help with while in the community service class?
- How many projects will students be required to lead while in the community service class?
- How will students demonstrate their involvement?

Project planning requires a broad skill set

Things to consider when developing a leadership program:

- How many different skills will students be required to learn or develop in the community service class?
- Which skills are needed to engage effectively in your community (place) for projects needed?
- How will progress in the development of skills take place?

Curricular Competencies – Elaborations

1. What is leadership?

- Develop an understanding of various leadership styles
- Develop an understanding of leadership theories, approaches and philosophies
- Recognize attributes of effective leaders (historical, contemporary, etc).
- Recognize importance of encouraging diversity and inclusion in leadership

2. Personal Reflection and Growth

- Identify personal leadership qualities that are strong and identify areas that can be developed further
- Examine personal approaches to leadership
- Develop personal leadership style(s)
- Recognizing that each individual has an important contribution to the group
- Engage in ongoing reflection on personal leadership growth

3. Project Planning and Implementation

- Students will be able to demonstrate the planning, implementation, evaluation of individual/group projects while incorporating and using community relations skills appropriate to the role as a leader in a community services project

Possibilities include:

- Demonstrate a variety of marketing strategies to promote projects
- Learn and apply effective public relations skills
- Ability to delegate tasks and a reporting back process to ensure tasks have been completed.
- Samples of possible projects:

4. Community Connections

- Understand that many community events are organized and carried out by volunteer workers.
- Resourcing community connections the facilitate community service role of project

5. Developing and Demonstrating Positive Leadership Qualities

For example:

- **Delegation:** delegate tasks to team members to create a manageable work volume for the projects that students pursue.
- **Trustworthiness:** being open and honest allows team members to communicate comfortably
- **Creativity:** engaging challenges with unconventional approaches can lead to the creation of new ideas.
- **Feedback:** leaders should constantly look for opportunities to deliver useful information to team members about their performance.
- **Responsibility:** a leader is responsible for both the successes and failures of their team. Therefore, you need to be willing to accept blame when something does not go correctly.
- **Commitment:** following through on what one agrees to is essential for projects to be completed.
- **Motivation:** Leaders need to inspire others to go the extra mile for their cause or organization or get involved in an activity.

- **Work Ethic:** a Leader has to be willing to lead by example in putting in the effort to get the job done with excellent organizational and planning ability.
- **Communication:** as a leader, you need to be able to clearly and succinctly explain to the people you work with everything from organizational goals to specific tasks.

6. Develop a familiarity with the First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

Content – Elaborations

Leadership Styles -- examples include:

Autocratic-make decisions without including the team

Democratic- make- final decisions but include the team

Laissez-Faire--gives lots of freedom team

Inclusion -- making sure that all members of the organization/team (LGBTQ2S+, all ages, cultures, groups) are included in the organization of activities and manner in which communication takes place, where appropriate.

Reflection -- written to explore personal experiences, feelings and events. A personal reflection is an opportunity to reconsider events, thoughts and feelings from a fresh perspective.

Communities-- may include the school, local municipality, province, country, world.

Community as a learning resource-- by contributing to communities there are many members to learn from in the process in terms of learning history of place, how communities are organized and managed, a variety of skills, connecting for future careers, etc.

Recommended Instructional Components:

Direct Instruction

Student- in-role

Experiential Learning

Interviews

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

Self Assessment

Peer Assessment

Oral Presentations

Performance Assessment

Learning Resources:

Student Leadership Challenge - <http://www.studentleadershipchallenge.com/>

BCASAA - British Columbia Association of Student Activity Advisors <http://bcasaa.squarespace.com/>

Canadian Student Leadership Association - <https://studentleadership.ca>

Creatively United Community - <https://creativelyunited.org/>

Above & Beyond Community Service 11

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Alison Kavaliunas	Date Developed: May 23, 2023
School Name: North Island Distance Education School	Principal's Name: Gerald Fussell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Above & Beyond Community Service	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120 hours

Board/Authority Prerequisite(s): Community Service / involvement

Special Training, Facilities or Equipment Required: none

Course Synopsis: Above & Beyond Community Service 11 is based on service volunteered by the student to their school or community for the benefit of the school or community. The course supports students in their commitments to provide service within their school and community. The experience promotes responsible, caring participation in the school community and beyond to their local community. The emphasis is on instilling a sense of personal responsibility, making a positive contribution to society or an organization they are passionate about. Students will acquire a sense of responsibility to their school / community and learn the benefit of helping others, empathy and understanding of the diverse members of our school and community. Students will gain important employability and job skills and experience. The course allows independent and motivated students to gain valuable experience in a demonstrated area of interest.

Goals and Rationale:

Rationale:

Employability skills, leadership abilities, personal initiative, a sense of social responsibility, respect for the ideas of others, a reflective practice, effective work habits and flexibility to deal with change are important skills for students to have by the time they leave high school. Above & Beyond Community Service 11 is an experiential course based on community interest, service, and mentorship. The course may be drawn from for the CLC12 Capstone project. In addition, students gain valuable work-place mentorship from the teacher, and the community mentor. Because the pace of social, economic, and environmental change is increasing, there is a greater need to enable all students to have essential skills, adaptability, global competencies, citizenship, and ultimately successful transition to employment. (BC Educated Citizen)

Goals:

- 1) Gain effective communication skills essential in the work environment.
- 2) Experience the benefits of collaboration with others towards a common goal.
- 3) Develop confidence in own abilities to do productive and important work.
- 4) Appreciate the diverse people and roles in a volunteer/community setting.
- 5) Reflect on and refine work-related skills.
- 6) Develop responsibility towards commitment.

Students will gain valuable work-related and interpersonal skills. Students will develop a greater understanding of their role in the greater community. This course provides practical, hands-on experience working with organizations, and individuals within the student's community to reach tangible goals. Students may use this experience to help shape the careers they wish to pursue.

Aboriginal Worldviews and Perspectives: The course embodies the following aspects of the BC Aboriginal Worldviews and Perspectives document.

Experiential Learning: Look for ways to incorporate hands-on learning experiences for students into your practice. Embrace learner-centered practice and interact with students to ascertain their strengths and preferences when it comes to learning experiences. Emphasize possible practical applications (e.g., “real-world”) when introducing abstract or theoretical concepts. The course is implemented as a work experience format where each student in a community or school setting where they are working with peers and mentors in practical situations.

Community Involvement: “An important characteristic of Aboriginal education is community involvement in learning. Teachers, children, parents, other family members, and other people in the community all have a contribution to make”. (participant, Tsaxis) This course promotes the involvement in one's own community. It will enable the student to make strong connections with other members of their community which they may otherwise not have.

Local Focus: Look for opportunities to incorporate place-based learning into your practice. When referencing Indigenous content, give learners a chance to work with locally developed resources (including local knowledge keepers) wherever possible. This course embraces place-based

learning in that students are learning practical skills within various community environments. Depending on student choice of volunteer service project, they may choose a local location.

Course Name: Above & Beyond Community Service 11

Grade: 11

BIG IDEAS

Communicating –
Communication provides a bridge between people's learning, their personal and social identity, and the world in which they interact.

Collaborating –
People who collaborate effectively recognize how combining other's perspectives, strategies, and efforts with their own enhances collective understanding, use, and impact.

Creative Thinking – A creative thinker reflects on existing ideas and concepts; uses imagination, inventiveness, resourcefulness, and flexibility; and is willing to take risks to go beyond existing knowledge.

Critical Thinking –
Critical thinkers reflect on information they receive through observation, experience, and other forms of communication to understand and address issues, set goals and refine thinking.

Personal Awareness and Responsibility –
People who are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility.

Positive Personal and Cultural Identity –
People who have a positive personal and cultural identity value their personal and cultural narratives and understand how they shape their identity.

Social Awareness and Responsibility –
Socially aware responsible people support the development of welcoming and inclusive communities where people feel safe and have a sense of belonging. They appreciate others' perspectives

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Define and classify how actions will have a positive impact on the greater community • Demonstrate engagement in community activities • Analyze and discuss the importance of inclusivity and diversity in our community • Demonstrate appropriate professional standards and behaviour • Explain the connection between belonging/ a sense of community and mental health • Demonstrate initiative towards the goals of the work environment. • Make decisions that impact others positively. • Prioritize tasks in work environment. • Apply a mentor's guidance and advice. • Work independently and productively. • Engage in keeping a community service work log and reflection journal. • Produce professional work to meet the expectations of the workplace. • Connect experiential learning with possible and preferred career-life pathways. • Assess personal transferable skills. • Identify strengths and those skills that require further refinement. • Communicate effectively to problem solve, set priorities, make decisions, clarify expectations. • Communicate effectively with members of the community (peers, mentors, other community members) regarding tasks and responsibilities. • Reflect on personal performance, strengths, areas of improvement. • Reflect on needs of the environment and people within that environment. • Show initiative and ideas in meeting the needs of the environment. • Contribute to an environment of inclusion, safety, and welcome. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Roles and dynamics in working within a team/group setting • Application of interpersonal and intrapersonal skills • Simple action plan formats and processes • Peer modelling strategies and skillsets • Identification of leadership opportunities and roles within the community and school • Community initiatives and programs based on personal choices and preferences • Developing professional standards • Post-secondary pathways for continued service-learning • Networking connections and opportunities within local, regional, and global communities • Appropriate workplace behaviour and habits including: <ul style="list-style-type: none"> • respectful interactions • work ethic / time management • appropriate use of technology • workplace etiquette / professional attitude / confidentiality • Reflect on how their community service benefits the community. • Make insightful connections between the community service and how it applies to their education, career, and personal goals. • Identify personal attributes and cultural identity

Big Ideas – Elaborations

The big ideas are taken directly from the BC Curriculum Core Competencies and developed specifically into goals and learning standards.

Content – Elaborations

- Concept and actions of caring include paying it forward, being sensitive to other people's points of view, sharing, listening, taking initiative to volunteer, being generous, encouraging others, and protecting vulnerable members of the community.
- Concept and actions of teamwork collaboration include participating in community activities, challenging personal limitations, supporting others, encouraging others, considering how to accommodate the needs of others, providing leadership, and the willingness to follow.
- Concept and actions of awareness including learning about other cultures, including everyone, seeking fairness, having self-control, volunteering to help, sharing, showing gratitude, finding your passion, taking initiative.
- Concepts and actions involving global social justice initiatives, programs and groups working towards making positive change outside of the local community.
- Developing autonomy in students to take on a greater role in their community endeavors.

Recommended Instructional Components: This is an experiential course where students will learn through their direct work in a community organization environment. Teachers will be responsible for ongoing mentorship and communication with their student regarding duties to perform, projects, feedback, etc.

Students participating in the Above & Beyond Community Service 11 course should expect to do the following:

- Work under the direction and mentorship of the teacher.
- Participate in any required training.
- Maintain work logs, check lists and reflective journaling.
- Perform set list of tasks and responsibilities.
- Be adaptable and flexible for ongoing changing and new tasks.
- Participate in ongoing mentorship conversations and debriefings with the teacher and community mentor.
- Choose an independent service project within the community.

Some examples of community service roles within the learner's community are:

- Indigenous dance group / cultural activities
- Fundraising events for the less fortunate. Ex. Coldest Night of the Year or EDSA
- Recycle Coordinator for the school (not just cans/bottles and paper)
- Member of the youth council and put on events to support youth in the community

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

The primary method of assessment is student reflection and student self-assessment. Because this course embodies the core competencies as the foundation of the big ideas, it is important for students to embrace those competencies as experiences that may directly impact their life beyond secondary school. By assessing their own growth in the Core Competencies and learning standards, students will take ownership of their personal leadership skills and service to others. The reflective process in this course promotes “personalization, inclusion, diversity and student ownership of learning” (Student Reflection and Self-Assessment of Core Competencies,

Formative

- Weekly reflective journaling
- Daily work log
- Checklists of tasks
- Weekly thought-provoking question responses

Summative

- Oral interview with teacher
- Personal demonstration of their growth (concept Map, photo journal, PowerPoint, etc.)
- Self-evaluations using a rubric and proficiency scale for the learning standards
- School-based or community service project that goes beyond the classroom

Teacher Feedback and Communicating Learning

- Ongoing communication and debriefing of student work
- Mentor written reference letter that can be used for employment/scholarship applications

Learning Resources: Resources specific to the class or area of service that the student selects will vary.

The following links are sites that have information about volunteerism that may be useful.

- Volunteerism
- Volunteer Canada
- Volunteer BC
- Local community Volunteer websites. (Varies by region)

Sports Medicine 12

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Travis Gorski	Date Developed: May 2023
School Name: Georges P. Vanier Secondary School	Principal's Name: Julie Shields
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sports Medicine 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Sports Medicine 11

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

Course Synopsis: Sports Medicine 12 is for students interested in health care related fields. This course builds on Sports Medicine 11 and provides an intermediate understanding in the area of sport injuries, sport specific first aid care, advanced athletic training techniques, biomechanical breakdown of movement and career opportunities related to sports medicine, nutrition, anatomy, physiology, psychology and other related health care fields.

Goals and Rationale: Sports medicine is designed for interested students to gain an intermediate understanding in sports injuries, sport specific first aid care, human biomechanics, advanced anatomy study of the trunk and limbs, and career opportunities. This course offers a beginning for those interested in fields such as sports medicine, athletic therapy, physiotherapy, massage therapy, nursing, kinesiologist, emergency medical technician and any other human body related field of study.

Aboriginal Worldviews and Perspectives: How does traditional first people's medical beliefs affect the way injuries are treated? What are the foundational teachings of the medicine wheel?

BIG IDEAS

Understanding biomechanics of movement optimizes athletic performance.

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

Effective athletic training techniques aids in injury prevention and athletic optimization.

Sport psychology is a multifaceted field that focuses on enhancing performance and well-being

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

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Questioning and Investigating</p> <ul style="list-style-type: none"> Demonstrate a curiosity about a sports performance topic or problem of personal interest <p>Designing and Developing</p> <ul style="list-style-type: none"> Collaboratively and individually plan, select, and use appropriate therapeutic modalities and rehabilitation to treat an injury <p>Working collectively</p> <ul style="list-style-type: none"> Apply a mentor's guidance in career-life exploration Collaborate with supportive community members to explore the reciprocal influences of career-life choices Explore and reflect on career-life roles, personal growth, and initial planning for preferred career-life pathways <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> Analyze a sport specific movement pattern and design a training program for optimal athletic performance and injury prevention. 	<p><i>Students are expected to know the following:</i></p> <p>Principles of Movement</p> <ul style="list-style-type: none"> Principles of static and dynamic human motor performance in exercise and sport. Systematic methods for analyzing simple and complex motor skills. <p>Anatomy and Physiology of Human Body</p> <ul style="list-style-type: none"> Emphasis on structural, biomechanical and positional relationships of the skeleton, joints and muscles in the trunk and limbs. Select blood vessels and peripheral nerves. <p>Sports Injury Rehabilitation and First Aid</p> <ul style="list-style-type: none"> Advanced training exercises and routines for injury rehabilitation and recovery. On-site management of sports related injuries and injury prevention. <p>Sport Psychology</p> <ul style="list-style-type: none"> application of psychological, behavioral, and social factors concepts in sport <p>Sports Medicine Careers</p>

Curricular Competencies – Elaborations

Students are expected to do the following:

Questioning and Investigating

Sample questions to support inquiry with students:

- How do professional golfers hit the ball so far?
- Why is the shoulder more susceptible to injury than the elbow?
- Can you train an athlete to be ambidextrous?
- Why is a strain usually the result of a muscular imbalance elsewhere in the body?
- Without physical practice, could you improve an athlete's physical skill set?

Designing and Developing

Sample questions to support inquiry with students:

- How could you design a program to improve an athlete's ability to perform in clutch situations?
- What makes up an effective rehabilitation plan for an injury that has referred pain?
- How could you improve the power of a hockey player's shot using an 85-flex stick?
- With knowledge of general taping techniques and movement patterns, how would you design a brace for a grade 1 MCL sprain?

Working Collectively

Sample questions to support inquiry with students:

- Reflect on your guest speaker's presentation, how has it influenced a future career path? Are there other areas you want to explore?

Processing and analyzing data and information

Sample questions to support inquiry with students:

- What is the most efficient way to train an athlete to run faster using technique only?
- How could you improve a basketball player's ability to make a free-throw using imagery and visualization techniques?

Content – Elaborations

Anatomy and Physiology of Sport Injuries

- Identify anatomy in the trunk and limbs – joints, muscular/skeletal system, origin/insertion, select major nerves and blood vessels
- Identify proper biomechanical techniques for injury avoidance and sport preparation

Principles of Movement

- Understand how athletes generate force, produce motion, and avoid injury.
- Understand how to teach and develop a skill. Ex, how would you teach yourself how to juggle?
- Kinematics: The study of motion without considering the forces that cause it. Ex, describe the movement of an athlete's body segments, such as the angle and velocity of a basketball player's arm during a shot.
- Kinetics: The study of the forces that cause motion. Ex, analyze the forces that act on an athlete's body during a specific movement, such as the forces that occur during a football tackle.

Content – Elaborations

- Biomechanical modeling: The use of mathematical models to simulate the motion and forces that occur during a sporting activity. Biomechanical modeling can be used to evaluate the effectiveness of different techniques and strategies in a given sport.
- Injury prevention: Biomechanics can be used to identify the movements and forces that put athletes at risk of injury. By understanding these risk factors, coaches and trainers can develop strategies to reduce the likelihood of injury.
- Equipment design: Biomechanics can be used to design sports equipment that is optimized for performance and safety. Ex, biomechanical analysis can be used to design running shoes that reduce the impact forces on a runner's joints.

Sport Psychology

- Goal Setting: Setting and working towards specific, measurable, and achievable goals is an important part of sport psychology. Goal setting helps athletes focus their attention, motivation, and effort towards achieving desired outcomes.
- Imagery and Visualization: Using mental imagery and visualization techniques to rehearse and mentally prepare for competition is a common practice in sport psychology. Athletes use imagery to enhance confidence, reduce anxiety, and improve performance.
- Arousal Regulation: Athletes need to learn how to regulate their level of arousal to achieve optimal performance. This involves managing their energy, excitement, and anxiety levels to stay calm and focused during competition.
- Attention and Concentration: Maintaining focus and attention is critical for athletic performance. Athletes learn how to focus on task-relevant cues and filter out distractions to stay focused during competition.
- Self-Talk: The way athletes talk to themselves can impact their confidence, motivation, and performance. Positive self-talk can enhance confidence and focus, while negative self-talk can lead to anxiety and self-doubt.
- Motivation: Motivation is a key factor in sports performance. Athletes need to be motivated to work hard, set goals, and overcome challenges. Sport psychology focuses on enhancing motivation through techniques such as goal setting, self-talk, and rewards.
- Mental Toughness: Mental toughness refers to an athlete's ability to cope with stress, adversity, and pressure. It involves resilience, determination, and the ability to stay focused and motivated during challenging times.
- Team Dynamics: Sport psychology also focuses on the dynamics of teams and how they can work together effectively to achieve common goals. This includes communication, leadership, and cohesion among team members.

Sports Injury Rehabilitation and Sports First Aid

- Demonstrate techniques for advanced rehabilitation exercises
- Identify the purpose of advanced rehabilitation exercises and design recovery training programs to reduce inflammation, increase range of motion, strengthen, and stabilize a joint following injury rehab protocol
- Identify and control potentially hazardous sport situations while being able to identify potential life-threatening situations
- Assess and apply appropriate injury protocols
- Identify safety considerations related to taping
- Demonstrate preventative and supportive taping techniques
- Enact procedures for injury prevention minimizing possibility of further injury and maximizing the healing process

Sports Medicine Careers

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

Recommended Instructional Components:

- Demonstration
- Modelling, guided practice
- Lecture
- Discussion
- Cooperative group work
- Researching
- Job Shadowing
- Guest Speakers
- Guided Inquiry
- Field trips
- Volunteer opportunities in school and community

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

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

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

Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behavior and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice will not be included in final grade assessment
- Most recent evidence will be used to assign letter grades – learning is not averaged over time

Learning Resources:

- www.sportsmedbc.com

Additional Information:

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

Schedule 2: Operating Operations

YEAR

2023

PERIOD_NO

All

Revenues	Revenue Year Budget	Revenue Year Actual	2022 Revenue Actual	2021 Revenue Actual
i- Provincial Grants- Ministry of Education and Child Care	106,880,647.00	102,165,722.00	99,840,808.00	95,951,648.00
iii- Tuition	4,905,250.00	4,865,174.63	2,959,945.13	1,623,154.02
iv- Other Revenues	654,214.00	693,792.87	752,926.41	1,004,982.59
vi- Investment Income	653,693.00	936,838.55	131,128.10	182,591.47
ii- Provincial Grants- Other	217,000.00	101,300.00	275,900.00	
v- Rentals and Leases	130,000.00	133,689.28	62,124.61	28,527.46
vii- Operating Revenue other	0.00		0.00	0.00
Total	113,440,804.00	108,896,517.33	104,022,832.25	98,790,903.54

Expenses	Year Budget	Year Actual	2022 Actual	2021 Actual
01 INSTRUCTION	92,628,653.00	84,944,366.32	81,237,023.23	76,884,559.17
04 DISTRICT ADMINISTRATION	4,503,261.00	3,830,021.67	3,787,273.69	3,648,524.17
05 OPERATIONS & MAINTENANCE	12,818,629.00	11,835,101.07	12,434,017.47	11,199,641.16
07 TRANSPORTATION & HOUSING	2,628,349.00	2,064,189.51	2,401,473.39	1,983,798.31
Total	112,578,892.00	102,673,678.57	99,859,787.78	93,716,522.81



Schedule 2A:

Operating Revenue by Source

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

YEAR
2023

PERIOD_NO
All

FS Class/Fund
REVENUE

Object Expense	Original Budget	Revenue Year Budget	Revenue Year Actual	2022 Revenue Actual	2021 Revenue Actual
[-] i- Provincial Grants- Ministry of Education and Child Care	-102,472,579.00	106,880,647.00	102,165,722.00	99,840,808.00	95,951,648.00
[-] 621 OPERATING GRANT MINISTRY OF ED	-101,331,336.00	101,702,905.00	97,219,604.00	98,404,219.00	92,472,468.00
[-] 628 PAY EQUITY	-451,831.00	451,831.00	557,887.00	451,831.00	451,831.00
[-] 629 OTHER MINISTRY OF EDUCATION GRANTS	-689,412.00	4,725,911.00	4,388,231.00	984,758.00	3,027,349.00
[-] ii- Provincial Grants- Other	-160,000.00	217,000.00	101,300.00	275,900.00	
[-] 641 PROVINCIAL GRANTS OTHER MINISTRIES	-160,000.00	217,000.00	101,300.00	275,900.00	
[-] iii- Tuition	-4,494,250.00	4,905,250.00	4,865,174.63	2,959,945.13	1,623,154.02
[-] 647 OFFSHORE TUITION FEES	-4,494,250.00	4,905,250.00	4,865,174.63	2,959,945.13	1,623,154.02
[-] iv- Other Revenues	-338,000.00	654,214.00	693,792.87	752,926.41	1,004,982.59
[-] 648 LEA/DIRECT FUNDING FROM 1ST NATION	0.00	0.00	123,579.38	176,525.44	154,961.44
[-] 649 MISCELLANEOUS	-338,000.00	654,214.00	570,213.49	576,400.97	850,021.15
[-] v- Rentals and Leases	-120,000.00	130,000.00	133,689.28	62,124.61	28,527.46
[-] 650 RENTAL AND LEASES	-120,000.00	130,000.00	133,689.28	62,124.61	28,527.46
[-] vi- Investment Income	-160,000.00	653,693.00	936,838.55	131,128.10	182,591.47
[-] 660 INVESTMENT REVENUE	-160,000.00	653,693.00	936,838.55	131,128.10	182,591.47
[-] vii- Operating Revenue other	0.00	0.00		0.00	0.00
[-] 642 REVENUE OTHER SCHOOL DISTRICTS	0.00	0.00		0.00	0.00
Total	-107,744,829.00	113,440,804.00	108,896,517.33	104,022,832.25	98,790,903.54



Schedule 2B: Operating Expense by Object

YEAR

2023

PERIOD_NO

All

Functions	YTD Exp	Annual Budget	Budget Remaining \$	Budget Remaining %	2022 Exp
01 Salaries	69,410,848.89	76,567,124.00	7,156,275.11	9.35	68,968,104.07
105 PRINCIPALS AND VP SALARIES	5,476,861.57	5,881,597.00	404,735.43	6.88	5,383,772.90
110 TEACHERS SALARIES	41,861,933.53	45,884,902.00	4,022,968.47	8.77	41,439,857.11
120 SUPPORT STAFF SALARIES	9,076,733.31	10,137,916.00	1,061,182.69	10.47	8,906,698.10
123 EDUCATION ASSISTANT SALARIES	5,962,845.61	7,082,391.00	1,119,545.39	15.81	6,519,541.18
130 OTHER PROFESSIONAL SALARIES	3,428,588.53	3,689,995.00	261,406.47	7.08	3,273,253.46
140 SUBSTITUTE SALARIES	3,603,886.34	3,890,323.00	286,436.66	7.36	3,444,981.32
02 Benefits	17,422,692.27	18,028,872.00	606,179.73	3.36	16,358,646.75
200 EMPLOYEE BENEFITS	17,422,692.27	18,028,872.00	606,179.73	3.36	16,358,646.75
03 Services and Supplies	15,840,137.41	17,982,896.00	2,142,758.59	11.92	14,538,745.22
310 SERVICES	5,477,071.60	5,833,448.00	356,376.40	6.11	3,552,735.58
330 STUDENT TRANSPORTATION	2,041,687.94	2,600,841.00	559,153.06	21.50	2,377,593.23
340 PROF DEVELOPMENT AND TRAVEL	867,535.68	922,993.00	55,457.32	6.01	557,753.24
360 RENTAL AND LEASES	201,815.19	235,894.00	34,078.81	14.45	144,588.22
370 DUES AND FEES	76,039.75	99,444.00	23,404.25	23.54	84,112.42
390 INSURANCE	199,522.00	220,800.00	21,278.00	9.64	214,769.70
510 SUPPLIES	4,896,683.18	5,559,023.00	662,339.82	11.91	4,981,640.31
540 UTILITIES	1,947,387.48	2,350,958.00	403,570.52	17.17	2,302,314.82
580 FURNITURE AND EQUIPMENT REPLACE	127,156.81	147,995.00	20,838.19	14.08	319,913.58
590 COMPUTER REPLACEMENT	5,237.78	11,500.00	6,262.22	54.45	3,324.12
Total	102,673,678.57	112,578,892.00	9,905,213.43	8.80	99,865,496.04

Home

Sched 2C

Sched 2B

99

2C Salaries

2C Services



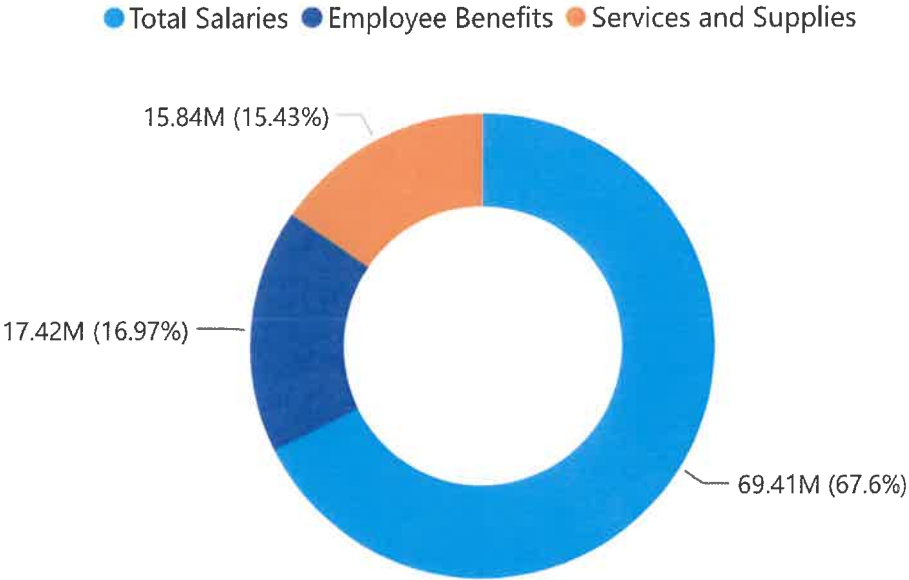
Schedule 2C : Totals and Lookback

Operating Expense by Function, Program and Object

YEAR
2023

PERIOD_NO
All

Expense



Function	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	Year Actual	Year Budget	2022 Budget	2022 Actual
01 INSTRUCTION	60,650,161.01	15,485,676.63	76,135,837.64	8,808,528.68	84,944,366.32	92,628,653.00	89,195,978.50	81,237,023.23
04 DISTRICT ADMINISTRATION	2,476,416.76	524,312.94	3,000,729.70	829,291.97	3,830,021.67	4,503,261.00	4,209,647.00	3,792,981.95
05 OPERATIONS & MAINTENANCE	6,270,952.46	1,410,078.69	7,681,031.15	4,154,069.92	11,835,101.07	12,818,629.00	12,257,414.00	12,434,017.47
07 TRANSPORTATION & HOUSING	13,318.66	2,624.01	15,942.67	2,048,246.84	2,064,189.51	2,628,349.00	2,226,312.00	2,401,473.39
Total	69,410,848.89	17,422,692.27	86,833,541.16	15,840,137.41	102,673,678.57	112,578,892.00	107,889,351.50	99,865,496.04

BRIEFING NOTE

TO: The Board of Education
FROM: Brenda Hooker, Secretary-Treasurer
RE: Local Capital

DATE: June 27, 2023

Purpose

June 30, 2023 is the fiscal year end for the Board of Education. As we prepare to approve the draft annual budget and begin preparing the draft financial statements, we also wanted to provide clarity around our proposed local capital transfer.

Background

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

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

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

These new policies are a reflection of the requirement for increased transparency around school district finances.

In SD71, the practice of including transfers to Local Capital in the annual budget dates back to at least 2012, when Russell Horswill was Secretary Treasurer. This is also a practice identified as desired in the 2016 Watson Report regarding SD#83.

A local capital transfer is the process of moving funds from operating funds to a school district's Local Capital budget. Local Capital can include the board's portion of any proceeds from the disposition of capital assets, transfers from operating funds, transfers of surplus dollars and interest earned on Local Capital funds that is then restricted for the purchase of tangible capital assets.

These transfers from operating funds to Local Capital should be made only for specific initiatives that are clearly linked to the board's strategic goals, for capital asset investment, to allow for the efficient replacement of assets, or to meet other specified needs of the school district. If these transferred funds have not been used within the timelines identified for the relevant initiative, the Ministry may require the Board to use the Local Capital funds for other capital project priorities.

In the context of our budgeting, we mostly use the transfers to set aside funds for the capital purchases we know that we need annually or for special projects like the new SBO. So, they become part of the larger financial strategy of the school district, and the decision to make such transfers is approved through the annual budget process and sometimes adjusted in the amended budget depending on the results from the year-end Financial Statements.

Basically, the transfers are a transparent way of showing the planned capital expenditures from operating dollars and provide a clear audit trail for accounting of the purchases. For example, there are no additional funds from the Ministry for Districts to buy assets like computers, portables, copiers, or fleet vehicles. The funding for these is imbedded in the operating block funding but the purchases must then be accounted for as assets.

Analysis

Attached is a spreadsheet documenting the budgeted transfers to local capital for the last three fiscals. Please refer back to previous budgets and financial statements which show how the transfers were recorded.

The proposed \$2,600,000 Local Capital transfer is allocated for anticipated capital needs and may be adjusted in the amended budget depending on actual revenue and expenses and surplus recorded in the June 30, 2023 Fiscal Year End.

Going forward, staff recommends a separate motion regarding Local Capital transfers for further transparency around the transfers.

Recommendation

THAT the Board of Education for School District No.71 (Comox Valley) acknowledge that staff will finalize the draft annual budget with a \$2,600,000 transfer to local capital.

Respectfully submitted,

Brenda Hooker

Brenda Hooker
Secretary-Treasurer

21-22 Budget Processes

2021/22 Transfer from Operating - Fleet	100,000	1,560,000.00	Approved through Budget Approval Process
2021/22 Transfer from Operating - Copiers	50,000		
2021/22 Transfer from Operating - Modulares	200,000		
2021/22 Trades Equipment	30,000		
2021/22 Transfer From Operating for SBO Reno/Update	250,000		
2021/22 Transfer from Operating for Technology	800,000		
2021/22 ST Contingency Reserve	80,000		
2021/22 ST Printer Fleet Replacement	35,000		
2021/22 Custodial Equipment Replacement	15,000		

Plus Additional Approved
through Amended Budget
Approval Process

2021/22 Surplus Transfer - Board Office Reserve	500,000	2,420,000.00	
2021/22 Surplus Transfer - Mark Isfeld Entrance Renewal	250,000		
2021/22 Surplus Transfer - Huband Mechanical Access	100,000		
2021/22 Surplus Transfer - Outdoor Classrooms	720,000		
2021/22 Surplus Transfer - Arden Fire Suppression	700,000		
2021/22 Surplus Transfer - IT Increase	150,000		
		<u>3,980,000.00</u>	

22-23 Budget Processes

2022/23 Transfer from Operating - Fleet	100,000	2,285,000.00	Approved through Budget Approval Process
2022/23 Transfer from Operating - Copiers	50,000		
2022/23 Transfer from Operating - Modulares	350,000	Increased by \$150,000	
2022/23 Trades Equipment	30,000		
2022/23 Transfer From Operating for SBO Reno/Update	250,000		
2022/23 Transfer from Operating for Technology	950,000	Increased by \$150,000	
2022/23 ST Contingency Reserve	80,000		
2022/23 ST Printer Fleet Replacement	35,000		
2022/23 Custodial Equipment Replacement	15,000		
2022/23 SBO Contingency	250,000	Added based on shortfall	
2022/23 Outdoor Classrooms	175,000	Added based on shortfall	

Revised Total in Annual Budget: \$1,560,000 + \$150,000 + 150,000 + \$250,000 + 175,000 = \$2,285,000

2022/23 Transfer from Operating - Fleet/Facilities	150,000	increased by \$50,000	
2022/23 Transfer from Operating - Copiers	50,000		
2022/23 Transfer from Operating - Modulares	350,000		
2022/23 Trades Equipment	30,000		
2022/23 Transfer From Operating for SBO Reno/Update	250,000		
2022/23 Transfer from Operating for Technology	950,000		
2022/23 ST Contingency Reserve	80,000		
2022/23 ST Printer Fleet Replacement	35,000		
2022/23 Custodial Equipment Replacement	15,000	Outdoor Classrooms completed so taken off list	
2022/23 SBO Contingency	250,000	2,160,000.00	Revised through Amended Budget Approval Process

Additional Transfers Approved in 21/22 Financial Statements

3,381,018.00
\$5,541,018.00

23-24 Budget Processes

			Proposed through Annual Budget
2023/24 Transfer from Operating - Fleet/Facilities	150,000	1,960,000.00	Approval Process
2023/24 Transfer from Operating - Copiers	50,000		
2023/24 Transfer from Operating - Modulares	350,000		
2023/24 Trades Equipment	30,000		
2023/24 Transfer From Operating for SBO Reno/Update	250,000		
2023/24 Transfer from Operating for Technology	950,000		
2023/24 ST Contingency Reserve	80,000		
2023/24 ST Printer Fleet Replacement	35,000		
2023/24 Custodial Equipment Replacement	65,000		
Plus Additional from Cost Pressure Document			
2023/24 SBO Contingency	250,000		
Furniture/Equipment & Assistive Technology	150,000		
Lake Trail Cell Coverage	40,000	440,000.00	Additional cost pressure
Plus: Increase to Modulares	150,000		
Plus: Increase to Facilities	50,000	200,000.00	Further cost pressure identified
		\$2,600,000.00	Total Proposed Transfer to Local Capital ***

		Adjusted through 2023-2024
2023/24 Transfer from Operating - Fleet/Facilities		0.00 Amended Budget Process
2023/24 Transfer from Operating - Copiers		
2023/24 Transfer from Operating - Modulares		
2023/24 Trades Equipment		
2023/24 Transfer From Operating for SBO Reno/Update		
2023/24 Transfer from Operating for Technology		
2023/24 ST Contingency Reserve		
2023/24 ST Printer Fleet Replacement		
2023/24 Custodial Equipment Replacement		
2023/24 SBO Contingency		

***Note: the proposed Net Transfers in the 23/24 Annual Budget mean that \$334,476 from Prior Year Surplus is required to balance the annual budget

School District No. 71 (Comox Valley)
2023-24 Preliminary Budget Position (as of June 27, 2023)

		Preliminary Budget Changes 2023-24
REVENUE INCREASES (DECREASES)		
Ministry - Operating Grants		
Enrolment Change	Projected increase in overall enrolment grants	10,283,964
Other Revenue Changes		
Labour Settlement Funding	Remove value from Misc Min Grants, now rolled into the Block	-3,852,346
Labour Settlement Funding	COLA Adjustment	1,368,399
Other Revenue	Remove Prior Year Rebates and Recoveries	-18,000
Other Revenue	Recoveries from Other Districts - Nisga'a	-279,494
ITA	Increase in Students taking Careers programming	40,000
Anticipated Exempt Comp	Exempt Comp increases anticipated to be funded	563,545
Investment Income	Increase in rates	71,307
TOTAL REVENUE INCREASES (DECREASES)		8,177,375
COST INCREASES (DECREASES) - Required		
Teacher Staffing	Anticipated Staffing costs for Fall 2023 - enrolment changes	1,114,881
Teacher Staffing	Addition of District Teacher - Board Initiatives	121,855
PVP/Exempt Staffing	District VP - Inclusive Education, Elementary VP time, and Restructure	255,321
CUPE Staffing	Increase Custodial Hours for New Classroom spaces	30,324
CUPE Staffing	Trades position previously funded by Surplus for past 3 years	91,287
CUPE Staffing	Anticipated Staffing costs for Fall 2023 - enrolment changes (EAs, Youth and Family PWs, Clerical)	449,190
Teacher Wage Increases	Base/Minimum plus COLA 6.75%	2,332,583
CUPE Wage Increases	Base/Minimum plus COLA 6.75%	1,878,659
Benefit increases	Salary Increases affect benefit costs	174,055
Exempt/PVP Wage Increases	Estimate 6.75% average	775,930
Transportation	Bussing Contractual Increase	127,167
Other	Other costs including school budgets adjustments for enrolment	17,905
Careers	Enrollment in Careers increasing	47,500
Cost Escalation & Energy Management	Maintenance Supplies & Services	135,000
Utility costs	Hydro, Fortis, Propane, Oil & Gas increases	132,402
Indigenous Education	Targeted funding - projected increase in enrolment	341,092
Information Technology	Increase Licencing Costs Increased Enrolments	46,700
Total Required Cost Changes		8,071,851
COST INCREASES (DECREASES) - Other		
Transfer to Local Capital	Lake Trail Cell Coverage	40,000
Transfer to Local Capital	SBO Reno/Update - increase the annual transfer value (fund at year end-if surplus)	250,000
Transfer to Local Capital	Furniture, Equipment and Assistive Technology	150,000
Total Other Cost Changes		440,000
TOTAL COST INCREASES (DECREASES)		8,511,851
BUDGET CHANGE REQUIRED FOR ALL COST INCREASES		-\$ 334,476

School District No. 71 (Comox Valley)
2023-24 Preliminary Budget Position (as of May 9, 2023)

		Preliminary Budget Changes 2023-24
REVENUE INCREASES (DECREASES)		
Ministry - Operating Grant		
Enrolment Change	Projected increase in overall enrolment grants	10,438,890
Enrolment Change	Projected ISP Enrolment and Other Revenues	-145,000
Other Revenue Changes		
Labour Settlement Funding	Remove value from Amended, now rolled into the Block	-3,852,346
Labour Settlement Funding	COLA Adjustment	1,368,399
Other Revenue	Remove Prior Year Rebates and Recoveries	-18,000
Other Revenue	Recoveries from Other Districts - Nisga'a	-279,494
Rentals and Leases	Return to increased facility rentals	0
Investment Income	Increase in rates	71,307
TOTAL REVENUE INCREASES (DECREASES)		7,583,756
COST INCREASES (DECREASES) - Required		
Teacher Staffing	Anticipated Staffing costs for Fall 2023 - enrolment changes	1,141,897
Teacher Staffing	Addition of District Teacher - Student Health & Wellbeing	121,855
Support Staffing	Substitute Cost increases & Release time for JOHSC training	115,000
PVP Staffing	Addition of District Vice Principal - Inclusive Education & .4 Elementary	194,192
Exempt Staffing	Convert Communication Mgr to a Director	40,628
Exempt	Salary Increase for Assistant to Deputy Superintendent	41,945
Teacher Wage Increases	Base/Minimum plus COLA 6.75%	2,332,583
CUPE Wage Increases	Base/Minimum 6.75%	1,763,659
PVP/Excluded Wages	Estimated wage increases - 6.75 %	775,930
CUPE	Additional 2 Youth and Family Program Workers	118,576
CUPE	Accounts Clerical Support - Floating	62,001
CUPE	Additional 6 EA Positions	268,613
CUPE Custodial	Increase daily hours by 6 for extra classroom spaces	30,324
CUPE Custodial	Increase Supplies costs	50,000
CUPE Trades	Trades position previously funded with Surplus	91,287
CUPE Benefit Premiums	Benefit premium decreases resulting from increased usage and cost of existing plans (from 24% to 25%)	
Employment Standards Act	Sick Leave Amendments	
Framework for Enhancing Student Learning	Education and Learning Support Fund	10,000

D2L Conversion	Remove D2L Conversion Costs	-100,000
Maintenance Supplies	Vandalism and Fleet Maintenance Increase, Enery Mgmt	135,000
Utility costs	Hydro, Fortis, Propane, Oil & Gas	132,402
Indigenous Education	Targeted funding - projected increase in enrolment	341,092
International Program	Increased Homestay and Other Expenses	97,863
Ministry Recoveries	NGN, CLASS & Digital Services Increased Enrolments	0
ST	Increase contracts and legal fees by \$50K each	-77,212
HR	Increase Workplace Accomodation supplies	2,500
Information Technology	Increase Licencing Costs Increased Enrolments	46,700
School Budgets	Increased Enrolments = Increased Supply & Resources	34,754
Transportation	Busing Contractual Increase	127,167
Total Required Cost Changes		7,898,756
COST INCREASES (DECREASES) - Other		
TBD	Transfer to Local Capital for Assistive Tech	50,000
TBD	Transfer to Local Capital for Furniture & Equip	100,000
TBD	Transfer to Local Capital - Increase for SBO Reno/Update	250,000
Total Other Cost Changes		400,000
TOTAL COST INCREASES (DECREASES)		8,298,756
BUDGET CHANGE REQUIRED FOR ALL COST INCREASES		-\$ 715,000

Annual Budget

School District No. 71 (Comox Valley)

June 30, 2024

School District No. 71 (Comox Valley)

June 30, 2024

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 71 (COMOX VALLEY) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2023/2024 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 71 (Comox Valley) Annual Budget Bylaw for fiscal year 2023/2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$147,088,628 for the 2023/2024 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2023/2024.

READ A FIRST TIME THE 27th DAY OF JUNE, 2023;

READ A SECOND TIME THE 27th DAY OF JUNE, 2023;

READ A THIRD TIME, PASSED AND ADOPTED THE 27th DAY OF JUNE, 2023;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 71 (Comox Valley) Annual Budget Bylaw 2023/2024, adopted by the Board the 30th DAY OF MAY, 2023.

Secretary Treasurer

School District No. 71 (Comox Valley)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	10,435,500	10,368,748
Adult	30,750	25,375
Total Ministry Operating Grant Funded FTE's	10,466,250	10,394,123
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	132,101,874	122,529,182
Other	217,000	217,000
Tuition	2,872,750	2,976,750
Other Revenue	1,989,025	2,309,722
Rentals and Leases	130,000	130,000
Investment Income	994,900	954,793
Amortization of Deferred Capital Revenue	5,705,295	5,476,854
Total Revenue	144,010,844	134,594,301
Expenses		
Instruction	113,568,391	107,311,038
District Administration	4,804,056	4,503,261
Operations and Maintenance	22,670,217	21,222,602
Transportation and Housing	2,756,964	2,715,511
Total Expense	143,799,628	135,752,412
Net Revenue (Expense)	211,216	(1,158,111)
Budgeted Allocation (Retirement) of Surplus (Deficit)	334,476	4,679,104
Budgeted Surplus (Deficit), for the year	545,692	3,520,993
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	545,692	3,520,993
Budgeted Surplus (Deficit), for the year	545,692	3,520,993

School District No. 71 (Comox Valley)

Annual Budget - Revenue and Expense
Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	117,391,577	110,379,392
Operating - Tangible Capital Assets Purchased	271,000	271,000
Special Purpose Funds - Total Expense	18,123,048	17,319,541
Capital Fund - Total Expense	8,285,003	8,053,479
Capital Fund - Tangible Capital Assets Purchased from Local Capital	3,018,000	2,555,206
Total Budget Bylaw Amount	147,088,628	138,578,618

Approved by the Board

Signature of the Chairperson of the Board of Education	Date Signed
Signature of the Superintendent	Date Signed
Signature of the Secretary/Treasurer	Date Signed

DRAFT

School District No. 71 (Comox Valley)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2024

	2024 Annual Budget \$	2023 Amended Annual Budget \$
Surplus (Deficit) for the year	211,216	(1,158,111)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(271,000)	(271,000)
From Local Capital	(3,018,000)	(2,555,206)
From Deferred Capital Revenue	(5,487,990)	(5,607,122)
Total Acquisition of Tangible Capital Assets	(8,776,990)	(8,433,328)
Amortization of Tangible Capital Assets	8,285,003	8,053,479
Total Effect of change in Tangible Capital Assets	(491,987)	(379,849)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(280,771)	(1,537,960)

School District No. 71 (Comox Valley)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	115,468,826	106,699,641
Other	217,000	217,000
Tuition	2,872,750	2,976,750
Other Revenue	514,525	835,222
Rentals and Leases	130,000	130,000
Investment Income	725,000	653,693
Total Revenue	119,928,101	111,512,306
Expenses		
Instruction	95,795,837	90,429,153
District Administration	4,804,056	4,503,261
Operations and Maintenance	14,034,720	12,818,629
Transportation and Housing	2,756,964	2,628,349
Total Expense	117,391,577	110,379,392
Net Revenue (Expense)	2,536,524	1,132,914
Budgeted Prior Year Surplus Appropriation	334,476	4,679,104
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(271,000)	(271,000)
Local Capital	(2,600,000)	(5,541,018)
Total Net Transfers	(2,871,000)	(5,812,018)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 71 (Comox Valley)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2024

	2024 Annual Budget \$	2023 Amended Annual Budget \$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	112,141,798	101,681,310
ISC/LEA Recovery	(176,525)	(181,007)
Other Ministry of Education and Child Care Grants		
Pay Equity	451,831	451,831
Funding for Graduated Adults	135,000	135,000
Student Transportation Fund	421,375	421,375
Support Staff Benefits Grant	114,269	112,481
FSA Scorer Grant	14,464	14,464
Child Care Funding		-
Early Learning Framework (ELF) Implementation	1,795	1,795
Integrated Child and Youth (ICY) Teams	432,875	179,640
Anti-Racism Grant		6,429
Equity Scan Grant		2,381
Labour Settlement Funding	1,931,944	3,852,346
February Enrolment Count	-	21,596
Total Provincial Grants - Ministry of Education and Child Care	115,468,826	106,699,641
Provincial Grants - Other	217,000	217,000
Tuition		
International and Out of Province Students	2,872,750	2,976,750
Total Tuition	2,872,750	2,976,750
Other Revenues		
Funding from First Nations	176,525	181,007
Miscellaneous		
Instructional Cafeteria	120,000	120,000
Miscellaneous	218,000	534,215
Total Other Revenue	514,525	835,222
Rentals and Leases	130,000	130,000
Investment Income	725,000	653,693
Total Operating Revenue	119,928,101	111,512,306

School District No. 71 (Comox Valley)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Salaries		
Teachers	47,171,642	45,884,902
Principals and Vice Principals	6,569,409	5,881,597
Educational Assistants	8,004,050	7,082,391
Support Staff	11,119,574	10,137,916
Other Professionals	3,975,545	3,689,995
Substitutes	4,154,494	3,883,817
Total Salaries	80,994,714	76,560,618
Employee Benefits	19,880,939	18,027,872
Total Salaries and Benefits	100,875,653	94,588,490
Services and Supplies		
Services	3,900,583	3,905,138
Student Transportation	2,728,008	2,600,841
Professional Development and Travel	962,163	920,993
Rentals and Leases	235,894	235,894
Dues and Fees	103,444	99,444
Insurance	220,800	220,800
Supplies	5,941,672	5,456,834
Utilities	2,423,360	2,350,958
Total Services and Supplies	16,515,924	15,790,902
Total Operating Expense	117,391,577	110,379,392

School District No. 71 (Comox Valley)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	37,524,521	1,394,155		60,000		2,960,644	41,939,320
1.03 Career Programs	774,902	50,361	47,017	189,778		15,000	1,077,058
1.07 Library Services	284,442			824,425		40,350	1,149,217
1.08 Counselling	1,842,236			103,615	197,584	8,000	2,151,435
1.10 Special Education	4,865,854	295,830	6,644,805	424,341	191,362	410,000	12,832,192
1.20 Early Learning and Child Care	94,814	884				17,500	113,198
1.30 English Language Learning	331,849		36,753				368,602
1.31 Indigenous Education	414,811	160,899	1,275,475	163,242	71,852	5,000	2,091,279
1.41 School Administration		4,505,734		2,193,512		398,000	7,097,246
1.62 International and Out of Province Students	1,038,213	161,546		157,662	241,709	30,000	1,629,130
1.64 Other				204,400			204,400
Total Function 1	47,171,642	6,569,409	8,004,050	4,320,975	702,507	3,884,494	70,653,077
4 District Administration							
4.11 Educational Administration					1,030,525		1,030,525
4.20 Early Learning and Child Care							-
4.40 School District Governance					261,985		261,985
4.41 Business Administration				461,225	1,180,439	5,000	1,646,664
Total Function 4	-	-	-	461,225	2,472,949	5,000	2,939,174
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration					784,524		784,524
5.50 Maintenance Operations				5,790,508		265,000	6,055,508
5.52 Maintenance of Grounds				546,866			546,866
5.56 Utilities							-
Total Function 5	-	-	-	6,337,374	784,524	265,000	7,386,898
7 Transportation and Housing							
7.41 Transportation and Housing Administration					15,565		15,565
7.70 Student Transportation							-
Total Function 7	-	-	-	-	15,565	-	15,565
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	47,171,642	6,569,409	8,004,050	11,119,574	3,975,545	4,154,494	80,994,714

School District No. 71 (Comox Valley)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries \$	Employee Benefits \$	Total Salaries and Benefits \$	Services and Supplies \$	2024 Annual Budget \$	2023 Amended Annual Budget \$
1 Instruction						
1.02 Regular Instruction	41,939,320	10,432,509	52,371,829	4,523,856	56,895,685	55,138,968
1.03 Career Programs	1,077,058	247,076	1,324,134	295,831	1,619,965	1,447,879
1.07 Library Services	1,149,217	278,739	1,427,956	366,606	1,794,562	1,678,624
1.08 Counselling	2,151,435	545,070	2,696,505	40,000	2,736,505	2,657,446
1.10 Special Education	12,832,192	3,126,127	15,958,319	288,262	16,246,581	14,478,305
1.20 Early Learning and Child Care	113,198	24,398	137,596	84,278	221,874	-
1.30 English Language Learning	368,602	93,809	462,411		462,411	369,016
1.31 Indigenous Education	2,091,279	498,644	2,589,923	402,577	2,992,500	2,942,513
1.41 School Administration	7,097,246	1,672,585	8,769,831	1,012,194	9,782,025	8,894,048
1.62 International and Out of Province Students	1,629,130	404,974	2,034,104	595,125	2,629,229	2,426,951
1.64 Other	204,400	51,100	255,500	159,000	414,500	395,403
Total Function 1	70,653,077	17,375,031	88,028,108	7,767,729	95,795,837	90,429,153
4 District Administration						
4.11 Educational Administration	1,030,525	257,631	1,288,156	157,800	1,445,956	1,320,078
4.20 Early Learning and Child Care	-		-	12,000	12,000	
4.40 School District Governance	261,985	65,496	327,481	164,200	491,681	418,165
4.41 Business Administration	1,646,664	407,916	2,054,580	799,839	2,854,419	2,765,018
Total Function 4	2,939,174	731,043	3,670,217	1,133,839	4,804,056	4,503,261
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	784,524	196,131	980,655	530,488	1,511,143	1,366,684
5.50 Maintenance Operations	6,055,508	1,444,127	7,499,635	1,693,000	9,192,635	8,341,033
5.52 Maintenance of Grounds	546,866	130,716	677,582	230,000	907,582	759,954
5.56 Utilities	-		-	2,423,360	2,423,360	2,350,958
Total Function 5	7,386,898	1,770,974	9,157,872	4,876,848	14,034,720	12,818,629
7 Transportation and Housing						
7.41 Transportation and Housing Administration	15,565	3,891	19,456	9,500	28,956	27,508
7.70 Student Transportation	-		-	2,728,008	2,728,008	2,600,841
Total Function 7	15,565	3,891	19,456	2,737,508	2,756,964	2,628,349
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	80,994,714	19,880,939	100,875,653	16,515,924	117,391,577	110,379,392

School District No. 71 (Comox Valley)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2024

	2024	2023 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	16,633,048	15,829,541
Other Revenue	1,474,500	1,474,500
Investment Income	15,500	15,500
Total Revenue	18,123,048	17,319,541
Expenses		
Instruction	17,772,554	16,881,885
Operations and Maintenance	350,494	350,494
Transportation and Housing		87,162
Total Expense	18,123,048	17,319,541
Budgeted Surplus (Deficit), for the year	-	-

School District No. 71 (Comox Valley)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year			771,643	768,112					
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	350,494	424,472			160,000	39,200	431,618	624,031	1,610,723
Other			62,500	1,300,000					
Investment Income			15,000						
	350,494	424,472	77,500	1,300,000	160,000	39,200	431,618	624,031	1,610,723
Less: Allocated to Revenue	350,494	424,472	65,000	1,300,000	160,000	39,200	431,618	624,031	1,610,723
Deferred Revenue, end of year	-	-	784,143	768,112	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	350,494	424,472			160,000	39,200	431,618	624,031	1,610,723
Other Revenue			50,000	1,300,000					
Investment Income			15,000						
	350,494	424,472	65,000	1,300,000	160,000	39,200	431,618	624,031	1,610,723
Expenses									
Salaries									
Teachers							120,160		
Principals and Vice Principals							53,985		277,261
Educational Assistants		338,351							718,907
Support Staff	256,532				127,067	26,452		339,338	169,520
Substitutes							69,048		125,413
	256,532	338,351	-	-	127,067	26,452	243,193	339,338	1,291,101
Employee Benefits	64,133	86,121			30,433	6,348	53,962	80,992	315,548
Services and Supplies	29,829		65,000	1,300,000	2,500	6,400	134,463	203,701	4,074
	350,494	424,472	65,000	1,300,000	160,000	39,200	431,618	624,031	1,610,723
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 71 (Comox Valley)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

	Classroom Enhancement Fund - Staffing	Mental Health in Schools	Changing Results for Young Children	Early Childhood Education Dual Credit Program	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	School Food Programs	Professional Development
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year				40,000	75,000				115,062
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	11,491,248	51,000	11,250			19,000	175,000	1,141,262	
Other									
Investment Income									
	11,491,248	51,000	11,250	-	-	19,000	175,000	1,141,262	-
Less: Allocated to Revenue	11,491,248	51,000	-	40,000	75,000	19,000	175,000	1,141,262	100,000
Deferred Revenue, end of year	-	-	11,250	-	-	-	-	-	15,062
Revenues									
Provincial Grants - Ministry of Education and Child Care	11,491,248	51,000		40,000	75,000	19,000	175,000	1,141,262	
Other Revenue									100,000
Investment Income									
	11,491,248	51,000	-	40,000	75,000	19,000	175,000	1,141,262	100,000
Expenses									
Salaries									
Teachers	8,741,550								
Principals and Vice Principals							141,413	25,418	
Educational Assistants									
Support Staff		30,000						188,566	
Substitutes	380,070					15,322			
	9,121,620	30,000	-	-	-	15,322	141,413	213,984	-
Employee Benefits	2,369,628	7,500				3,678	33,587	71,328	
Services and Supplies		13,500		40,000	75,000			855,950	100,000
	11,491,248	51,000	-	40,000	75,000	19,000	175,000	1,141,262	100,000
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 71 (Comox Valley)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

Schedule 3A

	CVCF	
	Travel	TOTAL
	\$	\$
Deferred Revenue, beginning of year	36,076	1,805,893
Add: Restricted Grants		
Provincial Grants - Ministry of Education and Child Care		16,529,298
Other		1,362,500
Investment Income		15,000
	-	17,906,798
Less: Allocated to Revenue	25,000	18,123,048
Deferred Revenue, end of year	11,076	1,589,643
Revenues		
Provincial Grants - Ministry of Education and Child Care		16,633,048
Other Revenue	24,500	1,474,500
Investment Income	500	15,500
	25,000	18,123,048
Expenses		
Salaries		
Teachers		8,861,710
Principals and Vice Principals		498,077
Educational Assistants		1,057,258
Support Staff		1,137,475
Substitutes		589,853
	-	12,144,373
Employee Benefits		3,123,258
Services and Supplies	25,000	2,855,417
	25,000	18,123,048
Net Revenue (Expense)	-	-

School District No. 71 (Comox Valley)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget			2023 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		254,400	254,400	285,600
Amortization of Deferred Capital Revenue	5,705,295		5,705,295	5,476,854
Total Revenue	5,705,295	254,400	5,959,695	5,762,454
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	8,285,003		8,285,003	8,053,479
Total Expense	8,285,003	-	8,285,003	8,053,479
Net Revenue (Expense)	(2,579,708)	254,400	(2,325,308)	(2,291,025)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	271,000		271,000	271,000
Local Capital		2,600,000	2,600,000	5,541,018
Total Net Transfers	271,000	2,600,000	2,871,000	5,812,018
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	3,018,000	(3,018,000)	-	
Total Other Adjustments to Fund Balances	3,018,000	(3,018,000)	-	
Budgeted Surplus (Deficit), for the year	709,292	(163,600)	545,692	3,520,993

SD71 BUDGET PRESENTATION

BRENDA HOOKER – SECRETARY TREASURER

CATHIE COLLINS – ACTING DIRECTOR OF FINANCE

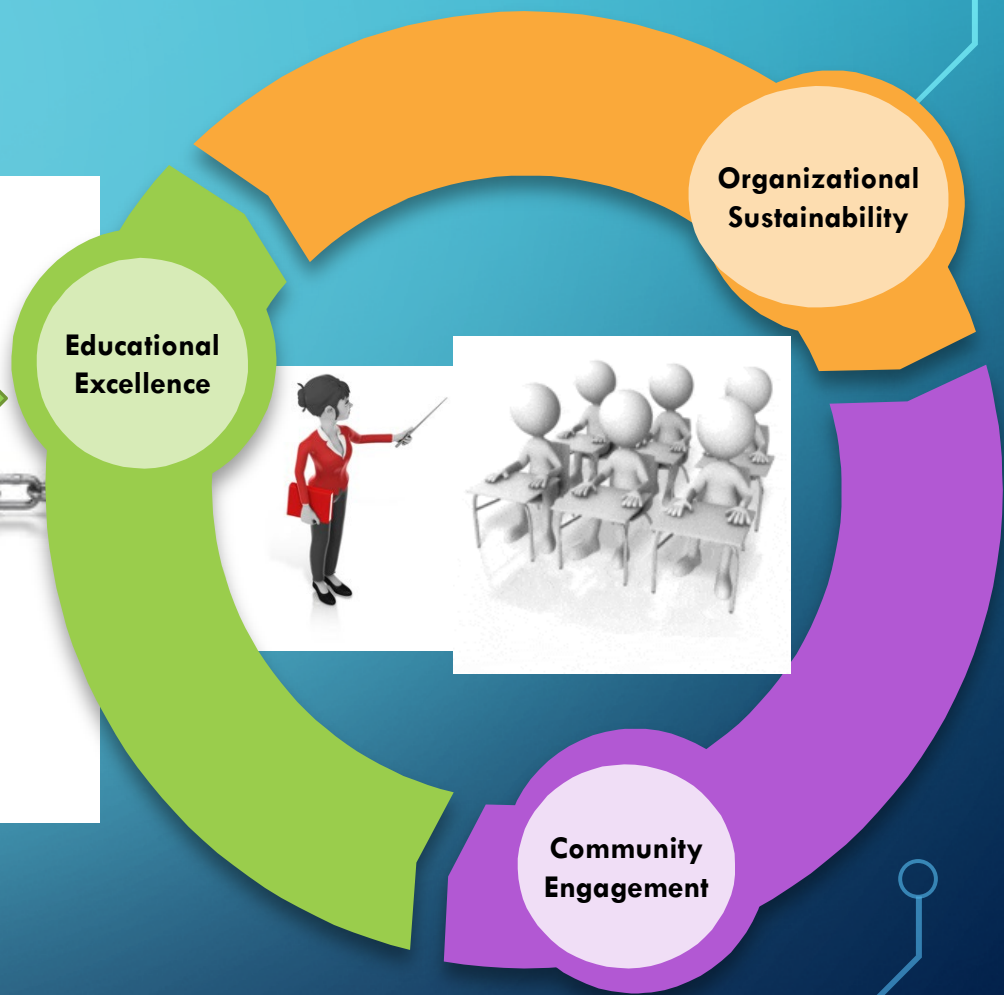
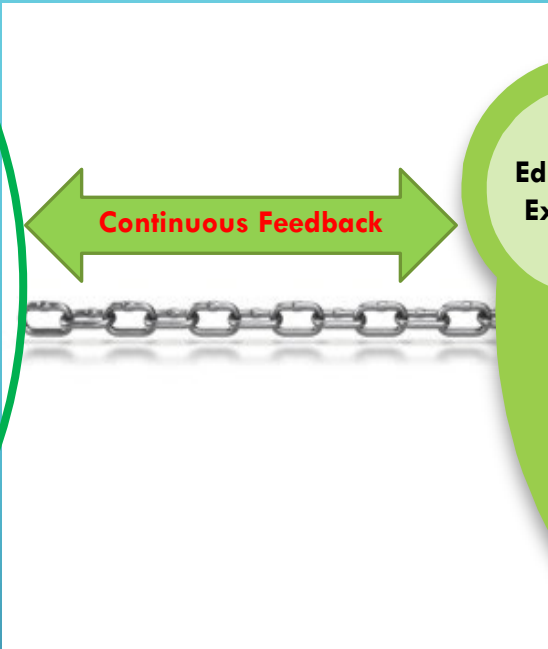
JUNE 27, 2023



Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE



School District finances require balance, oversight, and constant monitoring

The District strives to maintain the right balance of resources so that all our students' education is maximized

Why is strong financial oversight necessary?
We cannot achieve student growth unless our financial and staffing resources are aligned

To ensure that our financial, human, & physical resources support student success

Collective Responsibility

Our students come first!



Systems Thinking

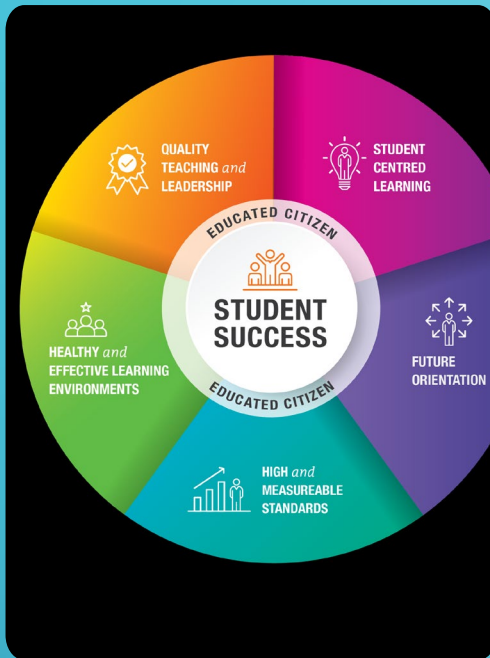
Optimize innovative practices and learning opportunities

Instructional and Leadership Capacity

To foster relationships with community, parents and educational partners

Being responsive takes consultation with all stakeholders to ensure budgets are effectively targeted to collectively raise and level the bar for all students.

We firmly believe resource allocations need to be responsive to our students' needs by evolving with the ever- changing educational environment to stay aligned with District goals and strategies



ENSURE ALIGNMENT WITH STRATEGIC GOALS AND THE MINISTRY

Ministry of Education Policy for Student Success

Student Centered Learning

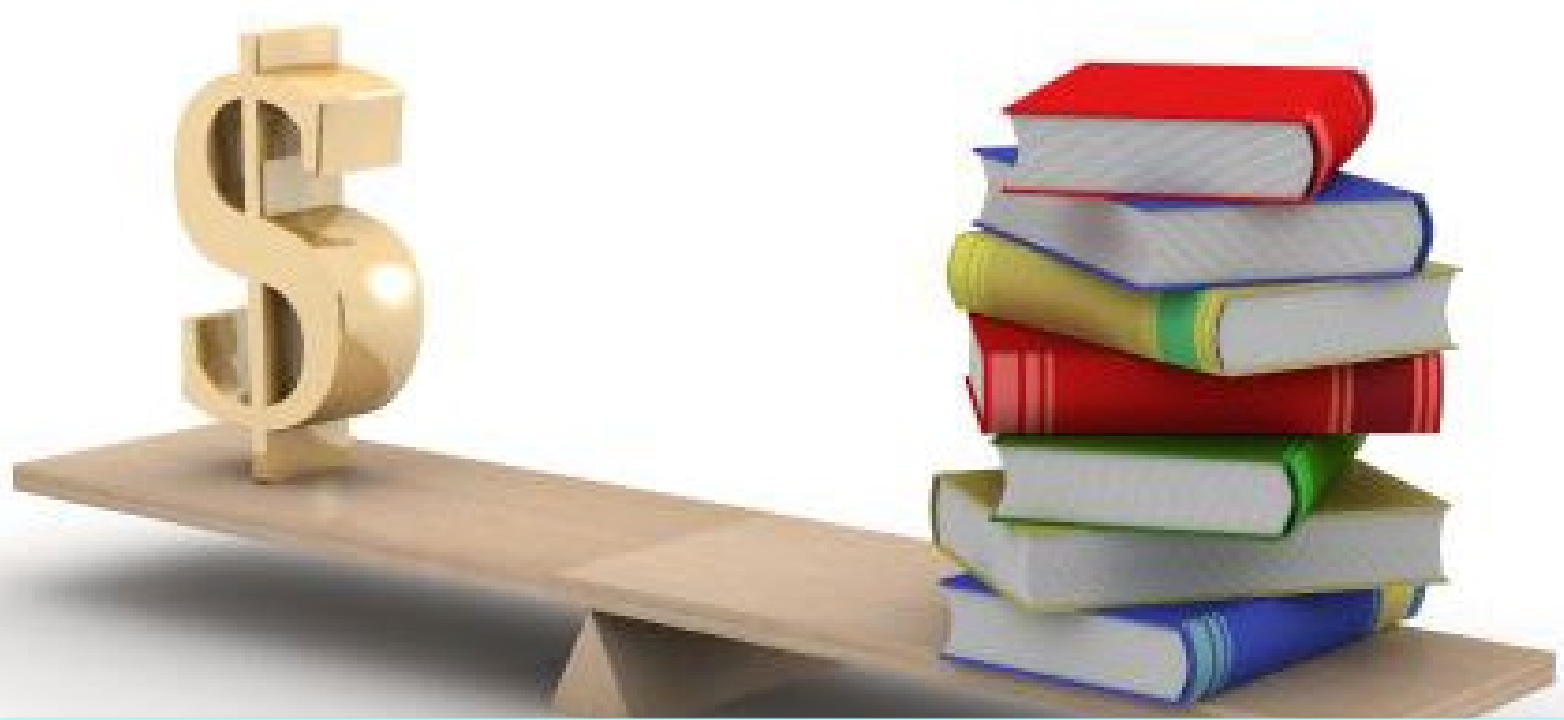
SD71 Strategic Plan

STRATEGIC PRIORITY

Educational Excellence

GOAL

Optimize Innovative Practices and learning opportunities



2023/2024

ANNUAL BUDGET

BUDGETS ARE THE TOOL WE USE TO PUT THE STRUCTURES, PROCESS AND PRACTICES IN PLACE TO ACHIEVE THE ACTIONS IDENTIFIED IN THE BOARD'S STRATEGIC PLAN. STAFF'S ROLE IS TO OVERSEE AND ENSURE THE CONNECTION BETWEEN THE RESOURCES AND THE DESIRED OUTCOMES WITH APPROPRIATE BALANCE.



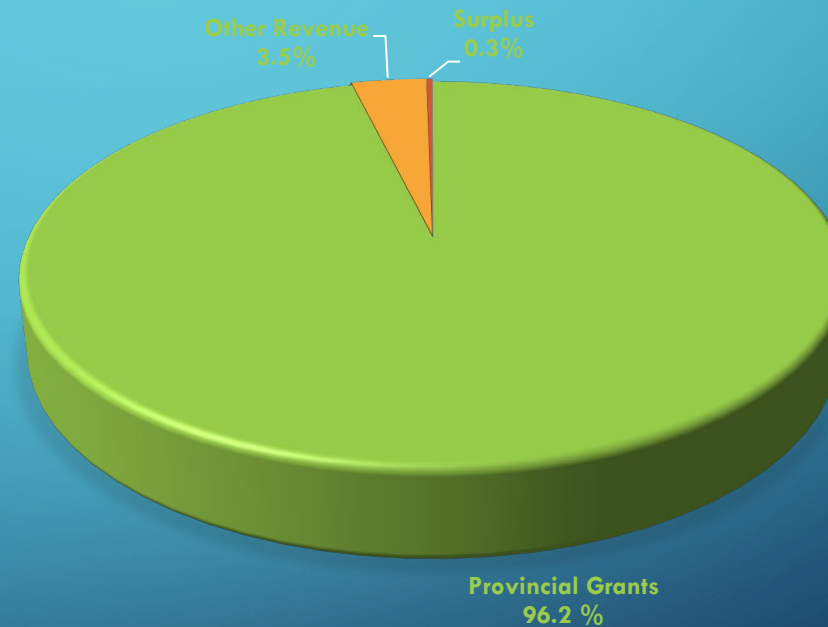
SCHEDULE 2 - SUMMARY

Schedule 2	
Total Revenue	\$119,928,101
Less:	
Expenses	\$117,391,577
Tangible Capital Assets Transfer	\$271,000
Local Capital Transfer	\$2,600,000
Total Expenses	\$120,262,577
Net Revenue Less Expenses	-\$334,476
Budget Surplus Use	\$334,476
Balanced Budget	\$0

ANNUAL BUDGET OPERATING REVENUE

2023-24 Budgeted Revenues – Schedule 2

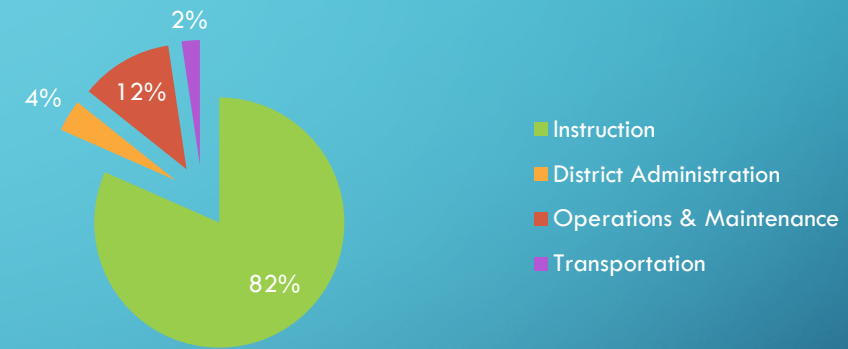
Provincial Grants	\$115,468,826	96.2%
Other Revenue	\$4,459,275	3.5%
Surplus	\$334,476	0.3%
	\$120,262,577	100.0%



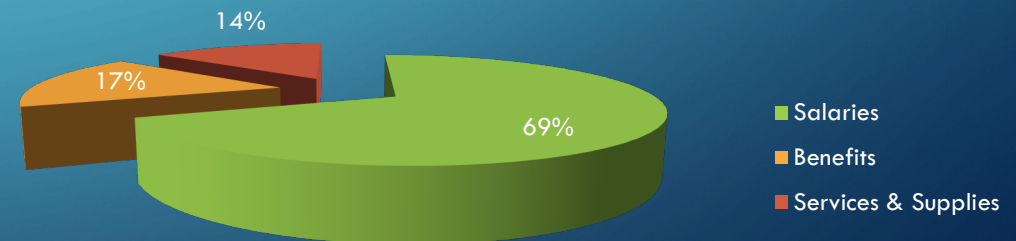
ANNUAL BUDGET: OPERATING EXPENSES

2023-24 Budgeted Expenses – 2B & 2C		
Instruction	81.60%	\$95,795,837
District Administration	4.09%	\$4,804,056
Operations & Maintenance	11.96%	\$14,034,720
Transportation	2.35%	\$2,756,964
		\$117,391,577
Salaries	69.00%	\$80,994,714
Benefits	16.94%	\$19,880,939
Services & Supplies	14.07%	\$16,515,924
		\$117,391,577

2023-24 Budgeted Expenditures by Function



2023-24 Budgeted Expenditures by Category



LOCAL CAPITAL

- These are budgeted transfers allocating operating and surplus dollars to capital purchases and projects
- They reflect strategic allocations for necessary capital purchases like computers, classroom furniture, portables, fleet vehicles and special capital projects like the new administrative building
- The District has budgeted transfers to Local Capital for these items for over 10 years.
- In 23-24, the proposed Local Capital Transfer is \$2,600,000

WHAT ARE SPECIAL PURPOSE FUNDS?

Funds that are received with restrictions on how they can be spent

- The Ministry of Education provides the district with the following restricted (special purpose) funds:
 - Annual Facilities Grant (maintenance and improvement projects, roofing, painting, mechanical upgrades, etc.)
 - Learning Improvement Fund (additional support staff for classroom support)
 - Community Link (student support and school meals program)
 - Strong Start and Ready Set Learn (early learning)
 - OLEP - Federal French grant (core French and French Immersion)
 - Classroom Enhancement Fund (to address BCTF restored language)
 - Feeding Futures fund

In 2023-24, the Total Budgeted Special Purpose Funds are \$18,175,751

WHAT ARE CAPITAL FUNDS?

- Capital funds are used to acquire land, build schools, or do significant renovations on schools
- Capital funds are not provided on a per pupil basis
 - The district applies to the Ministry of Education for capital funding through our Five-Year Capital Plan submission
 - The district must make a business case to the Ministry of Education to secure funding for new schools, expansions, seismic or renovations
- The district can also generate capital funds by selling assets, including land and buildings, **though all or a portion of** the proceeds can be restricted by the Ministry or required to be returned to MOE.

QUESTIONS



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

DATE: June 27, 2023

Purpose

June 30, 2023 is the fiscal year end for the Board of Education. As earlier reviewed in the agenda, it appears the District will be able to fully replenish our Accumulated Reserve by the end of this fiscal. This briefing note is to clarify the process and priorities for the Board about the reserves that will be reflected in the draft Financial Statements.

Background

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

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

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

The District has Policy 18 Accumulated Operating Surplus, Policy 26 Financial Planning and Reporting and numerous AP's which comply and align with the new Ministry policy. Significant focus of the new policies is transparency, stakeholder and partner group consultation, multi-year planning and alignment with the Boards strategic goals.

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

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

Analysis

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

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

1. The first amounts restricted will be those that are constrained
2. Next will be allocating the recommended 2% contingency reserve of the operating expenses as unrestricted

3. The Board approved transfer to local capital of \$1,960,000 per annum to support strategic initiatives
4. The additional Local Capital transfers of 2488 Idiens-\$250,000, Furniture & Equipment/Assistive Technology-\$150,000, Modularity-\$200,000 and Lake Trail Safety Upgrade-\$40,000 bringing the total Local Capital transfer budgeted to \$2,600,000
5. Any remaining reserves will be funds allocated to projects that have been identified and deferred by cost escalations or are upcoming capital projects.

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

- The carry-over of any funds for any unfinished projects on June 30, 2023
- Purchase Authentic Indigenous works for all school libraries
- The Mark Isfeld paving project
- Furniture & Equipment for new classrooms
- Strategic Planning process
- Long Range Facility Plan update
- The 2488 Idiens Way addition and renovations

The amounts and allocations above are yet to be determined, could change and will depend on actual revenue and expenses recorded in the June 30, 2023 Fiscal Year End.

Therefore, staff will prepare draft financial statements with reserve allocations based on current Ministry, Board and Strategic Directions. Trustees will have the opportunity to review and amend the reserve allocations prior to the finalization and adoption of the June 30, 2023 Financial Statements.

Recommendation

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

Respectfully submitted,

Brenda Hooker

Brenda Hooker
Secretary-Treasurer

BRIEFING NOTE

TO: Board of Education
FROM: Ian Heselgrave, Director of Operations
RE: **2024-25 Capital Plan Submission summary**

DATE: June 27th, 2023

Purpose

To update the Board of Education on the April 2023 Ministry of Education Capital Plan Program announcement and the SD 71 proposed submission.

Background

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

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

The CAPS enables the Ministry to issue a "Call for Submissions" for school districts' Five-Year Capital Plans separately for Major capital projects and Minor capital projects, with different submission deadlines. With that in mind, submission deadlines for 2024/25 will be:

1. **Major Capital Programs (SMP, EXP, REP, RDP) – June 30, 2023**
2. **Minor Capital Programs (FIP) – June 30, 2023**
3. **Building Envelope Program (BEP) – June 30, 2023**
4. **Minor Capital Programs (SEP, CNCP, PEP, BUS, FIP*) – September 30, 2023**

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

Major Capital Funding Programs:

- SMP - Seismic Mitigation Program
- EXP - New Schools, Additions, Site Acquisition
- REP - School Replacement

- RDP – Rural District Program

Minor Capital Funding Programs:

- SEP - School Enhancement Program
- CNCP – Carbon Neutral Capital Program
- BUS - Bus Replacement & Inventory
- PEP – Playground Equipment Program
- FIP – School Food Infrastructure Program

Other Programs:

- BEP - Building Envelope
- AFG – Annual Facility Grant

The Ministry will provide each school district with a written response to their Five Year Capital Plan submission once the assessment of all submissions is complete and funding for fiscal year 2024/25 is announced.

Annual Submission Process

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

- **April 2023**- Ministry releases Capital Plan Instructions.
- **May – September 2023** - SD's prepare annual 5-year Major and Minor Capital Plans (proposed year 1, 2, 3, 4, 5 capital projects).
- **June 30th 2023** - SD's submit Major Capital Program Plans plus Building Envelope Program Plans and School Food Infrastructure Program submission for spending in FY 24/25.
- **September 30th 2023** - SD's submit Minor Capital Program Plans.
- **August 2023 – December 2023** - MEd reviews/prioritizes 5-year Capital Plans, determines budget for total 2024/25 capital expenditures, and provides recommendations to Minister of Education for consideration.
- **January to March 2024** – Ministry develops and approves recommended project list for inclusion in the Ministry Capital Plan. Government approval for Capital Plan. MEd sends Capital Plan Response Letters to SD's on or before March 15th 2024 identifying what capital projects they are approved to proceed with in 2024/25.

Preliminary Capital Projects for this Submission

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

SMP – SEISMIC MITIGATION

Priority	School	Seismic Risk	Comments
1	Courtenay Elementary	H1 – P3	Project Request Fact Sheet prepared
2	Airport Elementary	H1 – P3	Changes to National Building Code (SRG 3) resulted in Med and Low seismic risk schools becoming High risk
3	NIDES	H1 – P3	Changes to National Building Code (SRG 3) resulted in Med and Low seismic risk schools becoming High risk

EXP – NEW SCHOOLS, ADDITIONS & SITE DEVELOPMENT

Priority	School	Project Details
1	Valley View Elementary	Expand school building to address over capacity
2	Aspen Park Elementary	Expand school building to address over capacity
3	Mark Isfeld Secondary	Build new wing to address over capacity

REPL – REPLACEMENTS

Priority	School	Project Details
1	École Puntledge Park	Build a replacement elementary school with 80 K/600 student capacity
2	Union Bay School	Build a replacement K to 9 Community School with 60K/600 student capacity

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

SEP – SCHOOL ENHANCEMENT

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

The SEP projects proposed for 2024/25:

Priority	School	Project Details
1	Queneesh Elementary	Mechanical Upgrade - electrification project
2	NIDES	Window replacement and gym cladding
3	GP Vanier	Mechanical Upgrade - electrification project
4	Aspen, Brooklyn, Queneesh	Flooring replacements
5	Miracle Beach	Roof replacement

CNCP – CARBON NEUTRAL

Priority	School	Project Details
1	Denman Island Elementary	Mechanical upgrade phase two
2	Various	Convert classroom and hallway lighting to LED
3	Airport Elementary	Building controls upgrade

BUS – INVENTORY & REPLACEMENT

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

PEP – PLAYGROUND EQUIPMENT PROGRAM

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

The PEP projects proposed for 2024/25:

Priority	School	Project Details
1	Valley View Elementary	Replace playground structure approaching end of life
2	Ecole Robb Road	Replace playground structure approaching end of life

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

FIP – SCHOOL FOOD INFRASTRUCTURE PROGRAM

Priority	School	Project Details
1	Various schools	Funding for the school food preparation appliances purchased in FY 22/23
2	Various schools	The purchase and installation of new kitchen equipment plus space and functionality improvements in existing kitchens.

BEP – BUILDING ENVELOPE

Cumberland Community School (Beaufort building) is the only project on the Ministry list from 1989. The BEP project for Cumberland Community School remains on the submission for 2024/25.

Recommendation

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

It is recommended that the Board of Education approve the 2024/25 Major Capital Plan, Minor Capital Plan and Building Envelope Program submission as described.

Respectfully submitted,

Ian Heselgrave

Ian Heselgrave
Director of Operations

REGULAR BOARD MEETING SCHEDULE - 2023-2024			
DATE	TIME	MEETING	VENUE
September 26, 2023	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
October 24, 2023	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
November 28, 2023	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
December 19, 2023	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
January 30, 2024	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
February 27, 2024	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
March 12, 2024	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
April 23, 2024	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
May 28, 2024	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office
June 25, 2024	6:00	In-Camera Meeting	School Board Office
	7:00	Regular Board Meeting	School Board Office

COMMITTEE OF THE WHOLE MEETING SCHEDULE - 2023-2024

DATE	TIME	MEETING	ROTATING CHAIR	VENUE
September 12, 2023	2:00	Committee of the Whole - Closed		School Board Office
	4:30	Committee of the Whole - Open		School Board Office
October 10, 2023	2:00	Committee of the Whole - Closed		School Board Office
	4:30	Committee of the Whole - Open		School Board Office
November 14, 2023	2:00	Committee of the Whole - Closed		School Board Office
	4:30	Committee of the Whole - Open		School Board Office
December 5, 2023	2:00	Committee of the Whole - Closed		School Board Office
	4:30	Committee of the Whole - Open		School Board Office
January 16, 2024	2:00	Committee of the Whole - Closed		School Board Office
	4:30	Committee of the Whole - Open		School Board Office
February 13, 2024	2:00	Committee of the Whole - Closed		School Board Office
	4:30	Committee of the Whole - Open		School Board Office
March - TBD	2:00	Committee of the Whole - Closed		School Board Office
	4:30	Committee of the Whole - Open		School Board Office
April 9, 2024	2:00	Committee of the Whole - Closed		School Board Office
	4:30	Committee of the Whole - Open		School Board Office
May 14, 2024	2:00	Committee of the Whole - Closed		School Board Office
	4:30	Committee of the Whole - Open		School Board Office
June 11, 2024	2:00	Committee of the Whole - Closed		School Board Office
	4:30	Committee of the Whole - Open		School Board Office

BRIEFING NOTE

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

DATE: June 27, 2023

PURPOSE:

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

RECOMMENDATION:

Not needed, Policy 7 provides for an annual adjustment to Trustee remuneration based on the Cost of Living.

BACKGROUND:

Policy 7 – Clause 19

19. Trustee Remuneration

19.1 Recommendation

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

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

ANALYSIS:

In December 2021, the BC CPI index was 4.8%. On December 31, 2022, the BC CPI was 6.9%. Below is a table showing the current Trustee remuneration and the increase that will be effective July 1, 2023.

Position	Current	6.9%
Chair	\$ 19,272.00	\$ 20,601.77
Vice-Chair	\$ 17,400.00	\$ 18,600.60
Trustee	\$ 15,504.00	\$ 16,573.78

Also Note:

At the February 28, 2023, Public Board meeting, The Board passed the following motion:

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

This work has not yet been completed. Therefore Policy 7 has been automatically applied. When the working group is fully formed and a recommendation is brought back, then trustee remuneration for the can be reconsidered.

Respectfully submitted
Brenda Hooker, Secretary Treasurer

BRIEFING NOTE

TO: Board of Education

DATE: June 27, 2023

RE: Human Resources - Retirements and Recognition

Retirements

Dean Patterson, Principal, Highland Secondary, retiring effective July 31, 2023, after 32 years of service.

Martha Grant, Teacher, Huband Park Elementary, retiring effective June 30, 2023, after 11 years of service.

Dean Quiring, Indigenous Support Worker, Indigenous Education, retiring effective August 31, 2023, after 24 years of service.

David Munro, Teacher, Highland Secondary, retiring effective June 30, 2023, after 14 years of service.

Open Committee of the Whole Report to the Board June 13, 2023

In Attendance at Meeting:

Trustees:

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

Staff:

Brenda Hooker, Secretary Treasurer
Ian Heselgrave, Director of Operations
Vivian Collyer, Director of Instruction
Sean Lamoureux, Director of Inclusive Education
Jay Dixon, Director of Instruction
Josh Porter, Director of Operations

Denise Anderson, CDTA
Joanne Barr, Jennifer Fisher, Megan Cowling, DPAC
Julie Shields, Principal GP Vanier

Regrets: Janice Caton, Trustee

Recording Secretary: Heidi Bell, Sr. Executive Assistant

1. Call to Order

Chairperson, Cristi May Sacht called the meeting to order at 4:33 pm.

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

2. Adoption of Agenda

Motion:

THAT the agenda be approved as amended.

**** Moved the Aspire to Action Presentation as 3i**

**** Moved the Draft Budget & Partner Group Submissions to 3ii**

Each attendee introduced themselves.

3. Presentations/Delegations

i. Presentation Topic:

Aspire to Action – David Merrick & Kristie Keyworth, Teachers GP Vanier

Pages 1-49

Teachers and creators/facilitators of the Aspire to Action Program gave a presentation to the committee.

ii. **Draft Budget 2023/24 & Partner Group Submissions**

Pages 50-82

The Secretary Treasurer gave a presentation on the current draft budget 2023/24. The slide show will be posted on the district website.

4. **Adjournment – 5:50 pm**

THAT the meeting be adjourned.

[Howe/Leslie]

CARRIED

June has been an incredibly busy and exciting month as the school calendar year comes to a close and students embark on summer vacation. I want to acknowledge the incredible learning journey of our Indigenous students and graduates this June, may the paths you choose inspire your heart to venture deeper into uncharted experiences.

School District 71 celebrated National Indigenous day on June 21. School communities, Elders, Indigenous knowledge keepers and staff gathered and shared stories, songs, culture and food in building connections and deepening relationships on our journey to Truth and Reconciliation.

I also want to acknowledge the Indigenous education team for their commitment of heart, expertise, energy and time throughout this year in supporting students in a good way. May you take the time you need to refuel and re-energize this summer break.

Respectfully,

Susan Leslie
IEC Liaison
Vice Chair
Comox Valley Schools
Trustee

From: Doug DeMarzo <ddemarzo@comoxvalleyrd.ca>
Sent: Friday, June 2, 2023 2:41 PM
To: Ian Heselgrave <ian.Heselgrave@sd71.bc.ca>; Jennifer Zbinden <jzbinden@comoxvalleyrd.ca>
Cc: Brenda Hooker <Brenda.Hooker@sd71.bc.ca>
Subject: RE: Second turf field - Board resolution passed

You don't often get email from ddemarzo@comoxvalleyrd.ca. [Learn why this is important](#)

[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.

A special thanks to the SD#71 board and yourself Ian for supporting this important community field.

Regards,

Doug DeMarzo, MCIP RPP (he/him)
General Manager of Community Services
Comox Valley Regional District
770 Harmston Avenue, Courtenay, BC V9N 0G8
Tel: 250-334-6053

The CVRD's Community Services Branch respectfully acknowledges the land on which it operates is on the unceded traditional territory of the K'ómoks First Nation and the Ligw'ildax^w Peoples.

From: Ian Heselgrave <ian.Heselgrave@sd71.bc.ca>
Sent: May 31, 2023 1:47 PM
To: Doug DeMarzo <ddemarzo@comoxvalleyrd.ca>; Jennifer Zbinden <jzbinden@comoxvalleyrd.ca>
Cc: Brenda Hooker <Brenda.Hooker@sd71.bc.ca>
Subject: Second turf field - Board resolution passed

CAUTION! EXTERNAL EMAIL

Hi Jennifer and Doug,

This email confirms that the Board of Education passed a motion last night approving the construction of a second artificial turf field at GP Vanier. This is great news and we are excited to work on this project with you.

Cheers

Ian

Ian Heselgrave
Director of Operations
Comox Valley School District
<http://www.sd71.bc.ca>

Phone: 250-334-5516
Email: ian.heselgrave@sd71.bc.ca