

REGULAR BOARD MEETING AGENDA

Tuesday, June 25, 2024
7:00 pm

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

<http://www.comoxvalleyschools.ca>

Alternatively, copies are available on request from marlene.leach@sd71.bc.ca

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

Question items regarding agenda items can be submitted to boardmeetings@sd71.bc.ca.
As per Board Procedural Bylaw, questions relating to any matter connected with the business of the current board agenda may be put to the chair. The chair may respond or redirect to another board member or executive officer of the board for response.

1. Call to Order

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

2. Adoption of Agenda

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the June 25, 2024, Board Meeting Agenda as presented.

3. Board Meeting Minutes

Pages 1-5

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the minutes from the May 28, 2024, Regular Public Board Meeting as presented.

4. Unfinished Business - None

5. Record of In-Camera Meeting Minutes

Page 6

- May 28, 2024 – Regular In-Camera Meeting
- June 11, 2024 – Closed Committee of the Whole Meeting

6. **Board Chair's Written Report**

Pages 7-8

7. **Presentations / Delegations – None**

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

Next Open Committee of the Whole Meeting:

TOPIC: TBD

DATE: TBD

TIME: TBD

LOCATION: New School Board Office: 2488 Idiens Way, Courtenay

9. **Strategic Direction**

A. Superintendent

i. **Superintendent District Report** - Verbal

ii. **Strategic Plan** – PowerPoint & Briefing Note, Dr. Jeremy Morrow,
Superintendent

Pages 9-10

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Strategic Plan Briefing Note, dated June 25, 2024, as presented.

iii. **AP 506 – Financial Hardship – for Information Only** – attachment
Dr. Jeremy Morrow, Superintendent
a) Updated AP 506 – Financial Hardship

Page 11

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the changes to Administrative Procedure 506 – Financial Hardship, revised June 25, 2024, as information.

iv. **AP 145 – Use of Personal Communication Devices (PCDs) – for Information Only** – attachments, Jay Dixon, Associate Superintendent and Josh Porter, Director of Information Technology

Pages 12-15

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the changes to Administrative Procedure 145 – Use of Personal Communication Devices (PDDs) revised June 25, 2024, as presented.

- v. **AP 350 – District Student Code of Conduct – for Information Only** – attachments, Jay Dixon, Associate Superintendent and Josh Porter, Director of Information Technology

Pages 16-24

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the changes to Administrative Procedure 350 – District Student Code of Conduct revised June 25, 2024, as presented

- vi. **AP 490 – Volunteers – for Information Only** – attachments, Carrie McVeigh, Secretary-Treasurer
- a) Updated AP 490 – Volunteers in District Schools
 - b) Updated AP 490 Appendix A – Criminal Record Search – Volunteers

Pages 25-30

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the changes to Administrative Procedure 490 - Volunteers in District Schools, and Administrative Procedure 490 Appendix A - Criminal Record Search -Volunteers, revised June 25, 2024, as presented.

- vii. **Board/Authority Authorized (BAA) Courses** – Briefing Note
Dr. Vivian Collyer, Associate Superintendent

Pages 31-70

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Board/Authority Authorized (BAA) Courses as presented in the briefing note dated June 25, 2024, as presented.

B. Secretary-Treasurer

- i. **SD71 2023 PSO Climate Change Accountability Report (CCAR)**
Attachment, Molly Proudfoot, Director of Operations

Pages 71-111

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the SD71 2023 PSO Climate Change Accountability Report (CCAR) as presented.

- ii. **2025/26 Major and Minor Capital Plan** – Briefing Note,
Molly Proudfoot, Director of Operations

Pages 112-114

Motion:

That in accordance with Section 142 of the School Act, the Board of Education of School District No. 71 (Comox Valley) approve the Major Five-Year Capital Plan for 2025/26, as presented and outlined in the Briefing Note dated June 25, 2024, titled 2025/26 Major Capital Plan and Building Envelope Program submission.

- iii. **Capital Plan Bylaw 2024/25-CPSD71-02 Amendment** - Briefing Note,
Carrie McVeigh, Secretary-Treasurer

Pages 115-148

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) give all three readings of the Capital Bylaw No. 2024/25-CPSD71-02 in one meeting.

Motion (3 readings):

THAT the Board of Education of School District No. 71 (Comox Valley) adopt the Amended 2024/2025 Capital Bylaw cited as School District No. 71 (Comox Valley) Capital Bylaw No. 2024/25-CPSD71-02, being a bylaw associated with the 2024/25 Capital Plan as identified in the Capital Plan Response letter, dated May 16, 2024, issued by the Capital Management Branch, Ministry of Education and Child Care.

Read for a first time this 25th day of June, 2024

Read for a second time this 25th day of June, 2024

Read for a third time this 25th day of June, 2024 and adopted

- iv. 2024-25 Preliminary Annual Budget and Bylaw** – Briefing Note, Carrie McVeigh, Secretary-Treasurer, and Jennifer Nelson, Assistant Secretary Treasurer

Pages 149-168

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) give all three readings of the School District No. 71 (Comox Valley) Annual Budget Bylaw for fiscal year 2024/2025, in one meeting.

That the Board of Education of School District No. 71 (Comox Valley) adopt the Annual Budget Bylaw for fiscal year 2024/2025 cited as “School District No. 71 (Comox Valley) Annual Budget Bylaw for fiscal year 2024/2025”, being a bylaw associated with the annual budget showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$157,785,254, for the 2024/2025 fiscal year.

Read a first time and adopted this 25th day of June, 2024.

Read a second time and adopted this 25th day of June, 2024.

Read a third time and adopted this 25th day of June, 2024.

- v. Estimated Accumulated Reserve 2023-24** – Briefing Note, Carrie McVeigh, Secretary-Treasurer

Pages 169-170

Motion

THAT the Board of Education of School District No.71 (Comox Valley) receive the Estimated Accumulated Reserve 2023-24 briefing note, dated June 25, 2024, as presented.

- vi. **Quarter 4 Financial Update – 2023-24 Amended Annual Budget –**
Briefing Note, Carrie McVeigh, Secretary-Treasurer

Pages 171-173

Motion

THAT the Board of Education of School District No.71 (Comox Valley) receive the Quarter 4 Financial Update – 2023-24 Amended Annual Budget briefing note, dated June 25, 2024, as presented.

- vii. **Tribune Bay Outdoor Education Center (TBOEC) Final Report**
Dr. Russell Horswill, Strategic Consulting Services Ltd.

Pages 174-208

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Tribune Bay Outdoor Education Center (TBOEC) Final Report dated June 10, 2024, as presented.

- i. **Trustee Remuneration –** Briefing Note, Carrie McVeigh, Secretary-Treasurer

Page 209

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Briefing Note, Trustee Remuneration, dated June 25, 2024, as presented.

- ii. **Feeding Futures –** Verbal Update, Carrie McVeigh, Secretary-Treasurer

10. **A. Open Committee of the Whole**

- i. **Open Committee of the Whole Board Report – June 11, 2024**

Pages 210-212

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) receive the Open Committee of the Whole Board Report dated June 11, 2024, as presented.

B. Ad Hoc Policy Committee

- i. **Ad Hoc Policy Committee Report to the Board – May 29, 2024**

Pages 213-214

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) receive the Ad Hoc Policy Committee Report to the Board dated May 29, 2024, as presented.

- ii. **Ad Hoc Policy Committee Report to the Board – June 19, 2024**

Pages 215-216

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) receive the Ad Hoc Policy Committee Report to the Board dated June 19, 2024, as presented.

- iii. **Next Ad Hoc Policy Committee Meeting: TBD**

11. Board Business

A. 2024-25 Board Public Meeting Schedule – Michelle Waite, Board Chair

Page 217

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) approve the 2024-25 Public Board Meeting Schedule as presented.

B. Trustee Written Report: Indigenous Education Council (IEC) Meeting

Page 218

Susan Leslie, Trustee

12. Board Correspondence

A. Letter: 2024-25 Indigenous Education Council (IEC) Budget

Pages 219-220

Michelle Waite, Board Chair

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) receive the 2024-25 Indigenous Education Council (IEC) Budget Letter, dated June 05, 2024, as presented.

13. Public Question Period to the Board – max. 15 minutes

14. Adjournment

Motion:

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

REGULAR BOARD MEETING MINUTES
Tuesday, May 28, 2024
7:00 pm

Attendance In Person:

Trustees:

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

Staff:

Dr. Jeremy Morrow, Superintendent of Schools
Dr. Russell Horswill, Acting Secretary-Treasurer
Carrie McVeigh, Secretary-Treasurer
Jennifer Nelson, Assistant Secretary-Treasurer
Candice Hilton, Director of Finance
Craig SoroChan, Manager of Communications

Regrets: None

Recording Secretary: Heidi Bell, Sr. Executive Assistant

1. Call to Order

The Board Chair, Michelle Waite called the meeting to order at 7:04 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 Board of Education of School District No.71 (Comox Valley) adopt the May 28, 2024, Board Meeting Agenda as presented.

[Howe/Leslie]

CARRIED

3. Board Meeting Minutes

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the April 23, 2024, Regular Public Board Meeting Minutes as presented.

[May Sacht/Howe]

CARRIED

4. Unfinished Business – None

Pages

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

Page

- April 23, 2024 – Regular In-Camera Meeting
- May 14, 2024 – Closed Committee of the Whole Meeting

6. **Board Chair's Written Report**

Pages

The Board Chair reviewed the topics of her written report.

7. **Presentations / Delegations - None**

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

Next Open Committee of the Whole Meeting:

TOPIC: DRAFT Strategic Plan Presentation & 2024/25 Annual Budget
DATE: June 11, 2024
TIME: 7:00 pm
LOCATION: SBO, Board Room

9. **Strategic Direction**

A. Superintendent

i. School Fees – Briefing Note, Dr. Jeremy Morrow, Superintendent

The Superintendent spoke to the School Fees Briefing Note and highlighted the importance for all parents to know about Administrative Procedure 506 – Financial Hardship. If anyone would like to access this procedure, please reach out to a trusted staff member. It was also mentioned that all fees associated with all school-based activities will be covered under this procedure. Awareness of this AP will be communicated with schools, families, and the public and will be updated on the district website.

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) approve the attached School Fees Schedules for the 2024-25 school year.

[Leslie/McCannel-Keene]

CARRIED

ii. Strategic Plan – Verbal Update, Dr. Jeremy Morrow, Superintendent

The Superintendent was excited to announce the progress made during the Strategic Plan Writing Team days. A few months ago, we started the Strategic Plan planning process. It began with an extensive visioning exercise and a focus on core competency

development in student learning, gathering over 500 detailed responses through an online survey.

The district conducted four in-person community engagement sessions to gather valuable input. An engagement session was held with the K'ómoks First Nation, emphasizing the importance of heart-led leadership and hearing the need for our system to have an open doorway and a heart.

The Writing Teams started in April with a diverse team, including Students, District Parent Advisory Council representatives, Indigenous Education Council representatives, Elders, Teachers, Support Staff, Principals and Vice-Principals, Trustees and Senior Leadership.

Throughout the four-writing session, the team made significant progress, synthesizing vast amounts of information and data.

The draft plan has been completed and a presentation of the DRAFT Strategic Plan will be brought to the Open Committee of the Whole, June 11th, 2024.

Special thanks to Lisa Bernoties McCullough for her exceptional facilitation of these sessions and to all the members of the writing team for their time and energy.

B. Secretary-Treasurer

i. 2024-25 Annual Budget – Public Feedback & Next Steps - Briefing Note Carrie McVeigh, Secretary-Treasurer

The Secretary-Treasurer introduced Assistant Secretary-Treasurer, Jennifer Nelson. An acknowledgement of the hard work and dedication was given to both the Assistant Secretary-Treasurer and the Director of Finance, Candice Hilton.

The Assistant Secretary-Treasurer spoke to the briefing note and answered trustee questions.

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) receive the public feedback regarding the 2024-25 Annual Preliminary Operating Budget
[Howe/Leslie]

CARRIED

10. Board Standing Committee Reports

A. Open Committee of the Whole

i. Open Committee of the Whole Board Report – May 14, 2024

Pages

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) receive the Open Committee of the Whole Board Report dated May 14, 2024, as presented.
[Howe/May Sacht]

CARRIED

B. Ad Hoc Policy Committee

i. Ad Hoc Policy Committee Report to the Board – December 18, 2023

The Board Chair noted and apologized for the delay on the December 18th Ad Hoc Policy Committee Report to the Board.

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) receive the Ad Hoc Policy Committee Report to the Board dated December 18, 2023, as presented.

[Aldinger/Leslie]

CARRIED

ii. Ad Hoc Policy Committee Report to the Board – May 01, 2024

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) receive the Ad Hoc Policy Committee Report to the Board dated May 01, 2024, as presented.

[Howe/McCannel-Keene]

CARRIED

iii. Next Ad Hoc Policy Committee Meeting:

4:00 pm, Wednesday, May 29, 2024

11. Board Business - None

A. Trustee Verbal Report - Gender-Based Violence Committee

Shannon Aldinger, Trustee

Trustee Aldinger updated the Board on the Gender-Based Violence Committee. Invitations have been sent out to the partner groups, inviting them to participate in the committee. Positive feedback has been received from everyone invited. Scheduling will proceed and an introductory committee meeting occurring before the end of June with the expectation of great diligence in to the next school year.

B. Trustee Written Report: Indigenous Education Council (IEC) Meeting

Susan Leslie, Trustee

Trustee Leslie spoke to the Indigenous Education Council Trustee Report, making note of the importance and relevancy to the Deputy Minister's Bulletin on Indigenous Education Council Funding.

12. Board Correspondence - None

13. Public Question Period

The Board Chair directed public questions to Senior Leaders.

Page

14. Meeting Adjourned – 7:49 pm

MOTION:

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

[May Sacht/Aldinger]

CARRIED

Board Approved on:
June 25, 2024

Certified Correct:

Carrie McVeigh
Secretary-Treasurer

Michelle Waite
Board Chair

RECORD OF IN-CAMERA MEETINGS

TO: Board of Education

DATE: June 25, 2024

FROM: Office of the Secretary Treasurer

RE: Record of In-Camera Meetings

RECORD PURSUANT TO SECTION 72 OF THE *SCHOOL ACT*

Matters discussed and decisions reached at the Special and Regular In-Camera meetings, and Closed Committee of the Whole meetings held since the last such report:

May 28, 2024 – Regular In-Camera Meeting

1. Receipt of and updates on two land/property matters
2. Receipt of and updates on one personnel/legal matters

The meeting was called to order at 6:00 pm, recessed at 6:58 pm, resumed at 8:04 pm and adjourned at 9:06 pm.

June 11, 2024 – Closed Committee of the Whole Meeting

1. Receipt of and updates on one strategic direction matter
2. Receipt of and updates on two finance and operations matters
3. Receipt of and updates of two governance matters

The meeting was called to order at 4:35 pm recessed at 6:22 pm, resumed at 8:55 pm and adjourned at 9:10 pm.

June – there is so much to acknowledge and try to capture. The following are some highlights and snapshots of some of the many elements from this month at Comox Valley Schools.

Embedded in June are the weavings of National Indigenous History Month, recognizing the rich history, heritage, resilience, and diversity of First Nations, Inuit, and Métis. June 21 was National Indigenous Peoples Day, and we hope you found an opportunity to participate, learn, and celebrate in your own way or at one of the events in our community.

June is Pride Month and has been an opportunity to reinforce, through education and celebration, our commitment to diversity and our 2SLGBTQAI+ community. It's been wonderful seeing our school community embracing and promoting inclusion and acceptance.

June is traditionally a month in our schools where we acknowledge and celebrate the culmination of a year of exploration, learning, and growth. It is also “grad season,” with events honoring our students moving from one level to another. We began June at the Highland Secondary School graduation, with—thankfully—no rain and eagles joining in alongside K’omoks First Nation Elder Ramona Johnson to start the ceremony in a good way for the graduates. Both NIDES and Mark Isfeld Secondary School École Secondaire graduations filled our hearts, with energy in the rooms reflecting the collective accomplishments of the graduates. The graduation of our Nala’atsi students was not only evidence of the dedication of students but also the many layers of commitment and care to create pathways for the graduates. The graduation of Glacier View Secondary students once again highlighted the many pathways open for our students' educational journeys, as well as their tenacity, and unique gifts. Our final and largest graduation takes place soon, in the last week of June, for GP Vanier Secondary School graduates. This is the largest graduating class in our community, and we are looking forward to another opportunity to recognize and celebrate our graduates.

It takes a village to raise a child, and it takes every employee in our district to educate, support, and, at the end of this journey, to execute graduation events that honour this collective work. Thank you to each and every one of you, and congratulations to each graduate in the Class of 2024!

This June has also been filled with announcements and the official opening of two ministry-funded childcare centers, located at Arden Elementary School and Glacier View Secondary. Mid-June brought the funding announcement for Aspen Park Elementary School, with \$16.5 million in provincial funding for an 11-prefabricated-classroom addition, which will add 270 new seats to this school in a timely manner. It is important to recognize and acknowledge the positive impacts of this expansion that is being supported and funded by the Ministry of Education and Childcare and the BC Government. In our growing community of the Comox Valley, the financial impact of the ministry funding an 11-classroom expansion cannot be understated. The alternative is funding allocated from our annual operating grant.

Over the past year, we have been moving forward with the creation of our Strategic Plan and have been pleased to provide updates on our progress. We are excited to be moving closer to the parameters and pathways that will ground and guide all of our collective work in the upcoming years.

It has been an amazing school year, and heartfelt thanks to everyone who has volunteered, supported, and worked collectively for each and every student in Comox Valley School District. For those who are retiring or moving on to other opportunities, thank you for your contribution, and for those who are continuing, thank you, and we look forward to seeing you in September.

Gilakas'la

TO:	Board of Education	DATE: June 25, 2024
FROM:	Dr. Jeremy Morrow, Superintendent	
RE:	Strategic Plan – Action Plan	

Action Plan – Strategies and Structures

Please note the following changes to the design principles from what was presented on June 11th in the Committee of the Whole Meeting:

- Social and Emotional Well-Being has been added alongside Inclusion
- Nature-Based Learning has been re-named to Land-Based learning

“If we create inclusive, wholistic, and personalized learning environments through ...

Decolonizing and Indigenizing

Our approach incorporates decolonizing practices and learning from knowledge keepers to Indigenize our educational environments and practices. This restorative, strength-based method honors the traditional knowledge and ways of being of the K’ómoks peoples (Pentlatch, leeksun, Sahtloot, and Sasitla), the traditional keepers of this territory. Gathering in a circle fosters relationships, identity, connection, and reflection, nurturing the whole person. We are committed to ongoing education on our journey to reconciliation, including learning Canada’s true history and exploring cultural humility.

Inclusion and Social Emotional Well-Being

We honor diverse learning needs and respect every child’s dignity and unique gifts. Each student is seen, heard, and valued, driving the creation of compassionate learning environments that promote belonging, positive mental health, and deep, meaningful learning. Socially and emotionally safe spaces ensure the right tools, resources, spaces, and access points are available.

Personalized Learning

This principle fosters student agency, encouraging creativity and inquiry through individual choice, voice, relevance, and engagement. Continuous feedback and reflection support progress along each student’s unique learning journey.

Student-Centered Assessment

This approach provides students with voice and choice in demonstrating their learning. It prioritizes formative, peer, and self-assessment, goal setting, co-creating criteria, and descriptive feedback.

Experiential Learning

Experiential learning involves collaboration, communication, reflection, and hands-on, real-world learning. It connects learners with their gifts, strengths, and interests, creating time and space for relationships with the

community, land, and natural environments. This approach is inclusive of diverse perspectives, interconnected with an Indigenous worldview, and incorporates the First Peoples' Principles of Learning.

Flexible Learning Environments

These settings offer various learning spaces, resources, equipment, and approaches to honor and respect each student's unique gifts and diverse learning needs. They engage students collaboratively and create reciprocal relationships with each other, the land, and the community.

Digitally Enhanced Learning

This principle supports access to information, collaboration, knowledge construction, innovative design, computational thinking, and creative communication. It prepares learners for a technological landscape, providing digital tools that amplify engagement and make deeper learning accessible and learner-centered.

Land-Based Learning

Honoring our connection to the land of the Pentlatch, leeksun, Sahtloot, and Sasitla (K'ómoks), Land-Based Learning fosters a respectful and reciprocal relationship with the natural world. This relationship nurtures individual well-being, identity, and strengths, encouraging stewardship for future generations.

... then we believe we will enhance each student's development of the Core Competencies over time."

Respectfully submitted,

Jeremy Morrow

Superintendent of Schools

FINANCIAL HARDSHIP

Background

No student is to be denied the opportunity to participate in a course or specialty academy and/or activity associated with a course or specialty academy in which they are enrolled because of financial hardship. Financial hardship will not prevent a student from participating in a field trip provided that he/she fulfills the criteria established for the trip.

Procedures

1. A District fee/deposit waiver procedure is in place in each school. The procedure is as follows.
 - 1.1. Any parent experiencing financial hardship may request a fee waiver by contacting a staff member of the school. No such request will be unreasonably denied.
 - 1.2. All requests are held in strict confidentiality, respecting the privacy of the family.
 - 1.3. Notification of District fee waiver procedures are to be placed on the school website. Notification of fee waiver procedures will be communicated to students and parents where any fees are being charged.

Reference: Section 20, 22, 65, 82, 82.1, 82.2, 82.3, 82.4, 85 School Act
Ministerial Order 236/07

Adopted: June 25, 2019
Revised: June 25, 2024

USE OF PERSONAL ~~COMMUNICATION-DIGITAL~~ DEVICES (~~PDC~~Ds)

Background

Openness to new and future technologies and their educated use create opportunities for many constructive and positive uses that can aid the instructional process. Further, regulated use of some personal communication devices in the school and community may contribute to the safety and security of students and staff. However, unregulated use of such devices may pose a risk to personal safety; may disrupt instruction; may invade personal privacy; and may compromise academic integrity.

Procedures

1. Personal ~~Communication-Digital~~ Devices (~~PDC~~Ds/~~PDD~~s) are not to be operated during regularly scheduled instructional time, or during any school sponsored activity, such as an assembly or talk by a guest speaker, unless such use facilitates the learning activity as permitted by the teacher to enhance digital literacy and support instructional goals.
 - 1.1 Normally, ~~PDC~~Ds/~~PDD~~s are to be stored and in silent mode during instructional and school sponsored activities.
2. ~~PDC~~Ds/~~PDD~~s are not to be taken into test or examination settings, unless students have been given permission to do so.
3. ~~PDC~~Ds/~~PDD~~s are not to be used in settings such as change rooms, washrooms, private counseling rooms, that have the potential to violate a person's reasonable expectation of privacy.
4. No images of students or staff in schools or at associated facilities or activities are to be uploaded to school, public or private websites without the written consent of the person or persons and/or their parents, in the photograph or video.
5. Students who bring ~~PDC~~Ds/~~PDD~~s to the school are expected to comply with all parts of Administrative Procedure 350 – District Student Code of Conduct and Administrative Procedure 140 – Acceptable use of Technology. Students who consistently refuse to comply with the District's procedures for use of ~~PDC~~Ds/~~PDD~~s in the school setting may be subject to disciplinary measures detailed in the school's rules, as well as the steps outlined in Administrative Procedure 350.
 - 5.1 Principals will use progressive discipline reflective of the age and maturity of the student, any special needs, and the severity and frequency of the unacceptable conduct.
6. Principals, in consultation with staff and appropriate stakeholders (including the parents' advisory councils), will consider the age and developmental stage of students to ensure appropriate and responsible usage of PDDs and to~~are to formulate~~ develop and implement specific procedures appropriate to ~~at~~ each school site.

7. In the event of an emergency, such as a lockdown or an evacuation, the Principal will develop and inform the school community of the acceptable use of ~~PCDs~~PDDs in that emergency situation.

8. Individual medical and health considerations help to inform PDD usage policies to prioritize student well-being. For example, students with medical conditions may require access to PDDs for communication or health monitoring purposes.

7.9. Special considerations will be made to accommodate accessibility for students with diverse needs such as those requiring assistive technology or alternative formats for digital content. In addition, the District will ensure that PDDs serve as tools for academic enrichment rather than sources of inequality by providing clear guidelines and equitable access to technology.

8.10. ~~PCDs~~PDDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner/user. The District assumes no responsibility for the safety, security, loss, repair or replacement of ~~PCDs~~PDDs.

8.10.1 ~~PCDs~~PDDs which are taken temporarily from students by teachers or administrators must be securely stored.

Reference: Sections 6, 8, 17, 20, 22, 65, 85 School Act
School Regulation 265/89

Adopted: June 25, 2019
Revised: May June 25, 2024

USE OF PERSONAL DIGITAL DEVICES (PDDs)

Background

Openness to new and future technologies and their educated use create opportunities for many constructive and positive uses that can aid the instructional process. Further, regulated use of some personal communication devices in the school and community may contribute to the safety and security of students and staff. However, unregulated use of such devices may pose a risk to personal safety; may disrupt instruction; may invade personal privacy; and may compromise academic integrity.

Procedures

1. Personal Digital Devices (PDDs) are not to be operated during regularly scheduled instructional time, or during any school sponsored activity, such as an assembly or talk by a guest speaker, unless such use facilitates the learning activity as permitted by the teacher to enhance digital literacy and support instructional goals.
 - 1.1 Normally, PDDs are to be stored and in silent mode during instructional and school sponsored activities.
2. PDDs are not to be taken into test or examination settings, unless students have been given permission to do so.
3. PDDs are not to be used in settings such as change rooms, washrooms, private counseling rooms, that have the potential to violate a person's reasonable expectation of privacy.
4. No images of students or staff in schools or at associated facilities or activities are to be uploaded to school, public or private websites without the written consent of the person or persons and/or their parents, in the photograph or video.
5. Students who bring PDDs to the school are expected to comply with all parts of Administrative Procedure 350 – District Student Code of Conduct and Administrative Procedure 140 – Acceptable use of Technology. Students who consistently refuse to comply with the District's procedures for use of PDDs in the school setting may be subject to disciplinary measures detailed in the school's rules, as well as the steps outlined in Administrative Procedure 350.
 - 5.1 Principals will use progressive discipline reflective of the age and maturity of the student, any special needs, and the severity and frequency of the unacceptable conduct.
6. Principals, in consultation with staff and appropriate stakeholders (including the parents' advisory councils), will consider the age and developmental stage of students to ensure appropriate and responsible usage of PDDs and to develop and implement specific procedures appropriate to each school site.

7. In the event of an emergency, such as a lockdown or an evacuation, the Principal will develop and inform the school community of the acceptable use of PDDs in that emergency situation.
8. Individual medical and health considerations help to inform PDD usage policies to prioritize student well-being. For example, students with medical conditions may require access to PDDs for communication or health monitoring purposes.
9. Special considerations will be made to accommodate accessibility for students with diverse needs such as those requiring assistive technology or alternative formats for digital content. In addition, the District will ensure that PDDs serve as tools for academic enrichment rather than sources of inequality by providing clear guidelines and equitable access to technology.
10. PDDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner/user. The District assumes no responsibility for the safety, security, loss, repair or replacement of PDDs.
 - 10.1 PDDs which are taken temporarily from students by teachers or administrators must be securely stored.

Reference: Sections 6, 8, 17, 20, 22, 65, 85 School Act
School Regulation 265/89

Adopted: June 25, 2019
Revised: May 2024, June 25, 2024

DISTRICT STUDENT CODE OF CONDUCT

Background

The District endorses a set of desirable personal and interpersonal character traits that incorporate universal values common to all religions and ethnic-cultural groups, including respect, integrity, empathy, compassion, independence, cooperation, responsibility and self-control.

Students are to learn, practice and develop such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful and safe learning environments. Students are further to respect diversity and refrain from demonstrating any form of discrimination as set out in the British Columbia Human Rights Code, including gender identity and gender expression. Students are to foster a sense of belonging amongst all students.

Within the aforementioned context, students are to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant, responsive and contributing members of society.

Procedures

1. In displaying acceptable behaviour, students are to:
 - 1.1 Use their abilities and talents to gain maximum learning benefits from their school experiences;
 - 1.2 Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
 - 1.3 Co-operate fully with everyone authorized by the District to provide education programs and other services;
 - 1.4 Comply with all applicable federal, provincial and municipal laws, and the rules of the District and school;
 - 1.5 Account to their teachers for their conduct;
 - 1.6 Attend school regularly and punctually;
 - 1.7 Use non-violent means to resolve conflict;
 - 1.8 Treat all other students and staff with dignity, respect and fairness at all times;
 - 1.9 Contribute to a learning environment that is free from physical, emotional, and social abuse;
 - 1.10 Take appropriate measures to help those in need; and
 - 1.11 Demonstrate honesty and integrity.

2. Students are accountable for demonstrating respect for:
 - 2.1 Authority;
 - 2.2 Others and their property;
 - 2.3 School property, equipment and textbooks; and
 - 2.4 Differences in ethnicity, race, religion, sexual orientation, gender identity or expression.
3. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the school building, during the school day, during school related activities or by electronic means.

Examples of such behaviours include, but are not limited to:

- 3.1 Publication of any item that discriminates against a person or a group or class of persons because of race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.
- 3.2 Denial of accommodation, service or facility customarily available to the public because of race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.
- 3.3 Use, possession of, sale, distribution of or active contact with, a weapon on a student's person, in a student's locker or desk, on District property, or in a vehicle on District property used by a student or occupied by a student as a passenger;
- 3.4 Threats;
- 3.5 Conduct which endangers others;
- 3.6 Encouraging conduct which endangers or may endanger others;
- 3.7 Encouraging unacceptable conduct;
- 3.8 Use or display of improper, obscene or abusive language;
- 3.9 Distribution or display of offensive messages or pictures;
- 3.10 Theft, including identity theft;
- 3.11 Assault;
- 3.12 Willful damage to school or others' property;
- 3.13 Use, possession of, distribution of, or active contact with, or collection of money for controlled drugs, alcohol, or inhalants in school, on Board property or in the context of any school-related activity;
- 3.14 Attending school or any school-related activity under the influence of controlled drugs, alcohol or inhalants;
- 3.15 Personal or sexual harassment;
- 3.16 Hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs and secret organizations;

- 3.17 Extortion;
 - 3.18 Disruptive behaviour, willful disobedience or defiance of authority;
 - 3.19 Interfering with the orderly conduct of classes or the school;
 - 3.20 Tampering with fire alarms and safety equipment;
 - 3.21 Criminal activity;
 - 3.22 Contravention of the school's code of conduct;
 - 3.23 Workplace violence;
 - 3.24 Bullying, including cyber-bullying; and
 - 3.25 ~~Inappropriate information technology use.~~ Contravention of AP 140 and/or AP 145
4. Unacceptable student behaviour:
- 4.1 may be grounds for disciplinary action; and
 - 4.2 provides an opportunity for critical learning in the areas of:
 - 4.2.1 Personal accountability and responsibility;
 - 4.2.2 The development of empathy;
 - 4.2.3 Conflict resolution;
 - 4.2.4 Communication; ~~and~~
 - 4.2.5 Social skills development; and
 - 4.2.54.2.6 Digital literacy skills.-
5. When responding to unacceptable student behaviour, the following are to be considered:
- 5.1 The effect of the student's behaviour upon other students, the staff, the school, and the community;
 - 5.2 The nature of the action or incident that calls for disciplinary or alternative measures;
 - 5.3 The student's previous conduct and previous interventions;
 - 5.4 The student's age, maturity and abilities;
 - 5.5 The impact of proposed action on the student's future behaviour;
 - 5.6 The student's learning needs; and
 - 5.7 Any other information considered appropriate or relevant.
6. The consequences of unacceptable behaviour may be:
- 6.1 Assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location;
 - 6.2 Short term removal of privileges;
 - 6.3 Detention;

- 6.4 Alternative interventions such as community conferencing or other forms of restorative justice;
 - 6.5 Corrective student transfer;
 - 6.6 Suspension; and
 - 6.7 Recommendation for expulsion.
7. Students will contribute, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.

Legal Reference: Section 20, 22, 23, 65, 85 School Act
Freedom of information and Protection of Privacy Act
Human Rights Code
Canadian Charter of Rights and Freedoms
Canadian Human Rights Act
Criminal Code of Canada

Adopted: June 25, 2019

Revised: June 25, 2024

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 - 1.6 Attend school regularly and punctually;
 - 1.7 Use non-violent means to resolve conflict;
 - 1.8 Treat all other students and staff with dignity, respect and fairness at all times;
 - 1.9 Contribute to a learning environment that is free from physical, emotional, and social abuse;
 - 1.10 Take appropriate measures to help those in need; and
 - 1.11 Demonstrate honesty and integrity.

- 1.12 Comply with all school and District rules related to the use of personal digital devices as per Administrative Procedure 145 – Use of Personal Digital Devices (PDDs).

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- 3.3 Use, possession of, sale, distribution of or active contact with, a weapon on a student's person, in a student's locker or desk, on District property, or in a vehicle on District property used by a student or occupied by a student as a passenger;
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Criminal Code of Canada

Adopted: June 25, 2019
Revised: June 25, 2024

VOLUNTEERS IN DISTRICT SCHOOLS

Background

Volunteers can be of valuable assistance to school staff in support of school activities. Involvement of volunteers is, therefore, encouraged in activities for which the volunteer is qualified, and which do not interfere with or replace employees performing their regular duties.

Procedures

1. The establishment of a volunteer program shall be at the discretion of the Principal in consultation with the staff in each school.
2. Teachers wishing to participate in a volunteer program shall notify the Principal.
3. Before they can begin to work in a school, volunteers shall be required to provide a [Vulnerable Sector Criminal Records Search through the Criminal Record Review Program \(CRRP\)](#), [BC Ministry of Public Safety and Solicitor General by the RCMP](#), [which must be repeated every 5 years \(-good for 3-5 years. \(See AP490 Appendix A\)-as well as a complete and sign the Volunteer Code of Conduct \(AP 490 Appendix B\).](#)
4. [Volunteers have acknowledged that they have reviewed and agree to abide by the District's Volunteer Code of Conduct in connection with submitting completing a Vulnerable Sector Criminal Record Search. request for the District.](#)
- 4.5. Volunteers shall be subject to the authority of the Principal and the staff member with whom they are working. The degree of supervision, direct or indirect, to be provided by the staff member shall be determined by the staff member and the volunteer, subject to the approval of the Principal.
- 5.6. Volunteers may be asked to discontinue their service if their help is no longer needed, if they prove to be counter-productive, or if they fail to keep their commitment.
- 6.7. Parents, volunteers, teachers, other staff members and students are to fully understand the function of volunteers in the school. Volunteers shall not, in whole or in part, perform work that falls within the scope of a bargaining unit.
- 7.8. Principals using volunteers shall provide appropriate orientation training as required, and ongoing supervision.
- 7.18.1 The staff of the school shall define in general terms and the supervising staff member in specific terms those tasks to be assigned to volunteers.
- 8.9. If volunteers deal with [children/children](#), they shall follow protocols developed by teachers.

~~9.10.~~ Basic insurance coverage for volunteers will be provided under the District's blanket insurance policy for injury sustained while and in consequence of performing regular and assigned duties of the volunteer occupation with the District, while under the direction and control of the District.

~~10.11.~~ Volunteers are to be regarded as an integral member of the team working with students, but they may not undertake tasks requiring educational decisions.

~~11.12.~~ Volunteers ~~can not~~cannot be paid/employed or receive any compensation (including self-fundraising) by third party organizations to volunteer in schools in Comox Valley School District.

~~12.13.~~ Any volunteers who publicly display or communicate a belief contrary to beliefs of the School District as outlined in either a District Policy, Administrative Procedures or the School Act ~~my~~may be asked to discontinue their service pending an investigation into said concerns.

~~13.14.~~ Volunteers will not promote or recruit students or staff for any specific ideology or religious belief.

Reference: Section 7.1, 17, 20, 22, 26.1, 65, 85 School Act
Freedom of Information and Protection of Privacy Act

Adopted: May 19, 1992

Amended: June 25, 2019, February 2023, ~~March~~June 25, 2024

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4. Volunteers have acknowledged that they have reviewed and agree to abide by the District's Volunteer Code of Conduct in connection with completing a Vulnerable Sector Criminal Record search.
5. Volunteers shall be subject to the authority of the Principal and the staff member with whom they are working. The degree of supervision, direct or indirect, to be provided by the staff member shall be determined by the staff member and the volunteer, subject to the approval of the Principal.
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Freedom of Information and Protection of Privacy Act

Adopted: May 19, 1992
Amended: June 25, 2019, February 2023, June 25, 2024

CRIMINAL RECORD SEARCH - VOLUNTEERS

Background

Volunteers who fall into one or more of the following groups will be asked to complete a Vulnerable Sector Criminal Record check through the Criminal Records Review Program, BC Ministry of Public Safety and Solicitor General as directed by the Principal.

- Non-parents – those who do not have children attending the school where they will be volunteering;
- Long-term volunteers – those who have volunteered to take part in activities with students which will extend over a significant period of time (in excess of one month);
- Independent volunteers – those whose activities would have them working with students without the direct supervision of a teacher or other authorized District employees.

Procedures

1. The Principal will adjudicate questions about whether or not a volunteer is to be required to have a criminal record check.
2. The Principal of the school involved will receive in confidence directly from the law enforcement agency conducting the search all criminal record check results, which will indicate whether or not the individual is cleared for volunteer work.
3. The criminal record check will be valid for three-five years. If there are any changes to the volunteers CRS status in the 3-5 years, it is the responsibility of the volunteer to disclose the changes to the Principal.
4. If an individual has not been cleared for volunteer work, they may request a meeting with the Principal.
5. If the law enforcement agency levies a fee for performing the criminal record check, the Principal will reimburse the volunteer upon submission of a receipt.

Reference: Section 7.1, 17, 20, 22, 26.1, 65, 85 School Act
Freedom of Information and Protection of Privacy Act

Adopted: March 5, 2002

Revised: June 25, 2019, September 2022, March June 25, 2024

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Procedures

1. The Principal will adjudicate questions about whether or not a volunteer is to be required to have a criminal record check.
2. The Principal of the school involved will receive in confidence directly from the law enforcement agency conducting the search all criminal record check results, which will indicate whether or not the individual is cleared for volunteer work.
3. The criminal record check will be valid for five years. If there are any changes to the volunteers CRS status in the 5 years, it is the responsibility of the volunteer to disclose the changes to the Principal.
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Freedom of Information and Protection of Privacy Act

Adopted: March 5, 2002

Revised: June 25, 2019, September 2022, June 25, 2024

BRIEFING NOTE

TO: The Board of Education
FROM: Dr. Vivian Collyer, Associate Superintendent
RE: Board/Authority Authorized (BAA) courses

DATE: June 25, 2024

PURPOSE:

To bring forward four Board/Authority Authorized courses for review and approval.

BACKGROUND:

Four Board/Authority Authorized courses are being brought forward for review. They are a bundle of courses in Grades 9-12 entitled *Model United Nations* and will be offered at Mark R. Isfeld Secondary School.

ANALYSIS:

The *Model United Nations* courses are an experiential learning opportunity that develops students' competence in leadership, diplomacy, and teamwork. Students participate in Model United Nations conferences where they are placed in committees and assigned to represent officials from various member-states. During debate, delegates discuss and propose various solutions to current global issues, which range from regional conflicts and international security, to matters of human rights and gender equality. Crisis simulations challenge students to apply their understandings of global affairs to solve complex issues and must work together to find solutions. The *Model United Nations* courses are 4-credit offerings with 80-100 hours of instruction, and foster development of the Core Competencies and the knowledge and skills of the educated citizen.

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

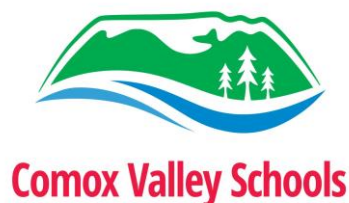
RECOMMENDATION:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Board/Authority Authorized (BAA) Courses as presented in this briefing note dated June 25, 2024.

Respectfully submitted,

Vivian Collyer

Associate Superintendent
Comox Valley Schools



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District 71 Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): 71
Developed by: Alissa Mather & Heather Beckett	Date Developed: Nov. 28 2023
School Name: École Mark R. Isfeld Secondary School	Principal's Name: Brian McAskill
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Model United Nations	Grade Level of Course: 9
Number of Course Credits: 4	Number of Hours of Instruction: 80-100

Board/Authority Prerequisite(s):

No prerequisite

Special Training, Facilities or Equipment Required:

Model UN conference training (language, timing, and protocol) is conducted at weekly lunch meetings. Students engage in “mock” conferences in order to experience the flow of debate and understand the individual and committee goals/expectations before attending professional conferences. Students require formal western business attire. School needs to support students with laptops as needed.

Course Synopsis:

Model United Nations, or MUN, is an academic activity that simulates the debate, political discourse, and diplomacy found in the United Nations. Students in Model United Nations conferences, known as delegates, are placed in committees and assigned to represent officials from various member-states. During debate, delegates are able to participate in discussions and propose various solutions to current global issues. These issues may range from regional conflicts and international security, to matters of human rights and gender equality. Crisis simulations test delegates' abilities to work under pressure, and challenge them to apply their understandings of global affairs to solve complex issues. Through these exchanges, delegates are not only immersed in a thriving political environment, but they must also work together in order to achieve a cohesive solution.

Model United Nations emphasizes leadership, diplomacy, and teamwork. Students are given the opportunity to develop an invaluable sense of international awareness, and to foster practical skills in research, public speaking, and conflict resolution in a fun and invigorating environment. The Model UN experience aligns perfectly with the new BC Curriculum, as students develop greater critical thinking, creative thinking, and communication skills - all while developing a sense of personal identity and social responsibility. Students learn to become more aware, educated, and thoughtful global citizens. Although conferences only last a few days, the skills and experiences that delegates gain last forever.

Goals and Rationale:

- Students will develop a beginning understanding of the function of the United Nations, along with the pitfalls of international diplomacy.
- Students will learn to recognize complex global issues from a wide array of perspectives
- Students will forge a stronger personal identity through active reflection
- Students will develop their oral and aural communication skills, as well as their creative and critical thinking skills.

Aboriginal Worldviews and Perspectives:

Indigenous content is often highlighted at MUN conferences when students are discussing a UN agreement that impacts Indigenous people across the planet (ex. UN Declaration on the Rights of Indigenous Peoples, or UN Convention on the Rights of the Child (UNCRC)). Students have the opportunity to learn about various global Indigenous groups, and explore their shared or unique successes and challenges.

Model United Nations also incorporates First Peoples Principles of Learning, as the learning is experiential, reflective, and relational (focused on connectedness, reciprocal relationships, and a sense of place/identity). Students engage with other delegates who represent unique perspectives, reflect on their own perspective, and often forge a new or more holistic understanding of complex social, environmental, and political issues. MUN delegates must also showcase patience in actively listening, sharing their speaking time, and demonstrating respect for all representatives at their committee session. The ultimate purpose of MUN is to determine an effective, creative, and collaborative solution to a problem – supporting individuals, families, communities, and the earth. These objectives all align with the First Peoples Principles of Learning.

BIG IDEAS

The development of the United Nations was influenced by historical factors, and related power structures continue to impact international relationships.

The rapid development and proliferation of both technology and consumption has led to profound social, economic, environmental, and political challenges.

Cultural identity can powerfully shape social, political, legal, and environmental values, and inspire diverse solutions to global issues.

Analyzing data from a variety of sources and perspectives allows us to further understand our globally interconnected and interdependent world.

Conflict at a national and global level creates conditions for change, and requires creative and collaborative solutions.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> - Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions - Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance) - Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data and use evidence including data in a position paper and draft resolution writing format (evidence) - Compare and contrast continuities and changes for different groups at particular times and places or if proposed MUN resolutions were to take place (Continuity and change) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> -History and functions of the United Nations - Sustainable Development Goals - Current global issues and related UN Declarations/Conventions -Positive and negative impacts of globalization -Flow of debate and Model UN procedure

- | | |
|--|--|
| <ul style="list-style-type: none">- <u>Recognize</u> how underlying conditions and actions of individuals or groups (sovereign states etc.) influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, political systems, and beliefs and use this understanding in both debate and written formats (perspectives)- Make reasoned ethical judgements about the actions in the past, present, and future, and assess appropriate ways to remember and respond (ethical judgement) | |
|--|--|

Big Ideas – Elaborations

- The development of the United Nations was influenced by historical factors, and related power structures continue to impact international relationships.
- The rapid development and proliferation of both technology and consumption has led to profound social, economic, environmental, and political challenges.
- Cultural identity can powerfully shape social, political, legal, and environmental values, and inspire diverse solutions to global issues.
- Analyzing data from a variety of sources and perspectives allows us to further understand our globally interconnected and interdependent world.
- Conflict at a national and global level creates conditions for change, and requires creative and collaborative solutions.

Curricular Competencies – Elaborations

Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions

Key skills:

- Identify and clarify a problem or issue
- **Summarize and organize** collected data (e.g., in outlines, summaries, notes, timelines, charts, position papers, working papers, draft resolutions)
- Interpret information and data from a variety of maps, graphs, and tables
- Draw conclusions about a problem, issue, or topic
- Assess and defend a variety of positions on a problem, issue, or topic
- Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue
- Interpret and present data in a variety of forms
- Accurately cite sources

Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)

Key questions:

- What role does media play in our understanding of global issues?
- How do different nations react to international issues and crises?
- What role does religion and culture play in forging a nation's perspective?
- What role does geography play in our understanding of and response to global issues?
- What groups are underrepresented in national or international diplomacy?
- Are Indigenous peoples worldviews respected and represented?

Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data and use evidence including data in a position paper and draft resolution writing format (evidence)

Key questions:

- How do we recognize bias?
- How can we understand and communicate a country's perspective that is very different from our own?

Compare and contrast continuities and changes for different groups at particular times and places or if proposed MUN resolutions were to take place (Continuity and change)

Key Questions:

- How can we resolve human rights issues in both developing and developed countries?
- How has the Millennium Development Goals and the Sustainable Development goals changed our world for the better?
- How can countries navigate their personal agendas and the needs of the global community?
- What role do friendly and unfriendly amendments have in the MUN resolution process?

Recognize how underlying conditions and actions of individuals or groups (sovereign states etc.) influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)

Key Questions:

- What is the role of developing nations in the United Nations decision-making process?
- How do the relationships of the permanent members of the Security Council influence the UN's ability to act?
- What are the causes and consequences of armed conflicts?
- What is the connection between natural resources and power struggles?

Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, political systems, and beliefs and use this understanding in both debate and written formats (perspectives)

Key Questions:

- Should a country's sovereignty be respected over all else?
- How does a country's values effect their foreign policy?
- How does a country's history inform their current and future global partnerships?
- How can countries with differing political systems reach a consensus on world issues?

Make reasoned ethical judgements about the actions in the past, present, and future, and assess appropriate ways to remember and respond (ethical judgement)

Key Questions:

- How relevant is the UN in the modern world?
- What are the strengths of weaknesses of the United Nations as the world's largest IGO?
- Should the format of the UN, specifically the Security Council, be reformed?
- Do we have the right to judge national and international decisions based on our own narrow worldview?

Content – Elaborations

History and functions of the United Nations

Sample topics:

- Origin and Evolution of the UN (League of Nations and World War II)
- Global governance structures and processes
- Charter of the United Nations
- Members of United Nations Committees and process of selection
- Organs and branches of the UN
- The power of collective action and role of social movements and governments in tackling global issues

Sustainable Development Goals

- Millennium Development Goals as a precursor to the SDG's
- Dilemmas in development and sustainability
- Role of governments, businesses, NGOs and citizens in sustainable development
- Contested nature of the concept of sustainable development

Current global issues and related UN Declarations/Conventions

- Current global issues may vary (climate change, refugee crisis, nuclear negotiations, arctic exploration, water scarcity, educational reform, global health)
- Universal Declaration of Human Rights
- UN Declaration on the Rights of Indigenous Peoples
- UN Convention on the Rights of the Child

Positive and Negative effects of Globalization

- Impacts of globalization on wealth and inequality
- Imbalances in power relations between rich and poor countries and the impacts
- Global economic and political systems

Flow of debate and Model UN procedure

- Moderated and Unmoderated Caucus
- Leadership roles (Secretariat, Chair, Director)
- Different committees (General Assembly, Security Council, Crisis, Historical)
- MUN specific terminology
- Position paper writing
- Cluster of ideas, working papers, and draft resolutions

Content – Elaborations

- Friendly and unfriendly amendments

Recommended Instructional Components:

The course will involve a combination of in-class instruction, participation in Model UN conferences, and self-reflection.

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

A student's assessment is ongoing and cumulative, and will reflect not only their performance during conferences, but their investment in research and participation in weekly training meetings. There will be no final exam for this course. Instead, students will complete a final conference with the teacher to showcase their portfolio (evidence of research), and discuss how their Model UN experience facilitated growth in their Core Competency skills. Students will be required to upload their conference position papers and/or resolution papers to an online portfolio, and reflect on how these pieces of evidence demonstrate growth in their communication, critical thinking, creative thinking, and personal identity.

Category	Description	Weighting
In-class Experiential Learning	<ul style="list-style-type: none">Students will learn about the history of the United Nations and current global issues. Students will engage in various forms of debate, perspective taking, and collaborative writing to experience the process of Model UN (expectations and flow of debate).	0%
Formative Assessments	<ul style="list-style-type: none">Through checklists, observations, student/teacher interviews, and peer/self-assessments, students will receive formative feedback to further their ability to engage in the Model UN process.	0%
Culminating Experiences	<ul style="list-style-type: none">Students will participate in a number of Model UN conferences throughout the year (2-3), and participation will be assessed through a combination of self-reflections and teacher assessments (performance rubric).	50%
Summative Reflections/ Assessments	<ul style="list-style-type: none">Students will upload their conference position papers and/or resolution papers to an online portfolio, and reflect on how these pieces of evidence demonstrate <u>growth</u> in their communication, critical thinking, creative thinking, and personal identity skills.	50%

Learning Resources:

- Model UN Course Materials (vocabulary, procedure, position paper guide)
- Great Decisions briefing book, DVD, and teachers guide

- Various websites, including:

<http://unausa.org/global-classrooms-model-un/for-educators/curriculum/economics-of-globalization>

Additional Information:



Comox Valley Schools

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District 71 Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): 71
Developed by: Alissa Mather & Heather Beckett	Date Developed: Nov. 28 2023
School Name: École Mark R. Isfeld Secondary School	Principal's Name: Brian McAskill
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Model United Nations	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 80-100

Board/Authority Prerequisite(s):

No prerequisite

Special Training, Facilities or Equipment Required:

Model UN conference training (language, timing, and protocol) is conducted at weekly lunch meetings. Students engage in “mock” conferences in order to experience the flow of debate and understand the individual and committee goals/expectations before attending professional conferences. Students require formal western business attire. School needs to support students with laptops as needed.

Course Synopsis:

Model United Nations, or MUN, is an academic activity that simulates the debate, political discourse, and diplomacy found in the United Nations. Students in Model United Nations conferences, known as delegates, are placed in committees and assigned to represent officials from various member-states. During debate, delegates are able to participate in discussions and propose various solutions to current global issues. These issues may range from regional conflicts and international security, to matters of human rights and gender equality. Crisis simulations test delegates’ abilities to work under pressure, and challenge them to apply their understandings of global affairs to solve complex issues. Through these exchanges, delegates are not only immersed in a thriving political environment, but they must also work together in order to achieve a cohesive solution.

Model United Nations emphasizes leadership, diplomacy, and teamwork. Students are given the opportunity to develop an invaluable sense of international awareness, and to foster practical skills in research, public speaking, and conflict resolution in a fun and invigorating environment. The Model UN experience aligns perfectly with the new BC Curriculum, as students develop advanced critical thinking, creative thinking, and communication skills - all while developing a sense of personal identity and social responsibility. Students learn to become more aware, educated, and thoughtful global citizens. Although conferences only last a few days, the skills and experiences that delegates gain last forever.

Goals and Rationale:

- **Students will develop a proficient understanding of the function of the United Nations, along with the pitfalls of international diplomacy.**
- Students will learn **to understand complex global issues** from a wide array of perspectives
- Students will forge a stronger personal identity through active reflection
- Students will develop their oral and aural communication skills, as well as their creative and critical thinking skills.

Aboriginal Worldviews and Perspectives:

Indigenous content is often highlighted at MUN conferences when students are discussing a UN agreement that impacts Indigenous people across the planet (ex. UN Declaration on the Rights of Indigenous Peoples, or UN Convention on the Rights of the Child (UNCRC)). Students have the opportunity to learn about various global Indigenous groups, and explore their shared or unique successes and challenges.

Model United Nations also incorporates First Peoples Principles of Learning, as the learning is experiential, reflective, and relational (focused on connectedness, reciprocal relationships, and a sense of place/identity). Students engage with other delegates who represent unique perspectives, reflect on their own perspective, and often forge a new or more holistic understanding of complex social, environmental, and political issues. MUN delegates must also showcase patience in actively listening, sharing their speaking time, and demonstrating respect for all representatives at their committee session. The

ultimate purpose of MUN is to determine an effective, creative, and collaborative solution to a problem – supporting individuals, families, communities, and the earth. These objectives all align with the First Peoples Principles of Learning.

BIG IDEAS

The development of the United Nations was influenced by historical factors, and related power structures continue to impact international relationships.

The rapid development and proliferation of both technology and consumption has led to profound social, economic, environmental, and political challenges.

Cultural identity can powerfully shape social, political, legal, and environmental values, and inspire diverse solutions to global issues.

Analyzing data from a variety of sources and perspectives allows us to further understand our globally interconnected and interdependent world.

Conflict at a national and global level creates conditions for change, and requires creative and collaborative solutions.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> - Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions - Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance) - Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data and use evidence including data in a position paper and draft resolution writing format (evidence) - Compare and contrast continuities and changes for different groups at particular times and places or if proposed MUN resolutions were to take place (Continuity and change) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> -History and functions of the United Nations - Sustainable Development Goals - Current global issues and related UN Declarations/Conventions -Positive and negative impacts of globalization -Flow of debate and Model UN procedure

- | | |
|--|--|
| <ul style="list-style-type: none">- Assess how underlying conditions and actions of individuals or groups (sovereign states etc.) influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, political systems, and beliefs and use this understanding in both debate and written formats (perspectives)- Make reasoned ethical judgements about the actions in the past, present, and future, and assess appropriate ways to remember and respond (ethical judgement) | |
|--|--|

Big Ideas – Elaborations

- The development of the United Nations was influenced by historical factors, and related power structures continue to impact international relationships.
- The rapid development and proliferation of both technology and consumption has led to profound social, economic, environmental, and political challenges.
- Cultural identity can powerfully shape social, political, legal, and environmental values, and inspire diverse solutions to global issues.
- Analyzing data from a variety of sources and perspectives allows us to further understand our globally interconnected and interdependent world.
- Conflict at a national and global level creates conditions for change, and requires creative and collaborative solutions.

Curricular Competencies – Elaborations

Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions

Key skills:

- Identify and clarify a problem or issue
- **Evaluate and organize** collected data (e.g., in outlines, summaries, notes, timelines, charts, position papers, working papers, draft resolutions)
- Interpret information and data from a variety of maps, graphs, and tables
- Draw conclusions about a problem, issue, or topic
- Assess and defend a variety of positions on a problem, issue, or topic
- Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue
- Interpret and present data in a variety of forms
- Accurately cite sources

Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)

Key questions:

- What role does media play in our understanding of global issues?
- How do different nations react to international issues and crises?
- What role does religion and culture play in forging a nation's perspective?
- What role does geography play in our understanding of and response to global issues?
- What groups are underrepresented in national or international diplomacy?
- Are Indigenous peoples worldviews respected and represented?

Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data and use evidence including data in a position paper and draft resolution writing format (evidence)

Key questions:

- How do we recognize bias?
- How can we understand and communicate a country's perspective that is very different from our own?

Compare and contrast continuities and changes for different groups at particular times and places or if proposed MUN resolutions were to take place (Continuity and change)

Key Questions:

- How can we resolve human rights issues in both developing and developed countries?
- How has the Millennium Development Goals and the Sustainable Development goals changed our world for the better?
- How can countries navigate their personal agendas and the needs of the global community?
- What role do friendly and unfriendly amendments have in the MUN resolution process?

Assess how underlying conditions and actions of individuals or groups (sovereign states etc.) influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)

Key Questions:

- What is the role of developing nations in the United Nations decision-making process?
- How do the relationships of the permanent members of the Security Council influence the UN's ability to act?
- What are the causes and consequences of armed conflicts?
- What is the connection between natural resources and power struggles?

Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, political systems, and beliefs and use this understanding in both debate and written formats (perspectives)

Key Questions:

- Should a country's sovereignty be respected over all else?
- How does a country's values effect their foreign policy?
- How does a country's history inform their current and future global partnerships?
- How can countries with differing political systems reach a consensus on world issues?

Make reasoned ethical judgements about the actions in the past, present, and future, and assess appropriate ways to remember and respond (ethical judgement)

Key Questions:

- How relevant is the UN in the modern world?
- What are the strengths of weaknesses of the United Nations as the world's largest IGO?
- Should the format of the UN, specifically the Security Council, be reformed?
- Do we have the right to judge national and international decisions based on our own narrow worldview?

Content – Elaborations

History and functions of the United Nations

Sample topics:

- Origin and Evolution of the UN (League of Nations and World War II)
- Global governance structures and processes
- Charter of the United Nations
- Members of United Nations Committees and process of selection
- Organs and branches of the UN
- The power of collective action and role of social movements and governments in tackling global issues

Sustainable Development Goals

- Millennium Development Goals as a precursor to the SDG's
- Dilemmas in development and sustainability
- Role of governments, businesses, NGOs and citizens in sustainable development
- Contested nature of the concept of sustainable development

Current global issues and related UN Declarations/Conventions

- Current global issues may vary (climate change, refugee crisis, nuclear negotiations, arctic exploration, water scarcity, educational reform, global health)
- Universal Declaration of Human Rights
- UN Declaration on the Rights of Indigenous Peoples
- UN Convention on the Rights of the Child

Positive and Negative effects of Globalization

- Impacts of globalization on wealth and inequality
- Imbalances in power relations between rich and poor countries and the impacts
- Global economic and political systems

Flow of debate and Model UN procedure

- Moderated and Unmoderated Caucus
- Leadership roles (Secretariat, Chair, Director)
- Different committees (General Assembly, Security Council, Crisis, Historical)
- MUN specific terminology
- Position paper writing
- Cluster of ideas, working papers, and draft resolutions

Content – Elaborations

- Friendly and unfriendly amendments

Recommended Instructional Components:

The course will involve a combination of in-class instruction, participation in Model UN conferences, and self-reflection.

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

A student's assessment is ongoing and cumulative, and will reflect not only their performance during conferences, but their investment in research and participation in weekly training meetings. There will be no final exam for this course. Instead, students will complete a final conference with the teacher to showcase their portfolio (evidence of research), and discuss how their Model UN experience facilitated growth in their Core Competency skills. Students will be required to upload their conference position papers and/or resolution papers to an online portfolio, and reflect on how these pieces of evidence demonstrate growth in their communication, critical thinking, creative thinking, and personal identity.

Category	Description	Weighting
In-class Experiential Learning	<ul style="list-style-type: none">Students will learn about the history of the United Nations and current global issues. Students will engage in various forms of debate, perspective taking, and collaborative writing to experience the process of Model UN (expectations and flow of debate).	0%
Formative Assessments	<ul style="list-style-type: none">Through checklists, observations, student/teacher interviews, and peer/self-assessments, students will receive formative feedback to further their ability to engage in the Model UN process.	0%
Culminating Experiences	<ul style="list-style-type: none">Students will participate in a number of Model UN conferences throughout the year (2-3), and participation will be assessed through a combination of self-reflections and teacher assessments (performance rubric).	50%
Summative Reflections/ Assessments	<ul style="list-style-type: none">Students will upload their conference position papers and/or resolution papers to an online portfolio, and reflect on how these pieces of evidence demonstrate <u>growth</u> in their communication, critical thinking, creative thinking, and personal identity skills.	50%

Learning Resources:

- Model UN Course Materials (vocabulary, procedure, position paper guide)
- Great Decisions briefing book, DVD, and teachers guide

- Various websites, including:

<http://unausa.org/global-classrooms-model-un/for-educators/curriculum/economics-of-globalization>

Additional Information:



Comox Valley Schools

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District 71 Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): 71
Developed by: Alissa Mather & Heather Beckett	Date Developed: Nov. 28 2023
School Name: École Mark R. Isfeld Secondary School	Principal's Name: Brian McAskill
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Model United Nations	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 80-100

Board/Authority Prerequisite(s):

No prerequisite

Special Training, Facilities or Equipment Required:

Model UN conference training (language, timing, and protocol) is conducted at weekly lunch meetings. Students engage in “mock” conferences in order to experience the flow of debate and understand the individual and committee goals/expectations before attending professional conferences. Students require formal western business attire, and school ties/scarves have been ordered for the 2019/2020 school year. School needs to support students with laptops as needed.

Course Synopsis:

This course is a continuation of the Model United Nations 10 course, in which students are expected to further their skills and understanding of UN policy while taking a leadership role in supporting their fellow delegates. Some students may also choose to serve as conference staff.

Model United Nations, or MUN, is an academic activity that simulates the debate, political discourse, and diplomacy found in the United Nations. Students in Model United Nations conferences, known as delegates, are placed in committees and assigned to represent officials from various member-states. During debate, delegates are able to participate in discussions and propose various solutions to current global issues. These issues may range from regional conflicts and international security, to matters of human rights and gender equality. Crisis simulations test delegates’ abilities to work under pressure, and challenge them to apply their understandings of global affairs to solve complex issues. Through these exchanges, delegates are not only immersed in a thriving political environment, but they must also work together in order to achieve a cohesive solution.

Model United Nations emphasizes leadership, diplomacy, and teamwork. Students are given the opportunity to develop an invaluable sense of international awareness, and to foster practical skills in research, public speaking, and conflict resolution in a fun and invigorating environment. The Model UN experience aligns perfectly with the new BC Curriculum, as students develop advanced critical thinking, creative thinking, and communication skills - all while developing a sense of personal identity and social responsibility. Students learn to become more aware, educated, and thoughtful global citizens. **This focus on leadership and teamwork will be emphasized for this course as students mentor and support their fellow delegates.**

Goals and Rationale:

- Students will develop a strong understanding of the function of the United Nations, along with the pitfalls of international diplomacy.
- Students will learn to understand complex global issues from a wide array of perspectives.
- Students will forge a stronger personal identity through active reflection.
- Students will develop their oral and aural communication skills, as well as their creative and critical thinking skills.
- **Students will take on a leadership role in training/supporting their fellow delegates, and serving as staff at conferences.**

Aboriginal Worldviews and Perspectives:

Indigenous content is often highlighted at MUN conferences when students are discussing a UN agreement that impacts Indigenous people across the planet (ex. UN Declaration on the Rights of Indigenous Peoples, or UN Convention on the Rights of the Child (UNCRC)). Students have the opportunity to learn about various global Indigenous groups, and explore their shared or unique successes and challenges.

Model United Nations also incorporates First Peoples Principles of Learning, as the learning is experiential, reflective, and relational (focused on connectedness, reciprocal relationships, and a sense of place/identity). Students engage with other delegates who represent unique perspectives, reflect on their own perspective, and often forge a new or more holistic understanding of complex social, environmental, and political issues. MUN delegates must also showcase patience in actively listening, sharing their speaking time, and demonstrating respect for all representatives at their committee session. The ultimate purpose of MUN is to determine an effective, creative, and collaborative solution to a problem – supporting individuals, families, communities, and the earth. These objectives all align with the First Peoples Principles of Learning.

BIG IDEAS

The development of the United Nations was influenced by historical factors, and related power structures continue to impact international relationships.

The rapid development and proliferation of both technology and consumption has led to profound social, economic, environmental, and political challenges.

Cultural identity can powerfully shape social, political, legal, and environmental values, and inspire diverse solutions to global issues.

Analyzing data from a variety of sources and perspectives allows us to further understand our globally interconnected and interdependent world.

Conflict at a national and global level creates conditions for change, and requires creative and collaborative solutions.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> - Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions - Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance) - Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data and use evidence including data in a position paper and draft resolution writing format (evidence) - Compare and contrast continuities and changes for different groups at particular times and places or if proposed MUN resolutions were to take place (Continuity and change) - Assess how underlying conditions and actions of individuals or groups (sovereign states etc.) influence events, decisions, or developments, and analyze multiple consequences (cause and consequence) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> -History and functions of the United Nations - Sustainable Development Goals - Current global issues and related UN Declarations/Conventions -Positive and negative impacts of globalization -Flow of debate and Model UN procedure

<p>- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, political systems, and beliefs and use this understanding in both debate and written formats (perspectives)</p> <p>-Make reasoned ethical judgements about the actions in the past, present, and future, and assess appropriate ways to remember and respond (ethical judgement)</p>	
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Big Ideas – Elaborations

- The development of the United Nations was influenced by historical factors, and related power structures continue to impact international relationships.
- The rapid development and proliferation of both technology and consumption has led to profound social, economic, environmental, and political challenges.
- Cultural identity can powerfully shape social, political, legal, and environmental values, and inspire diverse solutions to global issues.
- Analyzing data from a variety of sources and perspectives allows us to further understand our globally interconnected and interdependent world.
- Conflict at a national and global level creates conditions for change, and requires creative and collaborative solutions.

Curricular Competencies – Elaborations

Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions

Key skills:

- Identify and clarify a problem or issue
- Evaluate and organize collected data (e.g., in outlines, summaries, notes, timelines, charts, position papers, working papers, draft resolutions)
- Interpret information and data from a variety of maps, graphs, and tables
- Draw conclusions about a problem, issue, or topic
- Assess and defend a variety of positions on a problem, issue, or topic
- Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue
- Interpret and present data in a variety of forms
- Accurately cite sources

Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)

Key questions:

- What role does media play in our understanding of global issues?
- How do different nations react to international issues and crises?
- What role does religion and culture play in forging a nation's perspective?
- What role does geography play in our understanding of and response to global issues?
- What groups are underrepresented in national or international diplomacy?
- Are Indigenous peoples worldviews respected and represented?

Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data and use evidence including data in a position paper and draft resolution writing format (evidence)

Key questions:

- How do we recognize bias?
- How can we understand and communicate a country's perspective that is very different from our own?

Compare and contrast continuities and changes for different groups at particular times and places or if proposed MUN resolutions were to take place (Continuity and change)

Key Questions:

- How can we resolve human rights issues in both developing and developed countries?
- How has the Millennium Development Goals and the Sustainable Development goals changed our world for the better?
- How can countries navigate their personal agendas and the needs of the global community?
- What role do friendly and unfriendly amendments have in the MUN resolution process?

Assess how underlying conditions and actions of individuals or groups (sovereign states etc.) influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)

Key Questions:

- What is the role of developing nations in the United Nations decision-making process?
- How do the relationships of the permanent members of the Security Council influence the UN's ability to act?
- What are the causes and consequences of armed conflicts?
- What is the connection between natural resources and power struggles?

Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, political systems, and beliefs and use this understanding in both debate and written formats (perspectives)

Key Questions:

- Should a country's sovereignty be respected over all else?
- How does a country's values effect their foreign policy?
- How does a country's history inform their current and future global partnerships?
- How can countries with differing political systems reach a consensus on world issues?

Make reasoned ethical judgements about the actions in the past, present, and future, and assess appropriate ways to remember and respond (ethical judgement)

Key Questions:

- How relevant is the UN in the modern world?
- What are the strengths of weaknesses of the United Nations as the world's largest IGO?
- Should the format of the UN, specifically the Security Council, be reformed?
- Do we have the right to judge national and international decisions based on our own narrow worldview?

Content – Elaborations

History and functions of the United Nations

Sample topics:

- Origin and Evolution of the UN (League of Nations and World War II)
- Global governance structures and processes
- Charter of the United Nations
- Members of United Nations Committees and process of selection
- Organs and branches of the UN
- The power of collective action and role of social movements and governments in tackling global issues

Sustainable Development Goals

- Millennium Development Goals as a precursor to the SDG's
- Dilemmas in development and sustainability
- Role of governments, businesses, NGOs and citizens in sustainable development
- Contested nature of the concept of sustainable development

Current global issues and related UN Declarations/Conventions

- Current global issues may vary (climate change, refugee crisis, nuclear negotiations, arctic exploration, water scarcity, educational reform, global health)
- Universal Declaration of Human Rights
- UN Declaration on the Rights of Indigenous Peoples
- UN Convention on the Rights of the Child

Positive and Negative effects of Globalization

- Impacts of globalization on wealth and inequality
- Imbalances in power relations between rich and poor countries and the impacts
- Global economic and political systems

Flow of debate and Model UN procedure

- Moderated and Unmoderated Caucus
- Leadership roles (Secretariat, Chair, Director)
- Different committees (General Assembly, Security Council, Crisis, Historical)
- MUN specific terminology
- Position paper writing
- Cluster of ideas, working papers, and draft resolutions
- Friendly and unfriendly amendments

Recommended Instructional Components:

The course will involve a combination of in-class instruction, participation in Model UN conferences, and self-reflection.

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

A student's assessment is ongoing and cumulative, and will reflect not only their performance during conferences, but their investment in research and participation in weekly training meetings. There will be no final exam for this course. Instead, students will complete a final conference with the teacher to showcase their portfolio (evidence of research), and discuss how their Model UN experience facilitated growth in their Core Competency skills. Students will be required to upload their conference position papers and/or resolution papers to an online portfolio, and reflect on how these pieces of evidence demonstrate growth in their communication, critical thinking, creative thinking, and personal identity.

Category	Description	Weighting
In-class Experiential Learning	<ul style="list-style-type: none">Students will learn about the history of the United Nations and current global issues. Students will engage in various forms of debate, perspective taking, and collaborative writing to experience the process of Model UN (expectations and flow of debate).	0%
Formative Assessments	<ul style="list-style-type: none">Through checklists, observations, student/teacher interviews, and peer/self-assessments, students will receive formative feedback to further their ability to engage in the Model UN process.	0%
Culminating Experiences	<ul style="list-style-type: none">Students will participate in a number of Model UN conferences throughout the year (2-3), and participation will be assessed through a combination of self-reflections and teacher assessments (performance rubric).	50%
Summative Reflections/ Assessments	<ul style="list-style-type: none">Students will upload their conference position papers and/or resolution papers, and any Background Guides they draft for committees at our local CVSMUN conference to an online portfolio, and reflect on how these pieces of evidence demonstrate <u>growth</u> in their communication, critical thinking, creative thinking, and personal identity skills.Students will reflect on their growing leadership capacity and involvement in our CVSMUN conference organization, as well as their mentorship of younger students in journal entries throughout the course.	50%

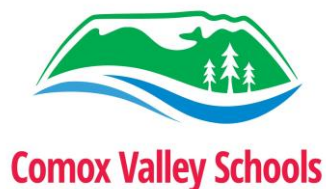
Learning Resources:

- Model UN Course Materials (vocabulary, procedure, position paper guide)
- Great Decisions briefing book, DVD, and teachers guide

- Various websites, including:

<http://unausa.org/global-classrooms-model-un/for-educators/curriculum/economics-of-globalization>

Additional Information:



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District 71 Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): 71
Developed by: Alissa Mather & Heather Beckett	Date Developed: Nov. 28 2023
School Name: École Mark R. Isfeld Secondary School	Principal's Name: Brian McAskill
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Model United Nations	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 80-100

Board/Authority Prerequisite(s):

Model United Nations 10 or 11

Special Training, Facilities or Equipment Required:

Model UN conference training (language, timing, and protocol) is conducted at weekly lunch meetings. Students engage in “mock” conferences in order to experience the flow of debate and understand the individual and committee goals/expectations before attending professional conferences. Students require

formal western business attire, and school ties/scarves have been ordered for the 2019/2020 school year. School needs to support students with laptops as needed.

Course Synopsis:

This course is a continuation of the Model United Nations 10 and 11 courses, in which students are expected to further their skills and understanding of UN policy while taking a leadership role in supporting their fellow delegates. Some students may also choose to serve as conference staff. Students in this course are expected to help organize and run the local CVSMUN. They will also make presentations about Model UN to various student groups and PAC.

Model United Nations, or MUN, is an academic activity that simulates the debate, political discourse, and diplomacy found in the United Nations. Students in Model United Nations conferences, known as delegates, are placed in committees and assigned to represent officials from various member-states. During debate, delegates are able to participate in discussions and propose various solutions to current global issues. These issues may range from regional conflicts and international security, to matters of human rights and gender equality. Crisis simulations test delegates' abilities to work under pressure, and challenge them to apply their understandings of global affairs to solve complex issues. Through these exchanges, delegates are not only immersed in a thriving political environment, but they must also work together in order to achieve a cohesive solution.

Model United Nations emphasizes leadership, diplomacy, and teamwork. Students are given the opportunity to develop an invaluable sense of international awareness, and to foster practical skills in research, public speaking, and conflict resolution in a fun and invigorating environment. The Model UN experience aligns perfectly with the new BC Curriculum, as students develop advanced critical thinking, creative thinking, and communication skills - all while developing a sense of personal identity and social responsibility. Students learn to become more aware, educated, and thoughtful global citizens. This focus on leadership and teamwork will be emphasized for this course as students mentor and support their fellow delegates **and take on growing responsibility within the class as ambassadors of MUN and conference organizers.**

Goals and Rationale:

- Students will develop a strong understanding of the function of the United Nations, along with the pitfalls of international diplomacy.
- Students will learn to understand complex global issues from a wide array of perspectives.
- Students will forge a stronger personal identity through active reflection.
- Students will develop their oral and aural communication skills, as well as their creative and critical thinking skills.
- Students will take on a leadership role in training/supporting their fellow delegates, and serving as staff at conferences.
- **Students will take on roles of greater responsibility within the class as ambassadors of MUN who present to student groups and PAC.**
- **Students will develop stronger leadership and organizational skills as conference organizers.**
- **Students will develop their research and writing skills by developing Background Guides for the committees at our local CVSMUN conference.**

Aboriginal Worldviews and Perspectives:

Indigenous content is often highlighted at MUN conferences when students are discussing a UN agreement that impacts Indigenous people across the planet (ex. UN Declaration on the Rights of Indigenous Peoples, or UN Convention on the Rights of the Child (UNCRC)). Students have the opportunity to learn about various global Indigenous groups, and explore their shared or unique successes and challenges.

Model United Nations also incorporates First Peoples Principles of Learning, as the learning is experiential, reflective, and relational (focused on connectedness, reciprocal relationships, and a sense of place/identity). Students engage with other delegates who represent unique perspectives, reflect on their own perspective, and often forge a new or more holistic understanding of complex social, environmental, and political issues. MUN delegates must also showcase patience in actively listening, sharing their speaking time, and demonstrating respect for all representatives at their committee session. The ultimate purpose of MUN is to determine an effective, creative, and collaborative solution to a problem – supporting individuals, families, communities, and the earth. These objectives all align with the First Peoples Principles of Learning.

BIG IDEAS

The development of the United Nations was influenced by historical factors, and related power structures continue to impact international relationships.

The rapid development and proliferation of both technology and consumption has led to profound social, economic, environmental, and political challenges.

Cultural identity can powerfully shape social, political, legal, and environmental values, and inspire diverse solutions to global issues.

Analyzing data from a variety of sources and perspectives allows us to further understand our globally interconnected and interdependent world.

Conflict at a national and global level creates conditions for change, and requires creative and collaborative solutions.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> - Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions - Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance) - Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data and use evidence including data in a position paper and draft resolution writing format (evidence) - Compare and contrast continuities and changes for different groups at particular times and places or if proposed MUN resolutions were to take place (Continuity and change) - Assess how underlying conditions and actions of individuals or groups (sovereign states etc.) influence events, decisions, or developments, and analyze multiple consequences (cause and consequence) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> -History and functions of the United Nations - Sustainable Development Goals - Current global issues and related UN Declarations/Conventions -Positive and negative impacts of globalization -Flow of debate and Model UN procedure

<ul style="list-style-type: none"> - Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, political systems, and beliefs and use this understanding in both debate and written formats (perspectives) -Make reasoned ethical judgements about the actions in the past, present, and future, and assess appropriate ways to remember and respond (ethical judgement) 	
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Big Ideas – Elaborations

- The development of the United Nations was influenced by historical factors, and related power structures continue to impact international relationships.
- The rapid development and proliferation of both technology and consumption has led to profound social, economic, environmental, and political challenges.
- Cultural identity can powerfully shape social, political, legal, and environmental values, and inspire diverse solutions to global issues.
- Analyzing data from a variety of sources and perspectives allows us to further understand our globally interconnected and interdependent world.
- Conflict at a national and global level creates conditions for change, and requires creative and collaborative solutions.

Curricular Competencies – Elaborations

Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions

Key skills:

- Identify and clarify a problem or issue
- Evaluate and organize collected data (e.g., in outlines, summaries, notes, timelines, charts, position papers, working papers, draft resolutions)
- Interpret information and data from a variety of maps, graphs, and tables
- Draw conclusions about a problem, issue, or topic
- Assess and defend a variety of positions on a problem, issue, or topic
- Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue
- Interpret and present data in a variety of forms
- Accurately cite sources

Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)

Key questions:

- What role does media play in our understanding of global issues?
- How do different nations react to international issues and crises?
- What role does religion and culture play in forging a nation's perspective?
- What role does geography play in our understanding of and response to global issues?
- What groups are underrepresented in national or international diplomacy?
- Are Indigenous peoples worldviews respected and represented?

Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data and use evidence including data in a position paper and draft resolution writing format (evidence)

Key questions:

- How do we recognize bias?
- How can we understand and communicate a country's perspective that is very different from our own?

Compare and contrast continuities and changes for different groups at particular times and places or if proposed MUN resolutions were to take place (Continuity and change)

Key Questions:

- How can we resolve human rights issues in both developing and developed countries?
- How has the Millennium Development Goals and the Sustainable Development goals changed our world for the better?
- How can countries navigate their personal agendas and the needs of the global community?
- What role do friendly and unfriendly amendments have in the MUN resolution process?

Assess how underlying conditions and actions of individuals or groups (sovereign states etc.) influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)

Key Questions:

- What is the role of developing nations in the United Nations decision-making process?
- How do the relationships of the permanent members of the Security Council influence the UN's ability to act?
- What are the causes and consequences of armed conflicts?
- What is the connection between natural resources and power struggles?

Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, political systems, and beliefs and use this understanding in both debate and written formats (perspectives)

Key Questions:

- Should a country's sovereignty be respected over all else?
- How does a country's values effect their foreign policy?
- How does a country's history inform their current and future global partnerships?
- How can countries with differing political systems reach a consensus on world issues?

Make reasoned ethical judgements about the actions in the past, present, and future, and assess appropriate ways to remember and respond (ethical judgement)

Key Questions:

- How relevant is the UN in the modern world?
- What are the strengths of weaknesses of the United Nations as the world's largest IGO?
- Should the format of the UN, specifically the Security Council, be reformed?
- Do we have the right to judge national and international decisions based on our own narrow worldview?

Content – Elaborations

History and functions of the United Nations

Sample topics:

- Origin and Evolution of the UN (League of Nations and World War II)
- Global governance structures and processes
- Charter of the United Nations
- Members of United Nations Committees and process of selection
- Organs and branches of the UN
- The power of collective action and role of social movements and governments in tackling global issues

Sustainable Development Goals

- Millennium Development Goals as a precursor to the SDG's
- Dilemmas in development and sustainability
- Role of governments, businesses, NGOs and citizens in sustainable development
- Contested nature of the concept of sustainable development

Current global issues and related UN Declarations/Conventions

- Current global issues may vary (climate change, refugee crisis, nuclear negotiations, arctic exploration, water scarcity, educational reform, global health)
- Universal Declaration of Human Rights
- UN Declaration on the Rights of Indigenous Peoples
- UN Convention on the Rights of the Child

Positive and Negative effects of Globalization

- Impacts of globalization on wealth and inequality
- Imbalances in power relations between rich and poor countries and the impacts
- Global economic and political systems

Flow of debate and Model UN procedure

- Moderated and Unmoderated Caucus
- Leadership roles (Secretariat, Chair, Director)
- Different committees (General Assembly, Security Council, Crisis, Historical)
- MUN specific terminology
- Position paper writing
- Cluster of ideas, working papers, and draft resolutions
- Friendly and unfriendly amendments

Recommended Instructional Components:

The course will involve a combination of in-class instruction, participation in Model UN conferences, and self-reflection.

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

A student's assessment is ongoing and cumulative, and will reflect not only their performance during conferences, but their investment in research and participation in weekly training meetings. There will be no final exam for this course. Instead, students will complete a final conference with the teacher to showcase their portfolio (evidence of research), and discuss how their Model UN experience facilitated growth in their Core Competency skills. Students will be required to upload their conference position papers and/or resolution papers to an online portfolio, and reflect on how these pieces of evidence demonstrate growth in their communication, critical thinking, creative thinking, and personal identity.

Category	Description	Weighting
In-class Experiential Learning	<ul style="list-style-type: none">Students will learn about the history of the United Nations and current global issues. Students will engage in various forms of debate, perspective taking, and collaborative writing to experience the process of Model UN (expectations and flow of debate).	0%
Formative Assessments	<ul style="list-style-type: none">Through checklists, observations, student/teacher interviews, and peer/self-assessments, students will receive formative feedback to further their ability to engage in the Model UN process.	0%
Culminating Experiences	<ul style="list-style-type: none">Students will participate in a number of Model UN conferences throughout the year (2-3), and participation will be assessed through a combination of self-reflections and teacher assessments (performance rubric).	50%
Summative Reflections/ Assessments	<ul style="list-style-type: none">Students will upload their conference position papers and/or resolution papers, and any Background Guides they draft for committees at our local CVSMUN conference to an online portfolio, and reflect on how these pieces of evidence demonstrate <u>growth</u> in their communication, critical thinking, creative thinking, and personal identity skills.Students will reflect on their growing leadership capacity and involvement in our CVSMUN conference organization, as well as their mentorship of younger students in journal entries throughout the course.	50%

Learning Resources:

- Model UN Course Materials (vocabulary, procedure, position paper guide)
- Great Decisions briefing book, DVD, and teachers guide

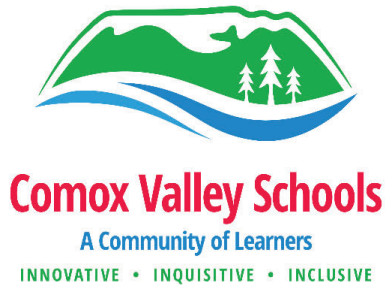
- Various websites, including:

<http://unausa.org/global-classrooms-model-un/for-educators/curriculum/economics-of-globalization>

Additional Information:

2023 PSO CLIMATE CHANGE ACCOUNTABILITY REPORT(CCAR)

SCHOOL DISTRICT NO. 71 (SD71)
COMOX VALLEY SCHOOLS



*We acknowledge with respect and gratitude that this report was produced
on the Unceded Traditional Territory of the K'ómoks First Nation, the
traditional keepers of this land on which Comox Valley Schools operates.*



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CONTENTS

Executive Summary	1
PART 1. Legislative Reporting Requirements	2
Declaration Statement	2
Emissions Reductions and Plans.....	2
A. Stationary Sources (e.g. buildings, power generation)	2
B. Mobile Sources (e.g. fleet vehicles, off-road/portable equipment).....	7
C. Paper Consumption	8
2022 GHG Emissions and Offsets Summary Table:.....	9
Clean Government Reporting Tool (CGRT) GHG Offset Summary:.....	10
PART 2. Public Sector Leadership	11
2A. Climate Risk Management.....	11
2B. Other Sustainability Initiatives.....	12
2C. Success Stories.....	13
Looking Ahead	15
Executive Sign-off:.....	17
APPENDICES.....	18
Appendix A: Overview - Comox Valley Schools.....	20
Appendix B - Overview - GHG Reporting.....	22
Appendix C – GHD Fleet Decarbonization Summary Report.....	24
Appendix D - Example of School Energy Report Card.....	26

Executive Summary

As a Public Sector Organization (PSO), this report meets the legislative requirements under the [Climate Change Accountability Act \(Section 8.1\)](#) and the [Carbon Neutral Government \(CNG\) Regulation](#). To be considered carbon neutral, Comox Valley Schools (SD71) has paid \$43 575 for the retirement of offsets reflecting 1743 tonnes of carbon dioxide equivalents tCO₂e produced and reported by our district in 2023. Our emissions included: 67.4 tCO₂e from paper use, 186 tCO₂e from mobile energy use (e.g. fleet) and 1489 tCO₂e from stationary energy (e.g. buildings) use.

Comox Valley Schools success story of the year is our noteworthy emissions reduction of 410 tCO₂e, from 2022. This significant reduction is attributed to continuous optimization efforts supported by a BC Hydro initiative in 2023. The continuous optimization efforts focused on auditing and reviewing our building systems and implementing strategic scheduling and controls programming with a team of professionals. This highlights how critical understanding our building use and occupancy are for achieving optimal performance out of our current systems.

Strategic initiatives to reduce our greenhouse gas (GHG) emissions and energy consumption stem from legislated targets along with willingness to actively reduce our emissions, rather than purchase offsets, demonstrating leadership and accountability by taking meaningful actions to improve the efficiency of our current systems. The district's 2023 tCO₂e emissions are down 751tCO₂e from 2010 emissions (the year we started tracking and reporting), which is a reduction of 30%, meaning we are on track to achieving the 2030 reduction target of 40%, set by the province.

To achieve long term emissions targets SD71 will continue focusing significant efforts and investments on reducing our stationary emissions, which comprise around 85% of our emissions. We will continue to target and apply for funding directed towards reducing the energy consumption from buildings, specifically towards fuel switching and electrification projects.

PART 1. Legislative Reporting Requirements

Declaration Statement

This Climate Change Accountability Report (CCAR) for the period January 1st, 2023, to December 31st, 2023, summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2023 to reduce our GHG emissions, and our plans to continue reducing emissions in 2024 and beyond.

By June 30, 2024, School District No. 71 (SD71), also referenced as Comox Valley Schools, will post this CCAR to our website at www.comoxvalleyschools.ca, under reports.



Emissions Reductions and Plans

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

Comox Valley Schools is committed to minimizing GHG emissions and has met the challenges of rising heating costs and increased demand on aging facilities. Energy efficiency is a key strategy in SD71's approach to minimizing GHG emissions from stationary sources. Senior management plays an active role in seeking out and securing funding opportunities that will result in GHG emission reductions. The following four principles are of key importance when assessing the need for replacing equipment:

- I. Creating healthy environments, including air, temperature and noise for students, teachers, and support staff
- II. Reducing energy consumption

- III. Reducing energy waste
- IV. Increasing equipment and system efficiency

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

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

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

Ongoing plans to continue reducing emissions from stationary sources include making sure our building heating and cooling management systems (HVAC) are operating in the way they are intended. Comox Valley Schools is integrating strategic and tactical energy management planning and systems into our processes and is reviewing, assessing, and analysing mechanical systems to ensure they are programed effectively and efficiently for our educational institutional needs and goals, leading to reduced emissions.

Energy Efficiency Projects Completed in 2023 include:

- I. **Continuous Optimization Program (COP)** – BC Hydro initiative providing financial impetus to audit and implement energy saving measures at various district sites with funding from SD71 operating funds and BC Hydro rebates.
- II. Phase 2 – HVAC upgrade – **Installation of solar photovoltaic array**, at Glacier View Secondary with funds from Carbon Neutral Capital Program (CNCP).

- III. Phase 1 – **HVAC and LED lighting upgrades** – Installation of Energy Recovery Ventilation (ERV) Equipment and LED lighting at Denman Island Community School with funding from provincial CNCP and Annual Facilities Grant (AFG). The second phase of the project plan for 2024 is to install a photovoltaic array.

I. Continuous Optimization Program (COP)

Key actions in 2023 to reduce GHG emissions focused on participating in a Continuous Optimization Program (COP) with BC Hydro (BCH) and REDE Engineering. The focus of the program is on improving the efficiency of the organization's most energy-intensive systems, such as heating, ventilation, and air-conditioning (HVAC), with simple, low-cost solutions. The COP is an initiative directed towards assisting consumers find energy savings in large commercial and institutional buildings without having to undertake major capital investments. REDE Engineering, an approved BCH service provider for the program, was retained to complete an in-depth review of SD71 building controls to find energy savings opportunities through programming changes. REDE Engineering and Ainsworth, building automation and controls specialist, have been steadily implementing recommended changes. The energy savings have been dramatic and are noticeable in a year-over-year reduction of 22% in stationary fuel emissions. The recommended and implemented controls changes will remain operational going forward, resulting in lasting system-wide efficiencies for years to come. Ongoing optimization and energy efficiency strategies are key to SD71's emissions reductions from stationary sources. Energy efficiency, fuel switching and electrification alongside climate adaptation considerations will be reviewed when considering retrofits and capital projects.

Comox Valley Schools is following Existing Building Commissioning (EBCx) trends and will continue optimizing (i.e. 'tuning up') the performance of existing equipment and systems and identifying low-cost or no-cost operational improvements. EBCx is a broad term that includes recommissioning, retro-commissioning and ongoing commissioning. The benefits of the EBCx framework may include energy savings, increased occupant comfort, extended equipment life, improved indoor air quality, avoided costs, reduced greenhouse gas emissions, and enhanced operations and maintenance (O&M) staff skills. Natural Resources

Canada has two reference documents that provide useful information: [*Tuning Up – A Framework for Existing Building Commissioning*](#) and [*Recommissioning Guide For Building Owners and Managers*](#).

II. Installation of Solar Photovoltaic Array at Glacier View Secondary

The Solar Photovoltaic System (PV) installed at Glacier View Secondary is estimated to yield approximately 8000 kWh of electricity and reduce CO₂ emissions by 574 kg, annually. The



Figure 1 – Glacier View Secondary PV Array Control Panel

PV system will provide exceptional value to the operational efforts of the site. The system will generate clean renewable energy for 35-40 years. The array can be expanded as budget and roofing allow. With the ability to generate electricity with solar, the district has some protection from escalating utility prices while ensuring the school is utilizing clean emission solar electric power.



Figure 2 – Glacier View Secondary Rooftop PV Array



Figure 3 – Glacier View Secondary



Figure 4 – Glacier View Secondary Rooftop PV Array

The sun is a clean, renewable, energy resource. Increased use of solar energy builds energy

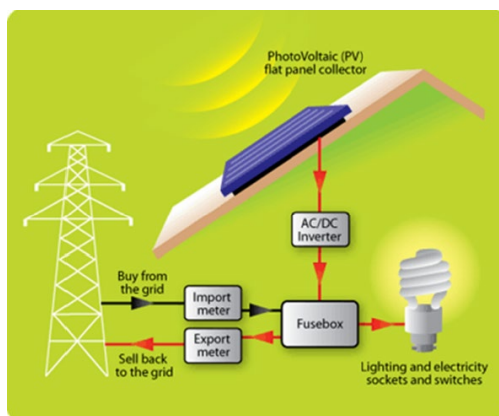


Figure 5 – PV System Schematic

III. security, reduces greenhouse gas emissions, and moves us toward a sustainable energy future. Energy from the sun can be harnessed to generate electricity using Solar Photovoltaic panels. A solar Photovoltaic system is an energy generating technology that produces electricity directly from sunlight. Electricity is created when solar radiation activates electrons in a semiconducting material usually diffused with impurities to enhance the flow of electrons. The electrons generate an

electrical voltage and current that is then carried through wires to an electrical circuit. This is called the photovoltaic effect.

III. Denman Community School HVAC and LED lighting upgrades

Ongoing light-emitting diode (LED) lighting upgrades were completed in various school classrooms and office spaces. Denman Community



Figure 6 – Denman Community School

School saw the largest inventory upgrade in 2023. The new LED lighting consumes 40% less electricity, has lower maintenance and a much longer life span than the former fluorescent tube lighting, which contains mercury and uses heat to create light. Using LED technology can not only cut electricity costs in school districts, it can also help improve student learning and campus safety. Shown to improve mood, reduce eye strain, and reduces absenteeism, LED lighting has a direct impact on students, teachers, and the learning environment.

Denman Community School also saw the installation of an Energy Recovery Ventilator (ERV), a proportional control roof top ventilation unit. The heating requirement for ventilation air is the single largest energy demand in the mechanical system. The new proportional control system replaced an aging out On-Off control unit and provides more efficient heating. The basis of the On-Off control system is that full power is supplied to the system until the desired setpoint is reached. Once the pressure feedback reaches and surpasses the setpoint, the power is completely turned off to the heater. This results in a relative amount of energy waste. The proportional control system pre-heats the air and provides air turnover in a more efficient way than the On-Off method; it can maintain an accurate room or discharge temperature without the typical variations of the On-Off unit. The new heater is electronically controlled to deliver anywhere from zero to 100% of it's capacity, precisely and smoothly matching the heat demand of the system. Energy savings of approximately 18% are anticipated with the new unit.

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

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

The district continues to remove older fleet vehicles and purchase newer vehicles that are fuel-efficient and produce less emissions. In 2023, we purchased our first Battery Electric Vehicle (BEV), a Ford E-Transit work van. Researching and investigating suitable equipment for trades vehicles that are lower or zero emissions along with exploring strategic avenues for decarbonizing the



Figure 7 – E-Transit BEV



Figure 8 – E-Transit BEV

SD71 fleet continued in 2023. Namely, through a collaborative effort with GHD



Figures 9&10 – BEV Charging Station

Consultants in producing a Fleet Decarbonization Report, which included a fleet assessment, service assessment and Zero Emission Vehicle (ZEV) transition scenarios. Funding for the report came from SD71 operating funds, augmenting a grant from CleanBC. A summary of the Fleet Decarbonization Report is included in Appendix C. Transition scenarios will be reviewed for feasibility and implementation operability. Stable funding options, along with assurance we can get the vehicles we need at appropriate costs in reasonable time frames will be

necessary for a cleaner fleet and will direct resource and organizational capacity in the development and application of recommendations provided by GHD.

C. Paper Consumption

Comox Valley Schools continues efforts focused on updating business processes to online formats, using technology to mitigate paper consumption. Paper consumption makes up a nominal part of our overall emissions: 3.87% of total emissions in 2023, up from 2.38% in 2022. The year over year paper emissions increase of 1.5%, relative to significant reductions in stationary fuel emissions of 22%, year over year, along with the fact our district is growing and seeing increased enrollments, is not a focal point for SD71. Our district will continue integrating technology into business processes, updating to more electronic formats, along with centralizing printing stations and removing individual printers; however, the district's core focus for GHG reductions will be targeted towards maintaining the significant gains we've made in stationary fuels and plans around fleet decarbonization.

2023 GHG Emissions and Offsets Summary Table:

Comox Valley Schools, SD71, 2023 GHG Emissions and Offsets Summary	
GHG emissions for the period January 1 - December 31, 2023	
Total BioCO ₂	6.51
Total Emissions (tCO ₂ e)	1750
Total Offsets (tCO ₂ e)	1743
Adjustments to Offset Required GHG Emissions Reported in Prior Years	
Total Offsets Adjustment (tCO ₂ e)	0
Grand Total Offsets for the 2022 Reporting Year	
Grand Total Offsets to be Retired for 2022 Reporting Year (tCO ₂ e)	1743
Offset Investment (\$) [Grand Total Offsets to be Retired for 2022 Reporting Year x \$25 per tCO ₂ e]	$(1743 + 0) \times \$25$ = \$43 575

Retirement of Offsets:

In accordance with the requirements of the *Climate Change Accountability Act* and Carbon Neutral Government Regulation, School District No. 71 (**the Organization**) is responsible for arranging for the retirement of the offsets obligation reported above for the 2023 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Environment and Climate Change Strategy (**the Ministry**) ensuring that these offsets are retired on the Organizations behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

Clean Government Reporting Tool (CGRT) GHG Offset Summary:

	School District 71 - Comox Valley
	2023
Direct Fuel Combustion	
t CO ₂ e, GHG, All	1422
Purchased Energy	
t CO ₂ e, GHG, All	67.6
Mobile Energy Use	
t CO ₂ e, GHG, All	186
Office Paper	
t CO ₂ e, GHG, All	67.4
Fugitive Emissions	
t CO ₂ e, GHG, All	n/a

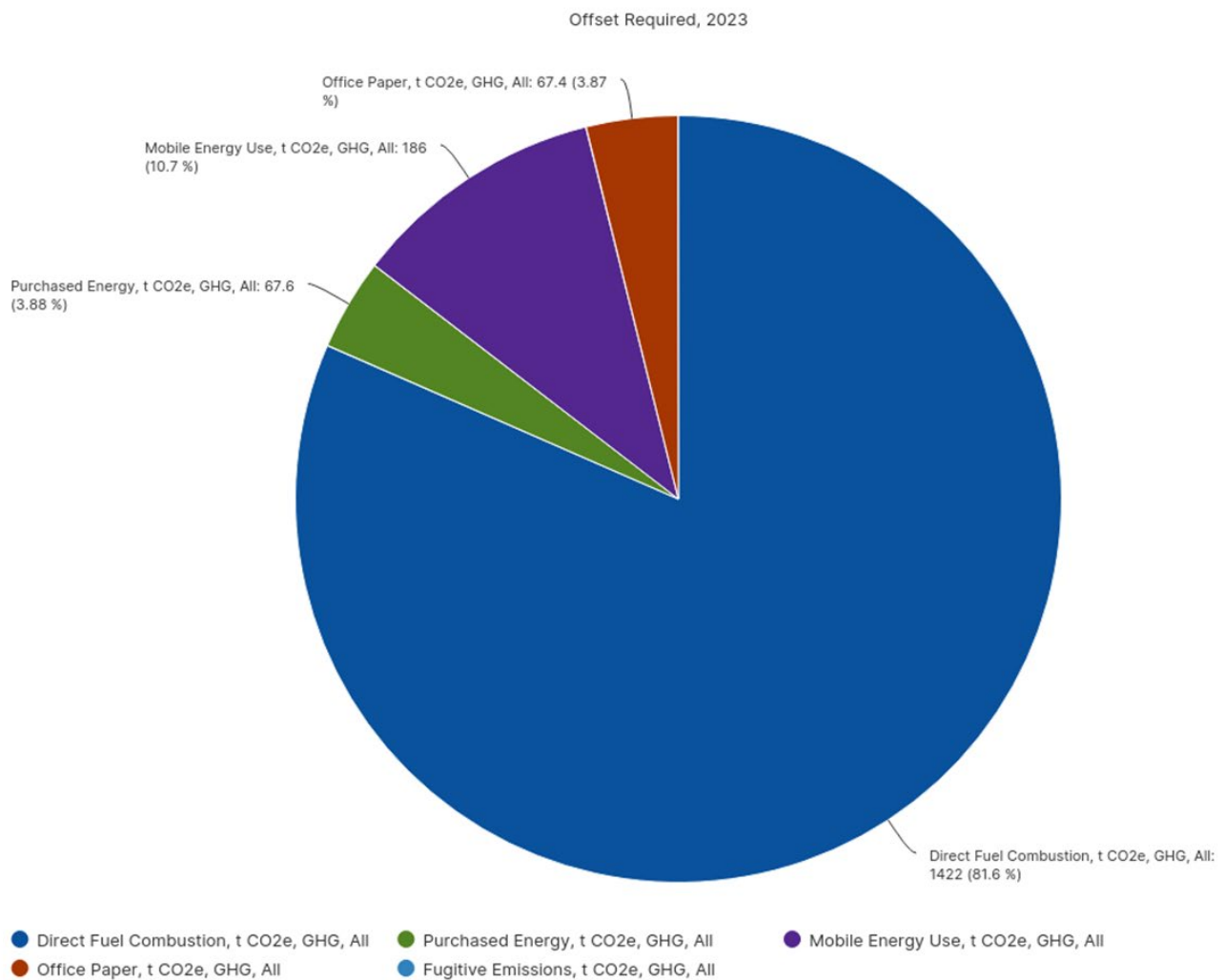


Figure 11 – CGRT graph showing proportional GHG emissions in tCOe by SD71 in 2023

PART 2. Public Sector Leadership

2A. Climate Risk Management

Along with accounting for GHG emissions, SD71 is preparing for a changing climate and managing climate related risks. Comox Valley Schools incorporates climate risk management strategies into its operational and capital planning via energy management and building resilience infrastructure planning alongside GHG targets, operational budgets, and available resources.

During 2023, SD71 added electric heat pumps to all portable classrooms in the district. This fuel switching initiative (e.g. many of the portables were previously run by propane powered furnaces) has helped increase student and staff comfort through the seasons, particularly during unseasonably warm temperatures approaching summers, when portables can become unbearably hot. Additionally, SD71 has been installing window film at select sites annually to block intense sun from penetrating through southern facing windows with the most exposure.

Comox Valley Schools participated in a pilot project offered through the Climate Action Secretariat (CAS), offering participants the opportunity to use their Climate Readiness Tool. The Climate Readiness Tool has been developed for Ministries and Public Service



Organizations (PSOs) in the province to self-assess, report and monitor progress on building overall organizational capacity for climate adaptation. By understanding strengths and areas for improvement,

Ministries and PSOs can enhance their readiness and effectively respond to climate-related impacts. Participating in the pilot, prompted SD71 to review and reflect on five fundamental competencies: Assessment, Leadership and Culture, Staff Capacity, Mainstreaming, and Collaborations and Partnerships in terms of four maturity levels: Getting Started, Progressing, Advanced, and Robust in relationship to preparing and navigating the challenges of climate change impacting our district. Generally speaking, SD71 is working in the 'Getting Started' maturity level. Our district has found that with our educational sites being situated in a large geographic area (e.g. multiple sites in multiple locations throughout multiple regions), our current climate adaptation efforts tend to focus on emergent issues at higher risk locations vs. those that are not as susceptible to climate related operational issues. Comox Valley

Schools is interested in learning and partnering with government, industry experts, organizations, and stakeholders throughout our regions to continue progressing our awareness and knowledge around Climate Readiness – our ability to focus on, plan for, monitor and report on building capacities and systems to adapt to a more volatile and uncertain climate.

2B. Other Sustainability Initiatives

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

- Align outdoor and environment learning opportunities for long-term sustainability
- Reduce carbon emissions and environmental footprint
- Support the establishment and augmentation of school garden projects
- Reduce the use of single-use plastics throughout the district
- Implement strategies for zero waste by increasing recycling and composting efforts in all facilities
- Augment the Active Travel Program and public transit commute initiatives

Additionally, senior management continues to assist teachers, support workers, parents, and students in their educational environmental & sustainability activities and initiatives throughout SD71 and community. For example, at the start of the 2023-2024 school year the operations department issued 'Energy Report Cards' to each school (see example in Appendix D). The idea behind providing schools with a summary of their annual energy consumption aligned with operational strategies integrating our Board level strategic priority of Organizational Stability and Environmental Stewardship. By sharing a simple quantifiable and qualifiable resource we are encouraging awareness and education around energy management, highlighting how efforts around balancing utility consumption with occupant and organization need can contribute to increased energy efficiency and conservation. Energy management and conservation efforts encompass district wide strategies working

towards optimizing energy efficiency, reducing greenhouse gas emissions, and supporting the provincial government’s carbon neutral commitment.

Additional sustainability initiatives include tree planting and protecting the trees we have through restoration efforts focusing on high traffic, trampled forested areas. The following pictures show a before and after example of restoration efforts at one of our school sites.



Figure 12 – Before – trampled forest area

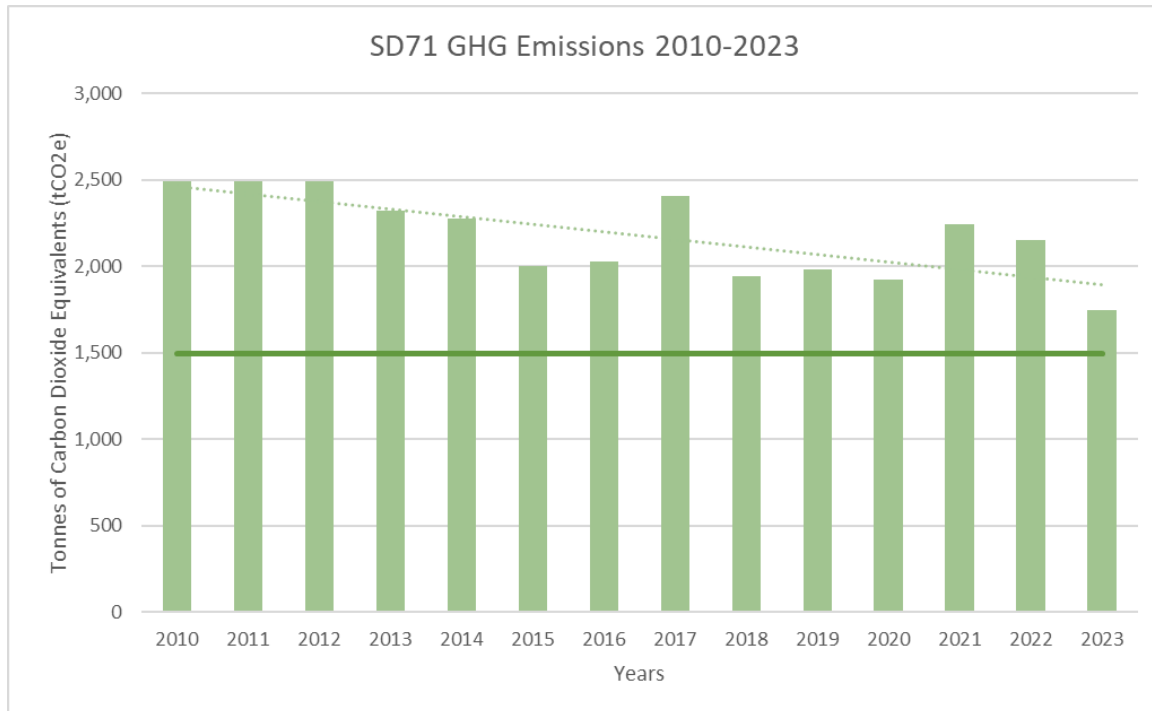


Figure 13 – After – restoration of trampled forest area

2C. Success Stories

Reviewing data from 2010, the year SD71 started collecting and reporting data on GHG emissions, reveals we are tracking to meet the 2030 GHG reduction target of 40% and will surpass the minimum reduction of 16% for 2025. Since 2010, SD71 has reduced our overall emissions by 751 tCO₂e, which represents a 33% reduction. Of note, during the 2023 reporting year we reduced our emissions by 410 tCO₂e, which is more than half of all previous years combined and represents a 19% reduction year over year from 2022. The driver of the significant reduction in 2023 is a direct result of energy savings through COP efforts.

The graph below illustrates SD71’s historical GHG emissions. The horizontal dark green line indicates the 2030 reduction target from 2010 emissions levels. The general trend for the district is illustrated by the angled lighter green line and the columns show emissions in tonnes of carbon dioxide equivalents annually over the years.



. The table below outlines 2023’s GHG reductions compared to our 2010 baseline year.

Emissions Source	2023 GHG Emissions (tCO ₂ e)	2010 GHG Emissions (tCO ₂ e)	2023 Results Compared to 2010 Baseline
Stationary (e.g. buildings)	1490	2239	-33%
Fleet	186	205	-9%
Paper	67	115	-41%
Total Emissions	1743	2494	-30%

Comox Valley Schools saw a 33% decrease in stationary (buildings) emissions in 2023 compared to 2010. Reviewing this against the district’s square footage, which has largely remained the same since 2010, along with our student population numbers that have increased approximately 20%, indicates the district is gaining efficiencies from our energy upgrades while incurring intensified room usage due to increasing enrollment over time.

Comox Valley Schools will continue to integrate strategic and tactical energy management planning and systems into our processes. A key metric used to quantify the energy consumption of a building, expressed in kilowatts per square meter per year: Building Energy Performance Index (BEPI), is a useful tool we use for reviewing and monitoring operational systems performance. The metric provides insight and guidance into optimization and reviewing gaps and barriers in our systems. SD71’s continuous optimization and energy

efficiency strategies will encompass an electrification assessment in the coming years. We are continuously evaluating our buildings and systems and are actively completing our second full mechanical inventory and assessment in all facilities, which will guide ongoing maintenance and equipment replacement to maximize efficiency.

Looking Ahead

Comox Valley Schools aims to contribute to the 2030, 2040 and 2050 emission reduction targets as set out by the BC government (see Appendix B for an overview of GHG reporting). To meet the 2030 targets, we will need to further reduce our GHG emissions an additional 10%, and 40% and 60% respectively to meet 2040 and 2050 targets. Senior leadership team members within SD71 will work with provincial capital funding branch and our school board trustees to align new policies and compliance strategies to support net-zero emissions plans.

Public sector leadership is something SD71 takes to heart. Comox Valley Schools is aligned with the province's commitment to climate action. A key question SD71 has been reflecting on in operational strategies is how do we de-carbonize? In 2021 two key documents: [British Columbia's Building Electrification Road Map](#) and Clean BC's [Roadmap to 2030](#) were released highlighting some key concepts around moving towards de-carbonization, such as fuel switching, electrification, support for building envelope improvements and heat pumps. Additionally, the provincial [2023 Climate Change Accountability Report](#), and the [Climate Preparedness and Adaptation Strategy - Actions for 2022-2025](#), highlight that meeting emissions targets and building community resilience to ensure we are well prepared for the impacts of a changing climate requires collaborative climate action, working in partnership at all levels of government, locally, provincially, and federally, along with industry, civil society and the independent Climate Solutions Council, which is made up of leaders representing First Nations, environmental organizations, industry, academia, youth, labour and local government. Comox Valley Schools is fostering relationships locally and provincially with key stakeholders learning and increasing our knowledge base, collaborating, and learning within our communities in alignment with provincial climate leadership.

Building emissions are the largest segment of our GHG's, making up approximately 85% of

our annual emissions. The emissions are the result of stationary fuels, namely natural gas, at this time, used to heat and power the schools, maintenance, and administration buildings. Consequently, the largest GHG reduction initiatives and applications for funding are directed towards reducing the energy consumption from buildings. Capital and operations planning will identify and incorporate future energy efficiency projects, including electrification initiatives that will reduce consumption in district facilities. Project assessments and initiatives will factor in the *Annual Facility Grant (AFG)* project planning process, the *Annual Capital Plan*, the *Long Range Facilities Plan (LRFP)*, and *Carbon Neutral Capital Program (CNCP)* funding requests.

Planned Energy Efficiency Projects for 2024:

- I. Ongoing continuous optimization and recommissioning of building controls for remaining 25% of district sites, as part of BC Hydro COP Initiative.
- II. Installation of a solar photovoltaic array at Denman Island Community School as part of Phase 2 upgrades with funding from CNCP and Annual Capital Plan, School Enhancement Program (SEP) funding.
- III. Building envelope upgrades - windows and cladding at North Island Distance Education School (NIDES), as part SEP through Annual Capital Plan funding.
- IV. Comox Elementary HVAC upgrade, new boiler plant, as part of AFG.
- V. Energy Recovery Ventilation (ERV) roof top units at Georges P. Vanier Secondary as part of AFG.

Executive Sign-off:



Signature

MAY 30, 2024

Date

JEREMY MORROW

Name (please print)

SUPERINTENDENT

Title

APPENDICES

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Appendix A: Overview – Comox Valley Schools

Comox Valley Schools (SD71) is a positive, progressive, and growing school district situated on the east coast of Vancouver Island on the traditional territory of the K'omoks First Nation. Located within the Valley are the municipalities we serve: City of Courtenay, Town of Comox, Village of Cumberland, and the Regional District, including the surrounding communities of Black Creek, Merville, Royston, Union Bay, Hornby Island and Denman Island. Each location providing their own unique services and community cultures. School District No. 71 (SD71) is one of 60 school districts in British Columbia.

QUICK FACTS – SD71 serves:

- 1 Regional District
- 2 Islands
- 10,000 + students
- 3 Municipalities
- 1 First Nation



Vancouver Island

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

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

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

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

SD71's Vision and Mission Statement (Board of Education 2019 – 2023):

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

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Appendix B - Overview - GHG Reporting

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

- ❑ By 2025, BC will reduce GHG emissions by 16 percent, compared to 2007 levels
- ❑ By 2030, BC will reduce GHG emissions by 40 per cent, compared to 2007 levels
- ❑ By 2040, BC will reduce GHG emissions by 60 per cent, compared to 2007 levels
- ❑ By 2050, GHG emissions will be reduced by at least 80 per cent below 2007 levels

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

All public sector organizations follow a five-step process to become carbon neutral and have been doing so since 2010. Comox Valley Schools has implemented the five steps to become carbon neutral. Firstly, **measuring** operational GHG emissions from district buildings, district vehicles and district wide paper consumption. Secondly, **reducing** emissions where possible through an integrated approach. Thirdly, **offsetting** SD71 GHG emissions by purchasing an equivalent amount of high quality, made-in-BC carbon offsets. Fourthly, **reporting** annually on progress through the Climate Change Accountability Report (CCAR) and finally, **verifying** data and emissions through the BC government online application Clean Government Reporting Tool (CGRT) to convert GHG emissions into a unit of measure. All PSOs enter their data into CGRT which then converts this data into **tonnes of carbon dioxide equivalents (tCO₂e)**.

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Appendix C – GHD Fleet Decarbonization Summary Report

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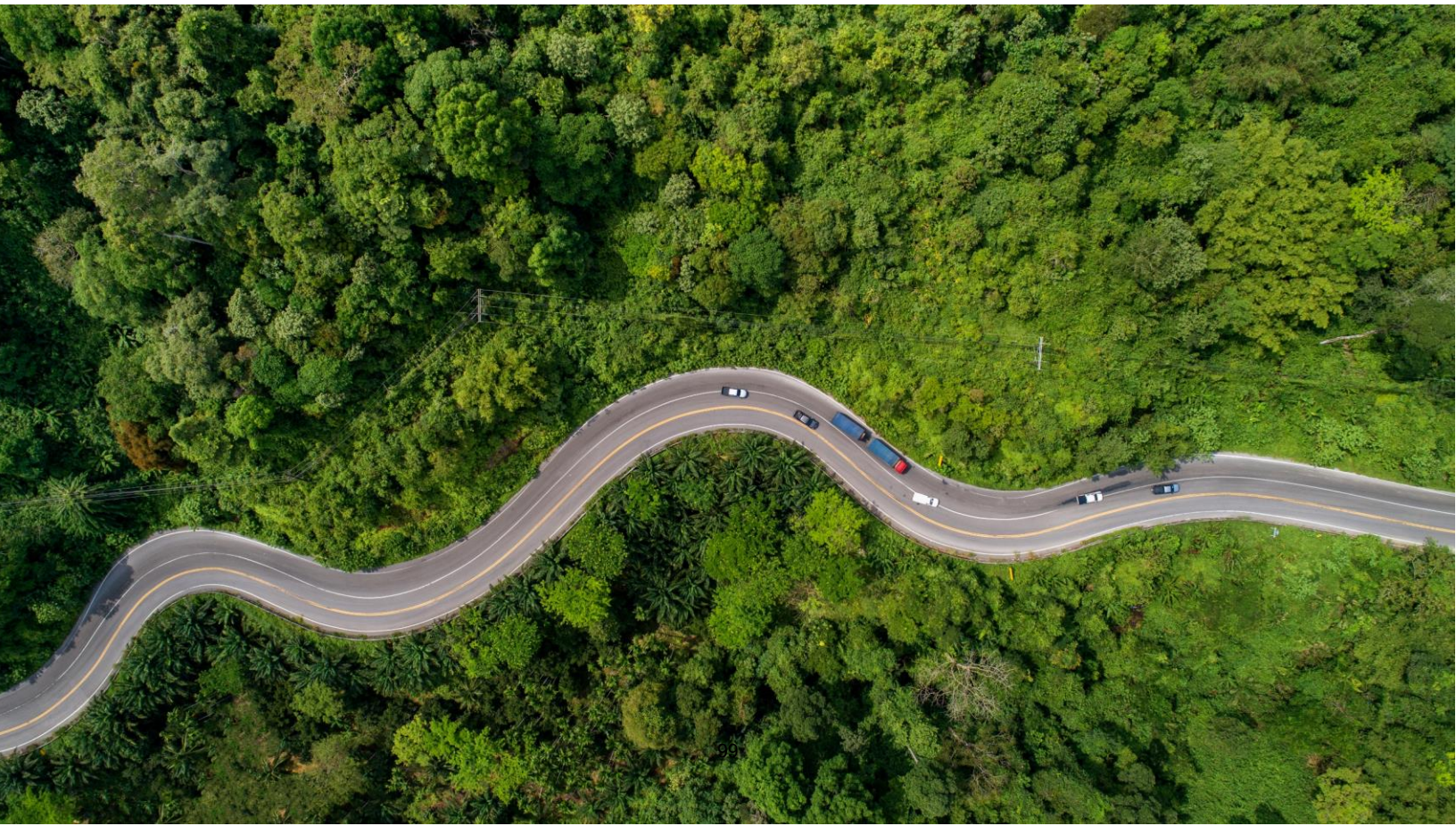
Fleet Decarbonization - GHD ZEVO

Summary Report

School District 71 (Comox Valley)

June 30, 2023

→ The Power of Commitment



Project name	ZEV Ready Plan – School District 71 (Comox Valley)
Document title	Fleet Decarbonization - GHD ZEVO Summary Report
Project number	12602911
File name	Summary Report

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1. Introduction

This report represents a summary derived from the complete ZEV Ready Report prepared for School District 71. It provides a comparison of Total Cost of Ownership (TCO) between Battery Electric Vehicles (BEVs) and Internal Combustion Vehicles (ICE) for each key vehicle segment – cargo vans, SUVs, sedans, and utility trucks. It also provides the recommended replacement order and schedule for the upcoming 5 years (2023 to 2028). While this summary roadmap is a brief overview, a full analysis of financial, environmental, electrical, and infrastructure implications of each scenario is available in the complete ZEV Ready Report.

This analysis is subdivided into three hypothetical transition scenarios:

- A “business as usual” scenario (Scenario 1) where all fleet vehicles are replaced with comparable Internal Combustion Engine (ICE) vehicles
- A provincial guideline electrification scenario (Scenario 2) where all vehicles are replaced with electric at a pace which allows the District to meet the BC Government target of 40% emissions reduction by 2030
- A budget electrification scenario (Scenario 3) where all vehicles are replaced with electric vehicles at the same rate as scenario 1, adhering to the District’s vehicle purchase budget of \$150,000 annually

1.1 Overview of Scenario Parameters

This analysis incorporated financial data provided by the District, as well as external data to calculate both Capital Expenditure (CAPEX) and Operating Expenditure (OPEX). The major components of CAPEX for each scenario are the initial purchase price for vehicles, and for the transition scenarios (2 & 3), the initial cost of electrical and charging infrastructure. OPEX includes fuel, electricity, maintenance for both vehicles and infrastructure, tires, lubricant, and insurance, and are summarized in the table below.

Further breakdown, including a year-by-year financial forecast and item-by-item cost breakdowns, as well as more information on the components of these parameters are available in the full ZEV Ready Report, or in the Financial Analysis and Financial Drillthrough tabs of the District’s Fleet Assessment dashboard ([link](#)).

Scenario	Transition Scenario	Fleet Type of ZEVs and fleet replacement rate per annum	Financial (TCO, CAPEX, OPEX)	Environmental (CO ₂ emissions, air quality (NO _x , SO _x , VOCs, PM2.5, PM10)	Energy & Infrastructure (peak demand, # of chargers)
1	Business as usual	1-2 vehicles per year, depending on established District budget	\$10.1 M total cost of ownership OPEX highest of all scenarios	No reduction	N/a
2	Provincial guideline electrification	2-4 vehicles per year to EVs, keeping pace to meet provincial target 50% more vehicles purchased over study period than Scenario 1 or 2	\$10.5 M total cost of ownership May be eligible for up to 400k in infrastructure rebates (BC Hydro)	49% emission reduction by 2030 100% reduction by 2037	Typical Peak Demand capacity: 147 kVA. 45 L2 EVSE + 1 50kW DCFC

3

Electrification
based on
budget

1-2 vehicles per
year to EVs.

Same replacement
plan as Scenario 1 /
Business as usual
except with EVs

\$9.0 M total cost of
ownership

May be eligible for
up to 400k in
infrastructure
rebates (BC Hydro

28% emission
reduction by 2030

100% reduction by
2045

Typical Peak
Demand capacity:
147 kVA.

45 L2 EVSE + 1
50kW DCFC

1.2 Vehicle Selections

Based on the District's required capabilities and range, fourteen replacement vehicles, corresponding to different vehicle classifications and drive types, were selected for analysis as summarized in the table below. Prices are accurate as of August 2023 and do not include taxes or destination fees.

Classification	Type	Make and Model	EV Range	MSRP	Rebate
Cargo Vans	BEV	Ford E-Transit Cargo Van	203 km	\$71,450	\$(10,000)
Cargo Vans	ICE	Ford Transit Cargo Van		\$53,555	
Cutaways (Flatdeck)	BEV	Ford E-Transit Cutaway	203 km	\$67,955	\$(10,000)
Cutaways (Flatdeck)	ICE	Ford Chassis Cab		\$60,819	
Dump Truck	BEV	Isuzu N-Series EV (TBD 2025)	378 km	\$150,000 (estimated)	
Dump Truck	ICE	Isuzu Dump Truck		\$137,158	
Sedans	BEV	Chevrolet Bolt EV	354 km	\$41,567	\$(3,000)
Sedans	ICE	Nissan Sentra		\$23,597	
SUV	BEV	Chevrolet Bolt EUV	402 km	\$43,172	\$(3,000)
SUV	ICE	Nissan Kicks		\$24,372	
Utility Trucks	BEV	Ford F-150 Lightning (98 kWh)	368 km	\$69,000	Potentially Eligible *(\$3,000)
Utility Trucks	ICE	Ford F-250		\$58,479	
Passenger Vans	BEV	Greenstar EV Star	240 km	\$178,900	\$(131,520)
Passenger Vans	ICE	Ford Passenger Van XL		\$63,875	\$(10,000)
Cargo Vans – Not Modelled	BEV	Greenstar EV Star Cargo	250 km	\$149,500	\$(124,784)
Cutaways – Not Modelled	BEV	Greenstar EV Star CC	250 km	\$160,000	\$(127,800)
Cube Vans – Not Modelled	BEV	Greenstar EV Cargo +	250 km	\$193,500	\$(139,436)
Utility Trucks – Not Modelled	BEV	Ford F-150 Lightning (131 kWh)	492 km	\$97,395	Not Eligible

1.3 Replacement Order

The replacement timeline, as established during the first workshop held on April 21, 2023, was also restricted by the available budget for Scenario 1 (business as usual) and Scenario 3 (budget electrification). The \$150,000 cap on yearly purchasing meant at most two vehicles could be replaced in a given year, with some years only one replacement occurring, and in some years this budget had to be exceeded in order not to make the replacement timeline longer than would be safe to operate a vehicle. Even with the budget adjustment, a 22-year replacement cycle rather than a ten- or twelve-year replacement cycle was required in order to remain within range of the budget. Yearly vehicle purchase costs vary between \$106,000 and \$171,121, with an average yearly cost of approximately \$132,171.

For scenario 2, the replacement order was the same but the timeline was accelerated in order to achieve the desired provincial targets of 40% reduction in emissions by 2030. In this scenario, between 2 and 4 vehicles were replaced per year with yearly purchase costs ranging from \$150,863 to \$284,395 with an average cost of \$202,663. Even in this accelerated scenario, the replacement interval per vehicle is 15 years, which is longer than the District's desired purchase interval of 10 years as per existing replacement policy.

The replacement order for the first five years for transition scenarios 1 and 2 are listed in the tables below.

GHD Replacement Order		Scenario		
		Scenario 1	Scenario 2	Scenario 3
Units	Description	Replacement Date	Vehicle Replacement Scenario	Vehicle Lifespan
GR 03 11	Ford	2023	Ford F-150 Lightning (98 kWh)	15
GR 06 08	Sierra 3500 2Whdr Ext & Crew Cab Flat Deck Pickup	2023	Ford F-150 Lightning (98 kWh)	15
GR 09 07	SIERRA 2500 HD SL EXT CAB 4WD	2023	Ford F-150 Lightning (98 kWh)	15
EL 05 12	ECONOLINE E250 CARGO VAN	2024	Ford E-Transit Cargo Van	15
GR 02 11	Silverado 3500 2Whdr Pickup	2024	Ford F-150 Lightning (98 kWh)	15
PL 07 06	EXPRESS 3500 CARGO VAN EXT	2024	Ford E-Transit Cargo Van	15
CR 02 07	EXPRESS 1500 CARGO VAN	2025	Ford E-Transit Cargo Van	15
CR 12 06	EXPRESS 2500 CARGO VAN	2025	Ford E-Transit Cargo Van	15
MN 02 06	SILVERADO 2500 HD LT EXT CAB 4WD	2025	Ford F-150 Lightning (98 kWh)	15
EL 04 06	SAVANA 1500 CARGO VAN	2026	Ford E-Transit Cargo Van	15
GR 06 03	GMC Other Trucks - Diesel	2026	Isuzu N-Series EV	15
CR 03 17	EXPRESS 2500 CARGO VAN	2027	Ford E-Transit Cargo Van	15
CR 11 07	EXPRESS 3500 CARGO VAN	2027	Ford E-Transit Cargo Van	15
PL 09 06	EXPRESS 2500 CARGO VAN	2027	Ford E-Transit Cargo Van	15
CR 10 06	EXPRESS 2500 CARGO VAN	2028	Ford E-Transit Cargo Van	15
EL 03 06	SAVANA 1500 CARGO VAN	2028	Ford E-Transit Cargo Van	15
PL 01 11	EXPRESS 2500 CARGO VAN	2028	Ford E-Transit Cargo Van	15

GHD Replacement Order		Scenario		
		Scenario 1	Scenario 2	Scenario 3
Units	Description	Replacement Date	Vehicle Replacement Scenario	Vehicle Lifespan
GR 03 11	Ford	2023	Ford F-150 Lightning (98 kWh)	23
GR 09 07	SIERRA 2500 HD SL EXT CAB 4WD	2023	Ford F-150 Lightning (98 kWh)	23
GR 02 11	Silverado 3500 2Whdr Pickup	2024	Ford F-150 Lightning (98 kWh)	23
GR 06 08	Sierra 3500 2Whdr Ext & Crew Cab Flat Deck Pickup	2024	Ford F-150 Lightning (98 kWh)	23
EL 05 12	ECONOLINE E250 CARGO VAN	2025	Ford E-Transit Cargo Van	23
PL 07 06	EXPRESS 3500 CARGO VAN EXT	2025	Ford E-Transit Cargo Van	23
CR 12 06	EXPRESS 2500 CARGO VAN	2026	Ford E-Transit Cargo Van	23
MN 02 06	SILVERADO 2500 HD LT EXT CAB 4WD	2026	Ford F-150 Lightning (98 kWh)	23
CR 02 07	EXPRESS 1500 CARGO VAN	2027	Ford E-Transit Cargo Van	23
EL 04 06	SAVANA 1500 CARGO VAN	2027	Ford E-Transit Cargo Van	23
GR 06 03	GMC Other Trucks - Diesel	2028	Isuzu N-Series EV	23

1.4 Business Cases

A brief summary of results are shown in Tables 4.5-4.10 below, separated by vehicle type, calibrated for the average yearly travel distance of 9369 km/year (based on District's real fleet data) and a service life of 15 years, which is higher than the average prescribed lifespan per vehicle of typically around 10 years, but lower than the replacement frequency of 22 years that the budget requires.

Cargo Vans						
	Ford Transit Cargo Van		Ford E-Transit Cargo Van		Costs / Savings (-)	
	First Year	Year 2 – Life	First Year	Year 2 – Life	First Year	Year 2 – Life
Vehicle and Infrastructure	57,081	0	61,750	0	4,669	0
Fuel	2,690	28,030	348	3,631	-2,341	-24,399
Maintenance	1,511	13,570	1,342	12,053	-169	-1,516
Total	61,282	41,600	63,440	15,685	2,159	-25,915
Cutaways (Flatdecks)						
	Ford F-450 XL		Ford E-Transit Cutaway		Costs / Savings (-)	
	First Year	Year 2 – Life	First Year	Year 2 – Life	First Year	Year 2 – Life
Vehicle and Infrastructure	67,359	0	80,984	0	13,625	0
Fuel	3,520	36,678	395	4,115	-3,125	-32,562
Maintenance	1,511	13,570	1,342	12,053	-169	-1,516
Total	72,389	50,247	82,721	16,169	10,332	-34,078
Dump Trucks						
	Isuzu Dump Truck		Isuzu N-Series EV		Costs / Savings (-)	
	First Year	Year 2 – Life	First Year	Year 2 – Life	First Year	Year 2 – Life
Vehicle and Infrastructure	137,158	0	158,750*	0	21,592	0
Fuel	3,442	35,872	561	5,847	-2,881	-30,025
Maintenance	1,511	13,570	1,342	12,053	-169	-1,516
Total	142,111	49,442	160,653	17,900	18,542	-31,542
Sedans						
	Nissan Sentra		Chevrolet Bolt EV		Costs / Savings (-)	
	First Year	Year 2 – Life	First Year	Year 2 – Life	First Year	Year 2 – Life
Vehicle and Infrastructure	18,298	0	46,897	0	28,599	0
Fuel	1,073	11,179	216	2,256	-856	-8,923
Maintenance	1,511	13,570	1,342	12,053	-169	-1,516
Total	20,881	24,749	48,455	14,309	27,574	-10,439

SUVs						
	Nissan Kicks		Chevrolet EUV		Costs / Savings (-)	
	First Year	Year 2 – Life	First Year	Year 2 – Life	First Year	Year 2 – Life
Vehicle and Infrastructure	20,998	0	48,897	0	27,899	0
Fuel	1,141	11,892	191	1,986	-951	-9,906
Maintenance	1,511	13,570	1,342	12,053	-169	-1,516
Total	23,650	25,462	50,429	14,040	26,780	-11,422

Utility Trucks						
	Ford F-250		Ford F-150 Lightning (98kWh)		Costs / Savings (-)	
	First Year	Year 2 – Life	First Year	Year 2 – Life	First Year	Year 2 – Life
Vehicle and Infrastructure	56,499	0	90,145	0	33,646	0
Fuel	2,823	29,419	314	3,272	-2,509	-26,147
Maintenance	1,511	13,570	1,342	12,053	-169	-1,516
Total	60,833	42,989	91,801	15,325	30,968	-27,664

Passenger Bus						
	Ford F-450		Greenstar EV Star		Costs / Savings (-)	
	First Year	Year 2 – Life	First Year	Year 2 – Life	First Year	Year 2 – Life
Vehicle and Infrastructure	54,397	0	53,613	0	-784	0
Fuel	3,138	32,704	580	6,040	-2,559	-26,664
Maintenance	1,511	13,570	1,342	12,053	-169	-1,516
Total	59,046	46,274	55,535	18,094	-3,512	-28,180

1.5 Conclusion

The District stands to achieve significant financial savings of up to **11% in the next 27 years**, as well as **reduce emissions 100% by 2037 or 2045** by pursuing vehicle electrification.

A transition plan has been derived to ensure the department's yearly budget expenses are evenly distributed, and are close to the \$150,000 per year budget cap for budget scenarios, while offering a feasible and reasonably affordable pathway to meeting provincial guideline targets in scenario 2.

Electrical infrastructure upgrades to enable this transition have been determined to be \$825k.

For more information on the in-depth results of this report, assumptions, calculations, or other information, see the full ZEV Ready Plan Final Report, as well as the District's Power BI Dashboards.



Appendix D – Energy Report Card Example

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GLOSSARY

BEPI

Building Energy Performance Index - A calculation of annual energy consumption by unit of floor area. The BEPI can be used to easily compare buildings of different sizes. These results are used to focus efforts on poorly performing buildings. BEPI is measured in ekWh/m².

L12M - Last 12 Months

The key metric of BEPI is reported on an annual basis. The "Last 12 Months" measure is used to display mid-year results. This rolling 12-month calculation steps 2 months back in time (when we typically have complete utility data), and then provides a summary of the previous 12 months' performance.

ekWh

Equivalent kilowatt hour - A standardized unit of measure that allows multiple energy sources, such as electricity [kWh], natural gas [GJ], and propane [L] to be added together.

Weather Normalization

To accurately compare utility data from year to year, the data must be normalized for weather. This removes the impact of variations in weather, enabling comparison of utility data from year to year to determine if overall energy use has gone down.

GHG (tCO₂e)

Greenhouse gas emissions, as measured in tonnes of equivalent carbon.

OPPORTUNITIES FOR IMPROVING ENERGY PERFORMANCE

Power Consumption

- Turn off lights when leaving a room, or on a sunny day when lights aren't needed.
- Power down devices when not in use.
- Limit the use of discretionary appliances such as personal fridges, microwaves, kettles and heaters.
- Assign one student in the classroom each week to be the energy-efficiency steward.

Heating & Ventilation

- Close exterior doors and windows during cold weather, when the building's heating system is running.
- Establish a green team to review energy performance data. Identify and troubleshoot problem areas.
- Notify your facilities team if ventilation and heating systems appear to be running when the building is unoccupied.

OPPORTUNITIES FOR REDUCING GREENHOUSE GAS EMISSIONS

Fuel Efficiency

- Reduce consumption through the measures listed above
- Replace old equipment, such as boilers, with newer, more efficient models.

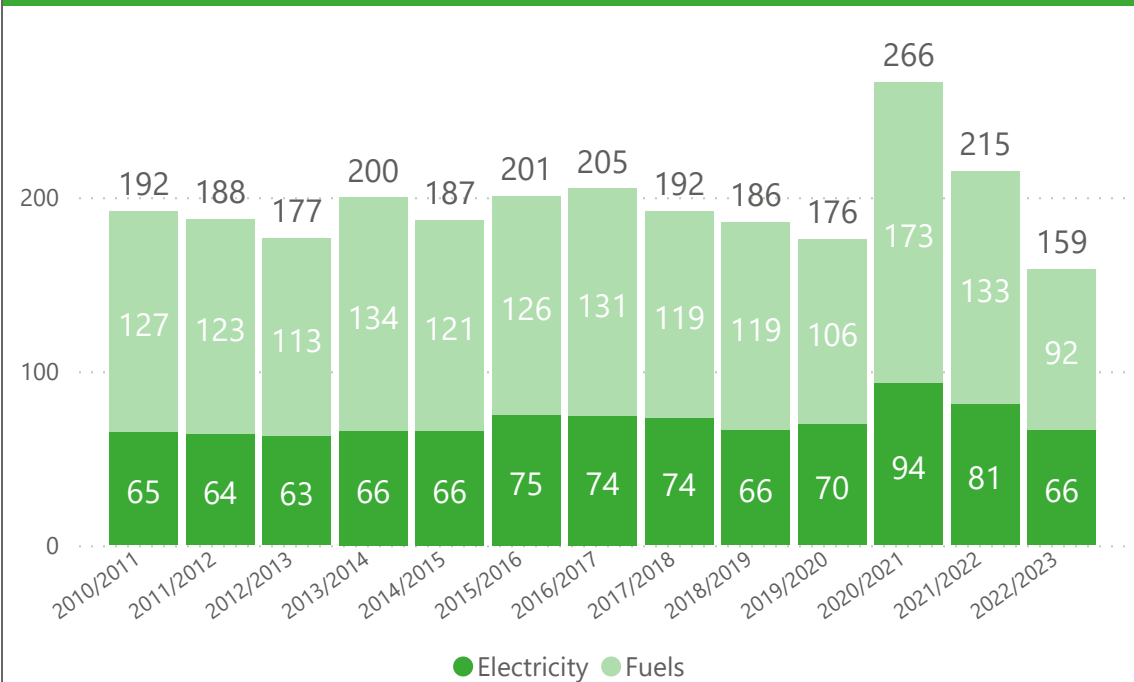
Fuel Switching

- Replace fossil fuel-burning equipment (those that use natural gas, propane or diesel) with equipment that runs on electricity, such as a heat pump.

Transportation

- Switch from gasoline vehicles to electric or hybrid vehicles.
- Use active transportation options such as walking, cycling, or public transportation.

Building Energy Performance Index (ekWh/m2)

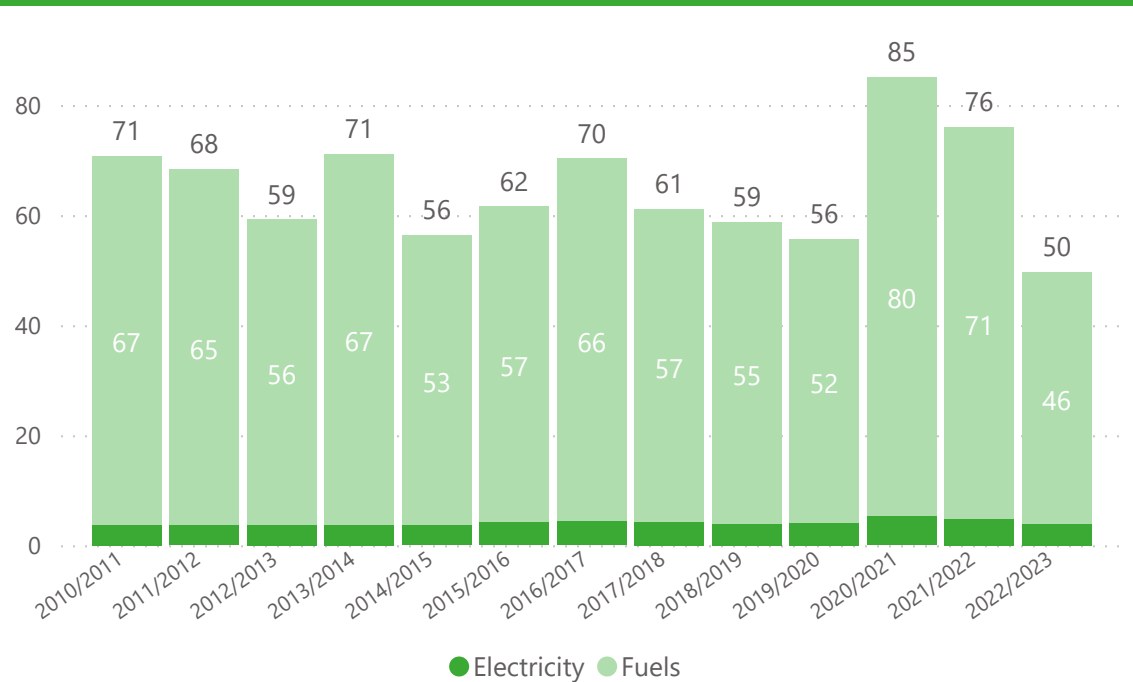


These values are weather normalized.

Last 12 Months Average		
68	92	160
Electricity	Fuels	Total

2030 BEPI Target		
50	40	90
Electricity	Fuels	Total

GHG Emissions (tCO2e)

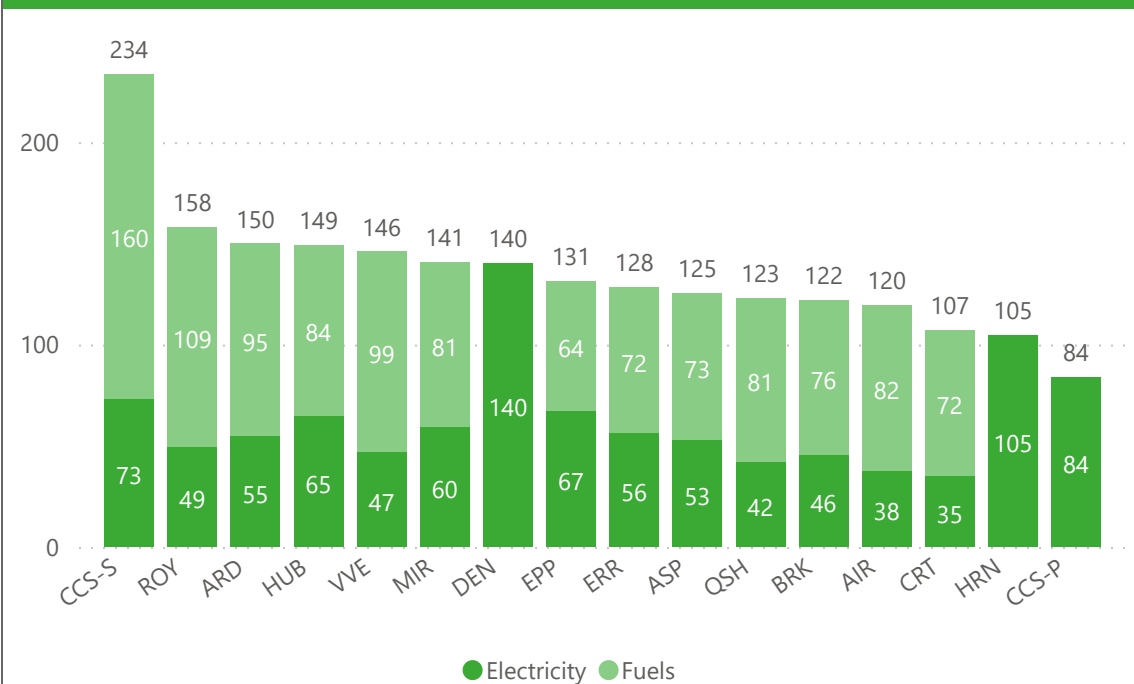


These values are not weather normalized.

Last 12 Months Total
50
GHG Tonnes L12M

2030 GHG Target
59 - 64%
Reduction from 2010

Building Energy Performance Index (ekWh/m2)

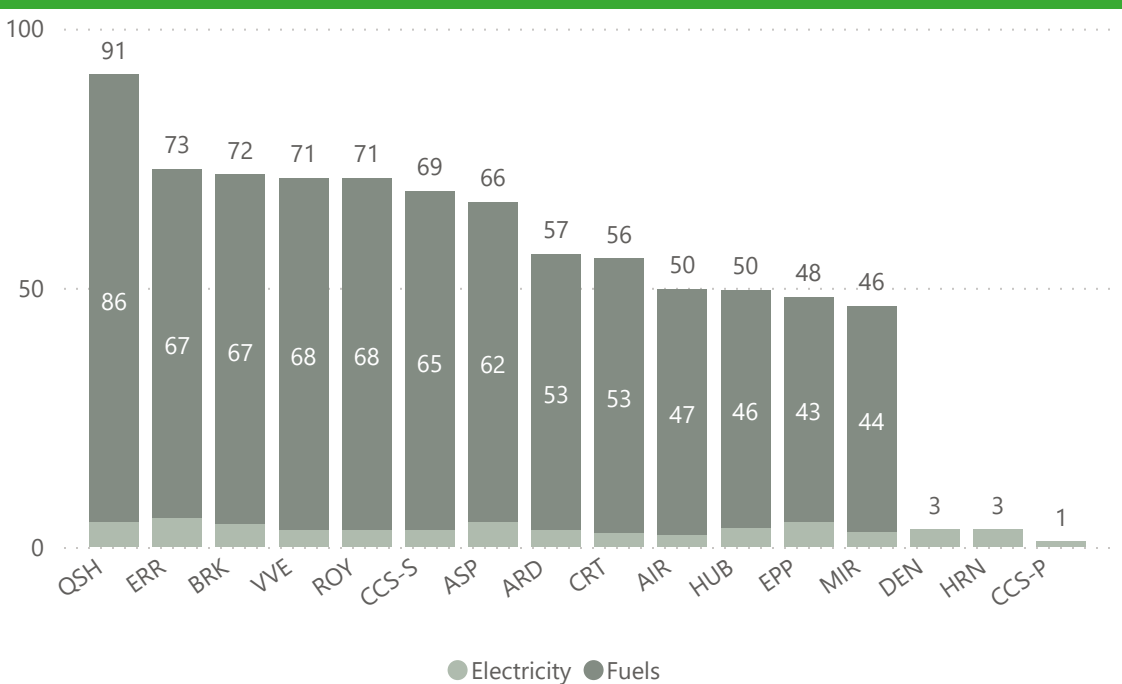


These values are not weather normalized.

2022-23 Average		
55	79	135
Electricity	Fuels	Total

2030 BEPI Target		
50	40	90
Electricity	Fuels	Total

GHG Emissions (tCO2e)



These values are not weather normalized.

2022-23 Total
827
GHG Tonnes

2030 GHG Target
59 - 64%
Reduction from 2010

BRIEFING NOTE

TO: Board of Education **DATE:** June 25th, 2024
FROM: Molly Proudfoot, Director of Operations
RE: **2025-26 Major Capital and Build Envelope Program Submission summary**

Purpose

To update the Board of Education on the proposed 2025-2026 Major Capital and Building Envelope Program 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 developed a web-based Capital Asset Planning System (MyCAPS) which school districts use to submit their annual Five-Year Capital Plan.

Annual Submission & Approval Process:

- **April 2024:** Ministry releases Capital Plan Instructions.
- **May—September 2024:** SD prepares annual 5-year Major and Minor Capital Plans (proposed year 1, 2, 3, 4, 5 capital projects).
- **June 30th, 2024:** Submission of Major Capital and Building Envelope Program Plan.
- **September 30th, 2024:** Submission of Minor Capital Plan.
- **October 1st, 2024:** Submission of Food Infrastructure Program Plan.
- **August 2024—December 2025:** MEd reviews/prioritizes 5-year Capital Plans, determines budget for total capital expenditures, and provides recommendations to Minister of Education for consideration.
- **January to March 2025:** Ministry develops and approves recommended project list for inclusion in the Ministry Capital Plan with appropriate Government approval. MEd issues Capital Plan

Response Letters to SDs on or before March 2025, identifying what capital projects have been approved.

For the Major Capital and Building Envelope Program submission, Board approval is required for the following programs:

Major Capital Funding Programs:

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

Other Programs:

- BEP – Building Envelope

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

The recommended projects for submission to the Ministry are:

SMP – SEISMIC MITIGATION

School	Seismic Risk	Comments
Courtenay Elementary	H1 – P3	Seismic Upgrade to the 1952 two-storey classroom block.
Airport Elementary	H1 – P3	Seismic Upgrade to the south-wing classroom block.
Navigate (NIDES)	H1 – P3	Seismic Upgrade to the Annex and 1955 block.

EXP – NEW SCHOOLS, ADDITIONS & SITE DEVELOPMENT

School	Project Details
Mark R. Isfeld Secondary	Design & construct an addition to address over capacity.
Georges P. Vanier Secondary	Design & construct an addition to address over capacity.
Union Bay Community School	Design & construct a new K-9 School with 60K/600 capacity on the land allocated in the upcoming Union Bay Estates development.

REPL – REPLACEMENTS

School	Project Details
École Puntledge Park Elementary	Build a replacement Elementary School (80K/600).

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

RDP – RURAL DISTRICTS PROGRAM (RDP)

School	Project Details
Union Bay Elementary	Demolish the five-classroom (1897 and 1950s) building – closed in 2006.

BEP – BUILDING ENVELOPE

School	Project Details
Cumberland Community – Beaufort (Jr.)	Only project on BC Housing's list of eligible schools.

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, Building Envelope, and Minor Capital program submissions. The prioritization and preparation of projects for the Capital Plan submission is in progress.

Recommendation:

That in accordance with Section 142 of the School Act, the Board of Education of School District No. 71 (Comox Valley) approve the Major Five-Year Capital Plan for 2025/26, as presented and outlined in the Briefing Note dated June 25, 2024, titled 2025/26 Major Capital Plan and Building Envelope Program submission.

d,

Molly Proudfoot
Director of Operations

BRIEFING NOTE

TO: Board of Education **DATE:** June 25, 2024
FROM: Carrie McVeigh, Secretary-Treasurer
RE: Capital Plan Approval and Bylaw No. 2024/25-CPSD71-02

Purpose

To provide the Board of Education with the updated Capital Plan Response letter and for the Board to adopt the accompanying Capital Bylaw.

Background

As the Board is aware, a capital bylaw is required under the School Act (S. 143) for its approved Capital Plan. It is non-financial in nature in that it doesn't not identify a dollar amount. Only one bylaw is required for all capital projects approved by the Ministry in the Capital Plan Response letter. The bylaw once adopted by the Board, authorizes the Secretary Treasurer to execute project and funding agreements related to the expenditures contemplated by the underlying capital plan.

On April 23, 2024, the Board received Briefing Note, Capital Plan Approval and Bylaw No. 2024/25-CPSD71-01, and the Board adopted the Capital Plan bylaw through three readings, by motion.

Subsequently, the Ministry sent an Amended Ministry Response letter, dated May 16, 2024, setting out new approvals for capital as follows:

- Aspen Park Elementary Addition – 11 classroom prefabricated modular addition.
- Cumberland Community School – No longer in the Response letter, as it has since received government funding approval.

With these changes, the Board must adopt a new Capital Bylaw.

Recommendation

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) give all three readings of the Capital Bylaw No. 2024/25-CPSD71-02 in one meeting.

Motion (3 readings):

THAT the Board of Education of School District No. 71 (Comox Valley) adopt the 2024/2025 Capital Bylaw cited as School District No. 71 (Comox Valley) Capital Bylaw No. 2024/25-CPSD71-02, being a bylaw associated with the 2024/25 Capital Plan as identified in the Capital Plan Response letter, dated May 16, 2024, issued by the Capital Management Branch, Ministry of Education and Child Care.

Read for a first time this 25th day of June, 2024

Read for a second time this 25th day of June, 2024

Read for a third time this 23rd day of June, 2024

Respectfully submitted,

Carrie McVeigh

Carrie McVeigh
Secretary-Treasurer

Appendices:

Appendix A: 2024/25 Capital Bylaw No. 2024/25-CPSD71-02

Appendix B: Briefing Note, Capital Plan Approval and Bylaw No. 2024/25-CPSD71-01



May 16, 2024

Ref: 299192

To: Secretary-Treasurer and Superintendent
School District No. 71 (Comox Valley)

Capital Plan Bylaw No. 2024/25-CPSD71-02

Re: Amended Ministry Response to the Annual Five-Year Capital Plan Submission for 2024/25

This letter is in response to your School District's 2024/25 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, SAP, RDP)

New Projects

Project #	Project Name	Project Type	Comments
163156	Aspen Park Elementary	Addition	Project has been approved for an 11-classroom prefabricated modular addition. Please contact your Regional Director for next steps.

Projects in Development from Previous Years

Project #	Project Name	Project Type	Comments
159216 / 154925	Cumberland Community School	Addition / Seismic	Final business case (PDR) is with Ministry for funding approval.

**** Projects in the table above have been crossed off as they have since received government funding approval.***

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also, note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

NOTE: The Ministry encourages school districts to pursue simplified designs for new schools or expansion of existing schools. As projects proceed to Business Case, stakeholder engagement and design phases, please ensure simplified design parameters are considered as per the attached *Simplified Designs Guidelines*.

MINOR CAPITAL PROJECTS (SEP, FIP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Food Infrastructure Program (FIP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

New projects for SEP, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Tsolum Elementary	SEP - Exterior Wall Systems Upgrades	\$755,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

Denman Island Community School	CNCP - Energy Upgrades	\$290,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Valley View Elementary	PEP - Accessible Playground Equipment	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Airport Elementary, Arden Elementary, Aspen Park Elementary, Courtenay Elementary, Ecole Puntledge Park Elementary, Ecole Robb Road, Georges P Vanier Secondary, Highland Secondary, Huband Park Elementary, Mark R. Isfeld Senior Secondary, Valley View Elementary	FIP - Kitchen Equipment and Upgrade	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2024/25 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2024/25 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated, and emailed to the Ministry's Capital Management Branch at CMB@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2024/25 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2025/26 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's [Capital Planning](#) webpage by April 1st, 2024.

School districts' capital plan submission deadlines for the 2025/26 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2024**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **July 1, 2024**
 - Major Capital Programs (BEP)
- **September 30, 2024**
 - Minor Capital Programs (SEP, CNCP, PEP, BUS)
- **October 1, 2024**
 - Minor Capital Programs (FIP)

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Additionally, the Annual Facility Grant (AFG) project requests for the 2024/25 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2024.

NOTE: It is strongly encouraged that school districts discuss the draft versions of their intended capital projects and AFG project requests with Ministry staff well in advance of submission deadlines. Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



Damien Crowell, Executive Director
Capital Management Branch

pc: Geoff Croshaw, Acting Director, Major Capital Projects, Capital Management Branch
Michael Nyikes, Director, Minor Capital Projects, Programs and Finance, Capital Management Branch

CAPITAL BYLAW NO. CPSD71-02
CAPITAL PLAN 2024/25

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 71 (Comox Valley) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2024/25 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated May 16, 2024, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 71 (Comox Valley) Capital Bylaw No. CPSD71-02.

READ A FIRST TIME THE 25th DAY OF June 2024;
 READ A SECOND TIME THE 25th DAY OF June 2024;
 READ A THIRD TIME, PASSED THE 25th DAY OF June 2024.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 71 (Comox Valley) Capital Bylaw No. CPSD71-02 adopted by the Board the 25th day of June 2024.

Secretary-Treasurer

BRIEFING NOTE

TO: Board of Education **DATE:** April 23, 2024
FROM: Carrie McVeigh, Secretary-Treasurer
RE: **Capital Plan Approval and Bylaw No. 2024/25-CPSD71-01**

Background

As the Board is aware, a capital bylaw is required under the School Act (S. 143). It is non-financial in nature and, only one bylaw is required for all capital projects approved by the Ministry. The bylaw once adopted by the Board, authorizes the Secretary Treasurer to execute project and funding agreements related to the expenditures contemplated by the underlying capital plan.

The Capital Planning cycle consists of:

- The Capital Plan preparation process starts in the spring with major capital program submissions due June 30th and minor capital program submissions due September 30. During this period of time significant communication occurs between our Facilities department and Capital Branch staff at the Ministry of Education. The Ministry of Education and Child Care provided districts with a five-year Capital Plan intake spreadsheet and Capital Plan instructions in early spring.

- The Capital Plan intake/submission process considers the following:

MINOR CAPITAL

- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCPP)
- Bus Acquisition Program (BUS)
- Playground Equipment Program (PEP)
- School Food Infrastructure Program (FIP)

MAJOR CAPITAL

- Seismic Mitigation Program (SMP)
- School Expansion Program (EXP)
- School Replacement Program (REP)
- Rural Districts Program (RDP)
- Seismic Mitigation Program (SMP)

- Other Programs include the Annual Facilities' Grant (AFG) and Building Envelope Program (BEP)
- Before submitting the 5-year Capital Plan for approval, a Board must approve the proposed Capital Plan for its school district by resolution. This resolution must be provided to the Ministry as part of the submission process. At this stage, a bylaw is not required. The Board approved the 2024/2025 plan, and the Secretary-Treasurer signed the resolutions in September 2023.
- Ministry staff spend the summer and fall reviewing all 60 school district submissions and they provide approval for school district plans in the spring, at around the same time as the new year in take process commences.

To date, the Board has:

- Approved the 2024/2025 5-year Capital Plan submitted to the Ministry of Education and Child Care by resolutions.
- Received the Response letter dated March 15, 2024, approving funded projects by the Ministry.

The adoption of the bylaw allows the Secretary-Treasurer to sign the funding agreement which will release funding from the Ministry to the school district for the approved capital items/projects. In essence, the adoption of the bylaw approves the 5-year capital plan as approved by the Ministry of Education and Child Care and permits the Secretary-Treasurer to operationalize the projects approved.

Recommendation

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) give all three readings of the Capital Bylaw No. 2024/25-CPSD71-01 in one meeting and adopt Capital Plan Bylaw No. 2024/25-CPSD71-01.

Motion (3 readings):

THAT the Board of Education of School District No. 71 (Comox Valley) adopt the 2024/2025 Capital Bylaw cited as School District No. 71 (Comox Valley) Capital Bylaw No. 2024/25-CPSD71-01, being a bylaw associated with the 2024/25 Capital Plan as identified in the Capital Plan Response letter, dated March 15, 2024, issued by the Capital Management Branch, Ministry of Education and Child Care.

Read for a first time this 23rd day of April, 2024

Read for a second time this 23rd day of April, 2024

Read for a third time this 23rd day of April, 2024

Appendices:

Appendix A: 2024/25 Capital Plan Response Letter dated March 15, 2024

Appendix B: 2024/25 Annual Programs Funding Agreement

Appendix C: 2024/25 Capital Bylaw No. 2024/25-CPSD71-01

Appendix D: 2024/25 Capital Plan Resolutions (Minor Capital, Building Envelope, School Food Infrastructure), September 26, 2023

Appendix E: Briefing Note, Director of Operations Heselgrave, June 27, 2023, Capital Plan Submissions Summary

Appendix F: Briefing Note, Director of Operations Heselgrave, February 20, 2024, Capital Plan projects Update

Respectfully submitted,

Carrie McVeigh

Carrie McVeigh
Secretary-Treasurer



March 15, 2024

Ref: 297326

To: Secretary-Treasurer and Superintendent
School District No. 71 (Comox Valley)

Capital Plan Bylaw No. 2024/25-CPSD71-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2024/25

This letter is in response to your School District's 2024/25 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, SAP, RDP)

Projects in Development from Previous Years

Project #	Project Name	Project Type	Comments
159216 / 154925	Cumberland Community School	Addition / Seismic	Final business case (PDR) is with Ministry for funding approval.

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also, note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

NOTE: The Ministry encourages school districts to pursue simplified designs for new schools or expansion of existing schools. As projects proceed to Business Case, stakeholder engagement and design phases, please ensure simplified design parameters are considered as per the attached *Simplified Designs Guidelines*.

MINOR CAPITAL PROJECTS (SEP, FIP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Food Infrastructure Program (FIP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

New projects for SEP, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Tsolum Elementary	SEP - Exterior Wall Systems Upgrades	\$755,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Denman Island Community School	CNCP - Energy Upgrades	\$290,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Valley View Elementary	PEP - Accessible Playground Equipment	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Airport Elementary, Arden Elementary, Aspen Park Elementary, Courtenay Elementary, Ecole Puntledge Park Elementary, Ecole Robb Road, Georges P Vanier Secondary, Highland Secondary, Huband Park Elementary, Mark R. Isfeld Senior Secondary, Valley View Elementary	FIP - Kitchen Equipment and Upgrade	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2024/25 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2024/25 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated, and emailed to the Ministry's Capital Management Branch at CMB@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2024/25 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2025/26 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's [Capital Planning](#) webpage by April 1st, 2024.

School districts' capital plan submission deadlines for the 2025/26 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2024**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **July 1, 2024**
 - Major Capital Programs (BEP)
- **September 30, 2024**
 - Minor Capital Programs (SEP, CNCP, PEP, BUS)
- **October 1, 2024**
 - Minor Capital Programs (FIP)

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Additionally, the Annual Facility Grant (AFG) project requests for the 2024/25 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2024.

NOTE: It is strongly encouraged that school districts discuss the draft versions of their intended capital projects and AFG project requests with Ministry staff well in advance of submission deadlines. Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



Damien Crowell, Executive Director
Capital Management Branch

pc: Geoff Croshaw, Acting Director, Major Capital Projects, Capital Management Branch
Michael Nyikes, Director, Minor Capital Projects, Programs and Finance, Capital
Management Branch

ANNUAL PROGRAMS FUNDING AGREEMENT

This Annual Programs Funding Agreement dated for reference the 15th day of March 2024, is in effect for the 2024/25 fiscal year period of April 1, 2024 to March 31, 2025.

BETWEEN: His Majesty the King in Right of the Province of British Columbia,
represented by the Minister of Education and Child Care (the "Ministry")

OF THE FIRST PART

AND: the Board of Education of School District No. 71 (Comox Valley) (the
"Board")

OF THE SECOND PART.

The parties agree as follows:

1. DEFINITIONS

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

"Board" or "Board of Education" means a board of school trustees constituted under the *School Act* [RSBC 1996] c. 412 and any person designated by the Board to act with respect to a provision of this Agreement;

"Business Day" means a day, other than a Saturday or Sunday or Statutory Holiday, on which Provincial government offices are open for normal business in British Columbia;

"Capital Funding Grant" means a funding grant authorized by the Minister of Finance in accordance with section 56.1 of the *Financial Administration Act* [RSBC1996] c. 138;

"Certificate of Approval" means the Certificate of Approval described in paragraph 3.04;

"Eligible Expenditure(s)" means those expenditure(s) areas more particularly described in paragraph 3.01;

"Event of Force Majeure" means invasion, rebellion, hostilities, sabotage, government regulations or controls, acts of God, strikes, lockouts or labour disputes that are a major disabling event or circumstance in relation to the normal operations of the party concerned as a whole that is beyond the reasonable control of the party directly affected and results in a material delay, interruption or failure by such party in carrying out its duties, covenants or obligations under this Agreement;

"Minister" means the Minister of Education and Child Care, and includes the Deputy Minister of Education and Child Care and any person designated by either of them to act with respect to a provision of this Agreement;

"Ministry" means the Ministry of Education and Child Care of the Province of British Columbia;

2024/25 Annual Programs Funding Agreement for School District No. 71 (Comox Valley)

"Project" means the project(s) described in paragraph 3.01;

"Schools Protection Program" means the risk management program administered and delivered by the Risk Management Branch of the Ministry of Finance in conjunction with the Ministry of Education and Child Care, and includes the "Schools Protection Program Reference Manual" and all amendments and updates to the program and manual;

"Treasury Board" means the Treasury Board established under the *Financial Administration Act* [RSBC 1996] c. 138.

2. SCHEDULES

2.01 The following Schedule(s) form an integral part of this Annual Programs Funding Agreement:

- A. Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and Child Care and School Districts

3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS

3.01 The Ministry will provide capital funding to the Board which is to be used for the purposes of the following Project:

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Tsolum Elementary	SEP - Exterior Wall Systems Upgrades	\$755,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Denman Island Community School	CNCP - Energy Upgrades	\$290,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Valley View Elementary	PEP - Accessible Playground Equipment	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Airport Elementary, Arden Elementary, Aspen Park Elementary, Courtenay Elementary, Ecole Puntledge Park Elementary, Ecole Robb Road, Georges P Vanier Secondary, Highland Secondary, Huband Park Elementary, Mark R. Isfeld Senior	FIP - Kitchen Equipment and Upgrade	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

2024/25 Annual Programs Funding Agreement for School District No. 71 (Comox Valley)

Secondary, Valley View Elementary			
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- 3.02 The Ministry will, in no event, provide more than the amount listed above.
- 3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.
- 3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for the Project in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:
- a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;
 - b) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;
 - c) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.
- 3.05 Notwithstanding any other provision of this Agreement, the payment of funds by the Ministry to the Board, pursuant to this Agreement, is subject to the provisions of the *Financial Administration Act* ("the Act"), which makes that payment obligation subject to:
- a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment;
 - b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure(s) under any appropriation referred to in this subparagraph a).

4. BOARD OBLIGATIONS

- 4.01 The Board will:
- a) carry out the Project in a manner that ensures:
 - i) delivery within budget;
 - ii) completion by March 31, 2025;
 - iii) scope details are fully met upon completion;
 - iv) accrued cost-savings realized from completed capital projects as approved in this Agreement are reported to the Ministry and transferred into the

school district's Minister-Restricted Capital account, unless otherwise agreed to in writing by the Ministry.

- b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
 - c) procure the Project in accordance with the Capital Asset Management Framework;
 - d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;
 - e) ensure all communication related to the Capital Project conforms to the "Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and Child Care and School Districts" (provided as Schedule A). Note this protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.
- 4.02 Provide written notice to the Ministry of Education and Child Care immediately upon completion of each Project. (Note: the Ministry will be following up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to reallocate associated funds depending on the status of the Project).
- 4.03 At the request of the Ministry, prepare additional reports relating to the Project.
- 4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.
- 4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province of British Columbia or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.
- 4.06 Purchase school buses through the Request for Standing Offer (RFSO) portal available through the Association of School Transportation Services of BC (ASTSBC).
- 4.07 Reserve two (2) percent of the Total Funding amount provided under the Bus Acquisition Program in paragraph 3.01 as fee payment for ASTSBC's administration services. The ASTSBC will invoice the Board once buses have been ordered. This fee is included in the Capital Funding Grant and is not an additional cost to the Board.

5. EVENT OF FORCE MAJEURE

5.01 In the Event of Force Majeure:

- a) the Board will immediately notify the Ministry, in writing, describing the Event of

Force Majeure.

- b) within five (5) Business Days of being notified of the Event of Force Majeure, the Ministry will communicate with the Board to explore what steps are to be taken to mitigate the Event of Force Majeure, determine an appropriate course of action, and establish an estimated cost related to the Event of Force Majeure.
- c) the course of action must be agreed to by the Ministry and the Board.
- d) either party may request the assistance of an independent cost consultant appointed by mutual agreement of the parties.
- e) the Ministry will not approve any expenditure(s) incurred prior to the agreed course of action unless the costs were demonstrably incurred for the preservation of life and/or safety.

6. PUBLIC ANNOUNCEMENTS

- 6.01 Any public announcement relating to the Project will be in accordance with the “Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and Child Care and School Districts” (provided as Schedule A).

7. NOTICE

- 7.01 Any notice or communication required or permitted to be given under this Agreement will be in writing and will be considered to have been sufficiently given if delivered by hand or electronic transmission to the physical address or electronic mail address of each party set out below:

- a) if to the Board:

School District No. 71 (Comox Valley)
607 Cumberland Rd, Campbell River, BC, V9W 3P2
Attention: Russell Horswill, Secretary-Treasurer
Email: secretary.treasurer@sd71.bc.ca

- b) if to the Ministry:

Ministry of Education and Child Care
PO Box 9151 Stn Prov Govt, Victoria, BC, V8W 9H1
Attention: Capital Management Branch (Minor Capital Unit)
Email: CMB@gov.bc.ca

- 7.02 Any such notice or communication will be considered to have been received:

- a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a

responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;

- b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:
 - i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or
 - ii) within twenty-four (24) hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.

7.03 Delivery by mail will not be considered timely notice under this Agreement.

7.04 In the event a contact name changes for either the Ministry or for the Board, then parties must be notified within five (5) Business Days.

2024/25 Annual Programs Funding Agreement for School District No. 71 (Comox Valley)

IN WITNESS WHEREOF the parties have executed this Agreement, in duplicate, as of the day and year first above written.

SIGNED on behalf of His Majesty the King)
in Right of the Province of British Columbia)
by a duly authorized designate of the)
Minister of Education and Child Care)

Authorized Signatory (For the Minister of Education and
Child Care)

Name (Print)

Title

Date Signed (Month/Day/Year)

SIGNED on behalf of the **Board**)
of Education of School District)
No. 71 (Comox Valley) by its duly)
authorized signatories)

Signatory (Secretary Treasurer)

Name (Print)

Date Signed (Month/Day/Year)

SCHEDULE A

COMMUNICATIONS PROTOCOL AGREEMENT ON MINOR CAPITAL PROJECTS BETWEEN THE MINISTRY OF EDUCATION AND CHILD CARE (ECC) AND SCHOOL DISTRICTS

News Release

Upon issuance of Capital Plan approvals and funding agreements to school districts, ECC will issue public news releases regarding minor capital projects. School district(s) may be requested to provide a quote from a designated representative for such news releases.

Signage

Significant, high-profile minor capital construction projects and/or initiatives approved in the ECC Capital Plan **may** be requested to be identified by signage prominently displayed at the site. ECC will notify a school district(s) if this is the case.

If requested, signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. Signs are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable. A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved project budget. School districts are responsible for installing the signs.

The steps from signage design to installation are as follows:

1. Project is announced;
1. GCPE will have their graphics department create a construction sign;
2. GCPE graphics department will create and send the approved file to Kings Printer for print production;
3. Kings Printer will notify GCPE when the sign is ready;
4. GCPE will notify the school district(s) when the sign is ready to be ordered and provide them with the online requisition form: <http://brokerage.qp.gov.bc.ca/submit-print/print-form.aspx>;
5. The school district(s) orders, pays and arranges for the sign to be installed. Signs are to be post mounted in a visible location;
6. School district(s) will notify GCPE when the sign is installed and send photo as confirmation.

Official Ceremonies

ECC will notify a school district(s) if an official ceremony **may** be held to commemorate the launch and/or ground-breaking for a project. The parties shall co-operate in the organization ceremonies, and messages and public statements for such events should be mutually agreed upon.

Plaques

ECC **may** request the district provide and install (upon completion of significant, high-profile construction projects and/or initiatives), a plaque bearing an appropriate inscription. The design, wording and specifications of such plaques must be approved by ECC. Cost of the plaque is to be funded from the approved project budget.

CAPITAL BYLAW NO. 2024/25-CPSD71-01
CAPITAL PLAN 2024/25

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 71 (Comox Valley) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2024/25 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated April 23, 2024, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 71 (Comox Valley) Capital Bylaw No. 2024/25-CPSD71-01.

READ A FIRST TIME THE 23rd DAY OF April 2024;
READ A SECOND TIME THE 23rd DAY OF April 2024;
READ A THIRD TIME, PASSED THE 23rd DAY OF April 2024.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 71 (Comox Valley) Capital Bylaw No. 2024/25-CPSD71-01 adopted by the Board the 23rd day of April 2024.

Secretary-Treasurer



School District No. 71 (Comox Valley)

Office of the Board of Education

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

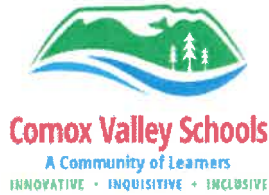
In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 71 (Comox Valley) hereby approves the proposed Five-Year Capital Plan (Minor Capital Programs) for 2024/25, as provided on the Five-Year Capital Plan Summary for 2024/25 submitted to the Ministry of Education and Child Care.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Five-Year Capital Plan (Minor Capital Programs) for 2024/25 adopted by the Board of Education, on the 26th day of September 2023.

Secretary-Treasurer Signature

Russell Horswill

Secretary-Treasurer Name



School District No. 71 (Comox Valley)

Office of the Board of Education

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

In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 71 (Comox Valley) hereby approves the proposed Five-Year Capital Plan (Building Envelope Program) for 2024/25, as provided on the Five-Year Capital Plan Summary for 2024/25 submitted to the Ministry of Education and Child Care.

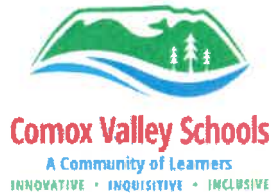
I hereby certify this to be a true copy of the resolution for the approval of the proposed Five-Year Capital Plan (Building Envelope Program) for 2024/25 adopted by the Board of Education, on the 26th day of September 2023.



Secretary-Treasurer Signature

Russell Horswill

Secretary-Treasurer Name



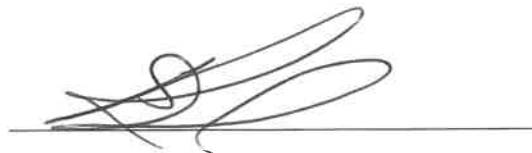
School District No. 71 (Comox Valley)

Office of the Board of Education

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

In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 71 (Comox Valley) hereby approves the proposed Five-Year Capital Plan (School Food Infrastructure Program) for 2024/25, as provided on the Five-Year Capital Plan Summary for 2024/25 submitted to the Ministry of Education and Child Care.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Five-Year Capital Plan (School Food Infrastructure Program) for 2024/25 adopted by the Board of Education, on the 26th day of September 2023.



Secretary-Treasurer Signature

Russell Horswill

Secretary-Treasurer Name

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

BRIEFING NOTE

TO: Board of Education
FROM: Ian Heselgrave, Director of Operations
RE: Capital Projects Update – February 2024

DATE: Feb 27th, 2024

Purpose

To update the Board of Education on capital projects as of February 2024.

Update on Capital Projects

Arden Elementary School – New Childcare Centre

The Construction Management firm for this build is Heatherbrae Builders Ltd. The District trimmed cost and maximized construction efficiency by creating a design package based off the recently completed Cumberland Childcare Centre that could be used for this build as well as the upcoming Glacier View Childcare Centre. Funded through the 'Childcare BC New Spaces Fund' the centre will provide 75 new childcare spaces to the Comox Valley. Comprised of Infant Toddler/Preschool/and Before & After on School Grounds this single-storey 520 m² facility began construction in July 2023 and is on track and budget for completion in April 2024. The District publicly tendered the 'Request for Proposal' for childcare operator and the 'Boys and Girls Clubs of Central Vancouver Island (BGCCVI)' was the successful proponent. The Operator is set to open the facility in May 2024.



Glacier View Secondary Centre – New Childcare Centre

The Construction Management firm for this build is Heatherbrae Builders Ltd. The District trimmed cost and maximized construction efficiency by creating a design package based off the recently completed Cumberland Childcare Centre that could be used for this build as well as the upcoming Arden Elementary Childcare Centre. Funded through the 'Childcare BC New Spaces Fund' the centre will provide 75 new childcare spaces to the Comox Valley. Comprised of Infant Toddler/Preschool/and Before & After on School Grounds this single-storey 520m² facility began construction in July 2023 and is on track and budget for completion in April 2024. The District publicly tendered the 'Request for Proposal' for childcare operator and the 'Boys and Girls Clubs of Central Vancouver Island (BGCCVI)' was the successful proponent. The Operator is set to open the facility in May 2024.



Idiens Way School Board Office

The Construction Management firm for this build is AFC Construction Ltd. The build consists of a 750m² renovation of the existing building and the construction of the 652m² two-storey addition. The contractor began work in May 2023 and is on schedule and budget to complete by June 30th, 2024. District staff are scheduled to move into the new facility in mid-July 2024. This will facilitate the transition of the Indigenous Education and Inclusive Education departments into their new spaces at the 607 Cumberland Road offices in time for August start-up.



Other Projects:

Highland Cooling Tower – This project is nearing completion. The last phase of the work is to insulate the walls in the cooling tower enclosure and to complete the commissioning of the system. The new cooling tower will be functional when the warm weather arrives this spring.

Highland Main Electrical Service – Replacement of the main electrical service plus feeder panels and disconnects. The main electrical distribution equipment is original to the 1978 construction of the school and is 'beyond useful life'. A sizeable portion of this work will take place over school breaks, including the upcoming Spring Break.

Aspen Park Elementary modular classroom – to meet unexpected late summer enrollment growth a modular classroom was procured for Aspen Park Elementary. The classroom will be installed during spring break. The intent was to install the classroom over winter break but Building Permit delays prevented the start of site works. The project is on budget.

Airport Elementary Building Controls replacement - DDC systems are used to control a building's various systems from one central point. Replacing the DDC system at Airport Elementary will improve ventilation for staff and students and assist in meeting the Board's strategic goal of Environmental Stewardship. This work will be complete by May 1st 2024.

Airport Elementary LED Lighting Upgrade – As an element of the SD 71 GHG reduction plan and energy efficiency program the School District is upgrading the existing fluorescent lighting systems in schools to highly efficient LED lighting systems. Importantly, these lighting upgrades also improve the learning environment through the ability to control the colour, temperature and illumination levels allowing the educator to create an optimal classroom environment.

Recommendation

It is recommended that this briefing note be received by the Board of Education as information.

Respectfully submitted,

Ian Heselgrave

Ian Heselgrave
Director of Operations

BRIEFING NOTE

TO: Board of Education
FROM: Carrie McVeigh, Secretary-Treasurer
RE: **2024-25 Preliminary Annual Budget**

DATE: June 25, 2024

Purpose

As required by the School Act, the Board of Education must prepare and adopt an Annual Budget on or before June 30th each year, by bylaw, in the prescribed ministry format.

Background

The preliminary 2024-25 Annual Operating Budget was presented to the Committee of the Whole on May 14, 2024. Public Feedback was provided to the Board on May 28th, 2024, with a further option to balance the budget. Staff presented the draft operating budget on June 11th, 2024, at the Committee of the Whole meeting and provided further information around capital and special purpose fund budgets as part of the report. All presentations and information are available on the districts' budget webpage.

Pursuant to section 156 of the *School Act* (Accounting Practices), Boards of Education are required to prepare and submit budgets to the Minister, in the form, with the information, and at the time required by the Minister. Pursuant to section 111 of the *School Act* the annual budget of the Board of a school district must be in the form specified by the Minister. The annual budget must be prepared in accordance with the Accounting Practices Order, the Financial Planning and Reporting Policy and the K-12 Accumulated Operating Surplus Policy. The ministry's Excel template must be used to prepare the 2024/25 annual budget. Boards must prepare an annual budget and have it adopted by bylaw on or before June 30, 2024, as per section 113 of the *School Act* (Adoption of Budget) and submitted to the Ministry.

Boards are required to prepare a balanced budget where board revenues plus any appropriated surpluses fully fund the following:

- annual operating expenses
- annual special purpose fund (SPF) expenses
- annual capital fund expenses
- tangible capital asset acquisitions (from Operating, SPF's & Local Capital)
- any planned reduction of prior years' deficits

The 2023/24 operating surplus and prior years' accumulated surpluses can be appropriated to finance expenses for 2024/25. Any budgeted appropriation of an operating surplus must be recorded on Schedule 2 – "Annual Budget – Operating Revenue and Expense" as "Budgeted Prior Year Surplus Appropriation".

Appropriations should not include prior years' surpluses that will not be spent in 2024/25. "Accumulated" surplus is reflected in the annual financial statements of the district.

The Budget bylaw must be given three readings. If the three readings are to take place in one meeting, a motion to do so must be passed unanimously.

Next Steps

The 2024-25 Annual Budget is now prepared in the Ministry required template and bylaw format for adoption at the June 25, 2024, Regular Board Meeting.

Recommendation

THAT the Board of Education of School District No. 71 (Comox Valley) give all three readings of the School District No. 71 (Comox Valley) Annual Budget Bylaw for fiscal year 2024/2025, in one meeting.

That the Board of Education of School District No. 71 (Comox Valley) adopt the Annual Budget Bylaw for fiscal year 2024/2025 cited as "School District No. 71 (Comox Valley) Annual Budget Bylaw for fiscal year 2024/2025", being a bylaw associated with the annual budget showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$157,785,254, for the 2024/2025 fiscal year.

Read a first time and adopted this 25th day of June, 2024.

Read a second time and adopted this 25th day of June, 2024.

Read a third time and adopted this 25th day of June, 2024.

Respectfully submitted,

Carrie McVeigh

Carrie McVeigh
Secretary-Treasurer

Appendix

- Ministry Budget and Bylaw – Preliminary Annual Budget 2024/25

Annual Budget

School District No. 71 (Comox Valley)

June 30, 2025

School District No. 71 (Comox Valley)

June 30, 2025

Table of Contents

Bylaw	1
Annual Budget - Revenue and Expense - Statement 2	2
Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4	4
Annual Budget - Operating Revenue and Expense - Schedule 2	5
Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source	6
Schedule 2B - Annual Budget - Schedule of Operating Expense by Object	7
Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object	8
Annual Budget - Special Purpose Revenue and Expense - Schedule 3	10
Schedule 3A - Annual Budget - Changes in Special Purpose Funds	11
Annual Budget - Capital Revenue and Expense - Schedule 4	14

*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 2024/2025 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 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$157,785,254 for the 2024/2025 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 2024/2025.

READ A FIRST TIME THE 25th DAY OF JUNE, 2024;

READ A SECOND TIME THE 25th DAY OF JUNE, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE 25th DAY OF JUNE, 2024;

(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 2024/2025, adopted by the Board the 25th DAY OF JUNE, 2024.

Secretary Treasurer

School District No. 71 (Comox Valley)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	10,930,875	10,638,500
Adult	31,500	31,500
Total Ministry Operating Grant Funded FTE's	10,962,375	10,670,000
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	139,593,605	134,564,821
Other	222,000	222,000
Tuition	3,176,750	2,970,250
Other Revenue	3,111,117	3,176,515
Rentals and Leases	160,000	150,000
Investment Income	764,000	1,142,576
Amortization of Deferred Capital Revenue	6,208,883	5,851,837
Total Revenue	153,236,355	148,077,999
Expenses		
Instruction	122,807,818	117,678,843
District Administration	5,604,627	5,122,711
Operations and Maintenance	23,672,572	23,057,170
Transportation and Housing	2,966,637	2,888,286
Total Expense	155,051,654	148,747,010
Net Revenue (Expense)	(1,815,299)	(669,011)
Budgeted Allocation (Retirement) of Surplus (Deficit)	799,714	4,191,846
Budgeted Surplus (Deficit), for the year	(1,015,585)	3,522,835
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(1,015,585)	3,522,835
Budgeted Surplus (Deficit), for the year	(1,015,585)	3,522,835

School District No. 71 (Comox Valley)

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

Statement 2

	2025 Annual Budget	2024 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	126,198,199	120,262,887
Operating - Tangible Capital Assets Purchased	375,000	375,000
Special Purpose Funds - Total Expense	19,754,987	19,751,121
Capital Fund - Total Expense	9,098,468	8,733,002
Capital Fund - Tangible Capital Assets Purchased from Local Capital	2,358,600	9,750,679
Total Budget Bylaw Amount	157,785,254	158,872,689

Approved by the Board

Signature of a member of the Board		
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, 2025

	2025 Annual Budget \$	2024 Amended Annual Budget \$
Surplus (Deficit) for the year	(1,815,299)	(669,011)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(375,000)	(375,000)
From Local Capital	(2,358,600)	(9,750,679)
From Deferred Capital Revenue	(11,289,555)	(11,609,419)
Total Acquisition of Tangible Capital Assets	(14,023,155)	(21,735,098)
Amortization of Tangible Capital Assets	9,098,468	8,733,002
Total Effect of change in Tangible Capital Assets	(4,924,687)	(13,002,096)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(6,739,986)	(13,671,107)

School District No. 71 (Comox Valley)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget \$	2024 Amended Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	122,503,618	117,524,674
Other	222,000	222,000
Tuition	3,176,750	2,970,250
Other Revenue	481,117	509,117
Rentals and Leases	160,000	150,000
Investment Income	690,000	975,000
Total Revenue	127,233,485	122,351,041
Expenses		
Instruction	103,403,325	98,337,539
District Administration	5,604,627	5,122,711
Operations and Maintenance	14,223,610	13,973,674
Transportation and Housing	2,966,637	2,828,963
Total Expense	126,198,199	120,262,887
Net Revenue (Expense)	1,035,286	2,088,154
Budgeted Prior Year Surplus Appropriation	799,714	4,191,846
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(375,000)	(375,000)
Local Capital	(1,460,000)	(5,905,000)
Total Net Transfers	(1,835,000)	(6,280,000)
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, 2025

	2025 Annual Budget \$	2024 Amended Annual Budget \$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	121,013,384	114,400,601
ISC/LEA Recovery	(136,117)	(136,117)
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	114,269
FSA Scorer Grant	12,964	12,964
Labour Settlement Funding	-	1,931,944
Integrated Child and Youth (ICY) Teams	490,912	262,287
February Enrolment Count	-	(69,480)
Total Provincial Grants - Ministry of Education and Child Care	122,503,618	117,524,674
Provincial Grants - Other	222,000	222,000
Tuition		
International and Out of Province Students	3,176,750	2,970,250
Total Tuition	3,176,750	2,970,250
Other Revenues		
Funding from First Nations	136,117	136,117
Miscellaneous		
Instructional Cafeteria	135,000	135,000
Miscellaneous	210,000	238,000
Total Other Revenue	481,117	509,117
Rentals and Leases	160,000	150,000
Investment Income	690,000	975,000
Total Operating Revenue	127,233,485	122,351,041

School District No. 71 (Comox Valley)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Salaries		
Teachers	51,894,494	48,397,124
Principals and Vice Principals	6,782,503	6,613,341
Educational Assistants	8,323,151	8,083,663
Support Staff	11,507,153	11,150,964
Other Professionals	4,403,664	4,185,835
Substitutes	4,133,986	4,492,918
Total Salaries	87,044,951	82,923,845
Employee Benefits	22,014,960	20,215,855
Total Salaries and Benefits	109,059,911	103,139,700
Services and Supplies		
Services	4,449,456	4,233,576
Student Transportation	2,940,633	2,802,508
Professional Development and Travel	1,083,540	1,069,083
Rentals and Leases	247,739	237,239
Dues and Fees	106,900	106,400
Insurance	236,550	232,800
Supplies	5,610,610	6,003,221
Utilities	2,462,860	2,438,360
Total Services and Supplies	17,138,288	17,123,187
Total Operating Expense	126,198,199	120,262,887

School District No. 71 (Comox Valley)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	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	41,750,845	1,378,628		50,000		2,857,913	46,037,386
1.03 Career Programs	774,519	52,741	44,044	210,631		17,500	1,099,435
1.07 Library Services	444,613			861,865		41,157	1,347,635
1.08 Counselling	2,250,854			104,177	210,904	15,300	2,581,235
1.10 Inclusive Education	4,805,394	301,349	6,925,115	385,827	212,440	417,200	13,047,325
1.20 Early Learning and Child Care	24,811			39,642		35,416	99,869
1.30 English Language Learning	347,354			39,040			386,394
1.31 Indigenous Education	434,193	164,112	1,353,992	230,111	126,624	3,000	2,312,032
1.41 School Administration		4,702,870		2,291,002		446,600	7,440,472
1.62 International and Out of Province Students	1,061,911	164,379		173,173	246,433	45,000	1,690,896
1.64 Other				207,456			207,456
Total Function 1	51,894,494	6,764,079	8,323,151	4,592,924	796,401	3,879,086	76,250,135
4 District Administration							
4.11 Educational Administration					1,148,524		1,148,524
4.20 Early Learning and Child Care		18,424					18,424
4.40 School District Governance					265,394		265,394
4.41 Business Administration				540,758	1,380,124	5,000	1,925,882
Total Function 4	-	18,424	-	540,758	2,794,042	5,000	3,358,224
5 Operations and Maintenance							
5.20 Early Learning and Child Care							-
5.41 Operations and Maintenance Administration					798,138		798,138
5.50 Maintenance Operations				5,805,512		249,900	6,055,412
5.52 Maintenance of Grounds				567,959			567,959
5.56 Utilities							-
Total Function 5	-	-	-	6,373,471	798,138	249,900	7,421,509
7 Transportation and Housing							
7.41 Transportation and Housing Administration					15,083		15,083
7.70 Student Transportation							-
Total Function 7	-	-	-	-	15,083	-	15,083
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	51,894,494	6,782,503	8,323,151	11,507,153	4,403,664	4,133,986	87,044,951

School District No. 71 (Comox Valley)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	46,037,386	11,753,224	57,790,610	3,480,912	61,271,522	57,626,632
1.03 Career Programs	1,099,435	267,389	1,366,824	333,800	1,700,624	1,653,465
1.07 Library Services	1,347,635	339,812	1,687,447	388,042	2,075,489	1,874,265
1.08 Counselling	2,581,235	678,137	3,259,372	68,796	3,328,168	3,232,564
1.10 Inclusive Education	13,047,325	3,285,720	16,333,045	1,262,492	17,595,537	17,066,782
1.20 Early Learning and Child Care	99,869	23,173	123,042	15,000	138,042	192,370
1.30 English Language Learning	386,394	102,102	488,496		488,496	468,626
1.31 Indigenous Education	2,312,032	559,934	2,871,966	225,534	3,097,500	3,020,151
1.41 School Administration	7,440,472	1,812,129	9,252,601	1,137,639	10,390,240	10,033,583
1.62 International and Out of Province Students	1,690,896	432,810	2,123,706	749,125	2,872,831	2,724,265
1.64 Other	207,456	53,420	260,876	184,000	444,876	444,836
Total Function 1	76,250,135	19,307,850	95,557,985	7,845,340	103,403,325	98,337,539
4 District Administration						
4.11 Educational Administration	1,148,524	298,616	1,447,140	381,558	1,828,698	1,569,592
4.20 Early Learning and Child Care	18,424	4,790	23,214	12,000	35,214	31,025
4.40 School District Governance	265,394	69,002	334,396	165,200	499,596	482,027
4.41 Business Administration	1,925,882	496,532	2,422,414	818,705	3,241,119	3,040,067
Total Function 4	3,358,224	868,940	4,227,164	1,377,463	5,604,627	5,122,711
5 Operations and Maintenance						
5.20 Early Learning and Child Care	-	-	-	-	-	-
5.41 Operations and Maintenance Administration	798,138	207,516	1,005,654	502,375	1,508,029	1,536,218
5.50 Maintenance Operations	6,055,412	1,494,234	7,549,646	1,732,617	9,282,263	9,036,595
5.52 Maintenance of Grounds	567,959	132,499	700,458	270,000	970,458	962,501
5.56 Utilities	-	-	-	2,462,860	2,462,860	2,438,360
Total Function 5	7,421,509	1,834,249	9,255,758	4,967,852	14,223,610	13,973,674
7 Transportation and Housing						
7.41 Transportation and Housing Administration	15,083	3,921	19,004	7,000	26,004	26,455
7.70 Student Transportation	-	-	-	2,940,633	2,940,633	2,802,508
Total Function 7	15,083	3,921	19,004	2,947,633	2,966,637	2,828,963
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	87,044,951	22,014,960	109,059,911	17,138,288	126,198,199	120,262,887

School District No. 71 (Comox Valley)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	17,089,987	17,040,147
Other Revenue	2,630,000	2,667,398
Investment Income	35,000	43,576
Total Revenue	19,754,987	19,751,121
Expenses		
Instruction	19,404,493	19,341,304
Operations and Maintenance	350,494	350,494
Transportation and Housing	-	59,323
Total Expense	19,754,987	19,751,121
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, 2025

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start
	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			787,119	816,763	
Add: Restricted Grants					
Provincial Grants - Ministry of Education and Child Care	350,494	428,486			160,000
Other			65,000	2,500,000	
Investment Income			35,000		
	350,494	428,486	100,000	2,500,000	160,000
Less: Allocated to Revenue	350,494	428,486	60,000	2,500,000	160,000
Deferred Revenue, end of year	-	-	827,119	816,763	-
Revenues					
Provincial Grants - Ministry of Education and Child Care	350,494	428,486			160,000
Other Revenue			25,000	2,500,000	
Investment Income			35,000		
	350,494	428,486	60,000	2,500,000	160,000
Expenses					
Salaries					
Teachers					
Principals and Vice Principals					
Educational Assistants		340,744			
Support Staff	255,002				127,238
Other Professionals					
Substitutes					
	255,002	340,744	-	-	127,238
Employee Benefits	65,663	87,742			32,762
Services and Supplies	29,829		60,000	2,500,000	-
	350,494	428,486	60,000	2,500,000	160,000
Net Revenue (Expense)	-	-	-	-	-

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May 31, 2024 16:39

School District No. 71 (Comox Valley)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
		\$	\$	\$
Deferred Revenue, beginning of year				
Add: Restricted Grants				
Provincial Grants - Ministry of Education and Child Care	39,200	187,667	626,643	1,642,937
Other				
Investment Income				
	39,200	187,667	626,643	1,642,937
Less: Allocated to Revenue	39,200	187,667	626,643	1,642,937
Deferred Revenue, end of year	-	-	-	-
Revenues				
Provincial Grants - Ministry of Education and Child Care	39,200	187,667	626,643	1,642,937
Other Revenue				
Investment Income				
	39,200	187,667	626,643	1,642,937
Expenses				
Salaries				
Teachers		40,100		
Principals and Vice Principals		27,663		298,691
Educational Assistants				608,701
Support Staff	31,173		339,775	172,897
Other Professionals				
Substitutes		1,000		224,290
	31,173	68,763	339,775	1,304,579
Employee Benefits	8,027	18,104	87,492	338,358
Services and Supplies		100,800	199,376	
	39,200	187,667	626,643	1,642,937
Net Revenue (Expense)	-	-	-	-

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School District No. 71 (Comox Valley)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Classroom Enhancement Fund - Staffing	Mental Health in Schools	Changing Results for Young Children	Early Childhood Education Dual Credit Program
	\$	\$	\$	\$
Deferred Revenue, beginning of year				15,000
Add: Restricted Grants				
Provincial Grants - Ministry of Education and Child Care	11,384,050	51,000	11,250	
Other				
Investment Income				
	11,384,050	51,000	11,250	-
Less: Allocated to Revenue	11,384,050	51,000	11,250	15,000
Deferred Revenue, end of year	-	-	-	-
Revenues				
Provincial Grants - Ministry of Education and Child Care	11,384,050	51,000	11,250	15,000
Other Revenue				
Investment Income				
	11,384,050	51,000	11,250	15,000
Expenses				
Salaries				
Teachers	8,962,726			
Principals and Vice Principals				
Educational Assistants				
Support Staff				
Other Professionals				
Substitutes	36,523		6,918	
	8,999,249	-	6,918	-
Employee Benefits	2,384,801		1,832	
Services and Supplies		51,000	2,500	15,000
	11,384,050	51,000	11,250	15,000
Net Revenue (Expense)	-	-	-	-

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May 31, 2024 16:39

School District No. 71 (Comox Valley)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	Feeding Futures Fund	Health Career Dual Credit Expansion	WorkEX Enhancement Project
	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	552,075		376,939		50,000
Add: Restricted Grants					
Provincial Grants - Ministry of Education and Child Care		19,000	1,145,246	50,000	
Other					
Investment Income					
	-	19,000	1,145,246	50,000	-
Less: Allocated to Revenue	552,075	19,000	1,522,185	50,000	50,000
Deferred Revenue, end of year	-	-	-	-	-
Revenues					
Provincial Grants - Ministry of Education and Child Care	552,075	19,000	1,522,185	50,000	50,000
Other Revenue					
Investment Income					
	552,075	19,000	1,522,185	50,000	50,000
Expenses					
Salaries					
Teachers				9,486	19,850
Principals and Vice Principals					
Educational Assistants					
Support Staff			46,839		
Other Professionals			80,275		
Substitutes		11,067			
	-	11,067	127,114	9,486	19,850
Employee Benefits		2,933	32,732	2,514	5,260
Services and Supplies	552,075	5,000	1,362,339	38,000	24,890
	552,075	19,000	1,522,185	50,000	50,000
Net Revenue (Expense)	-	-	-	-	-

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May 31, 2024 16:39

School District No. 71 (Comox Valley)

Schedule 3A

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	Professional Development	CVCF Travel	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year	134,766	28,231	2,760,893
Add: Restricted Grants			
Provincial Grants - Ministry of Education and Child Care			16,095,973
Other	105,000	31,000	2,701,000
Investment Income		2,500	37,500
	105,000	33,500	18,834,473
Less: Allocated to Revenue	75,000	30,000	19,754,987
Deferred Revenue, end of year	164,766	31,731	1,840,379
Revenues			
Provincial Grants - Ministry of Education and Child Care			17,089,987
Other Revenue	75,000	30,000	2,630,000
Investment Income			35,000
	75,000	30,000	19,754,987
Expenses			
Salaries			
Teachers			9,032,162
Principals and Vice Principals			326,354
Educational Assistants			949,445
Support Staff			972,924
Other Professionals			80,275
Substitutes			279,798
	-	-	11,640,958
Employee Benefits			3,068,220
Services and Supplies	75,000	30,000	5,045,809
	75,000	30,000	19,754,987
Net Revenue (Expense)	-	-	-

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May 31, 2024 16:39

School District No. 71 (Comox Valley)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget			2024 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		39,000	39,000	124,000
Amortization of Deferred Capital Revenue	6,208,883		6,208,883	5,851,837
Total Revenue	6,208,883	39,000	6,247,883	5,975,837
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	9,098,468		9,098,468	8,733,002
Total Expense	9,098,468	-	9,098,468	8,733,002
Net Revenue (Expense)	(2,889,585)	39,000	(2,850,585)	(2,757,165)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	375,000		375,000	375,000
Local Capital		1,460,000	1,460,000	5,905,000
Total Net Transfers	375,000	1,460,000	1,835,000	6,280,000
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	2,358,600	(2,358,600)	-	
Total Other Adjustments to Fund Balances	2,358,600	(2,358,600)	-	
Budgeted Surplus (Deficit), for the year	(155,985)	(859,600)	(1,015,585)	3,522,835

BRIEFING NOTE

TO: The Board of Education **DATE:** June 25, 2024
FROM: Carrie McVeigh, Secretary-Treasurer
RE: **2023/24 Est. Accumulated Operating Surplus (Reserve) and Internally Restricted Funds**

Purpose

The Board of Education is responsible for ensuring the District is protected financially from extraordinary circumstances which would negatively impact school district operations and the education of students. A key strategy in the Board's fiduciary duty is maintaining an accumulated operating surplus (reserve) which shall be used to mitigate any negative impact on students.

Background

The Board Policy Handbook, Policy 18 Accumulated Operating Surplus and Internally Restricted Funds states that the amount of Unrestricted Operating Surplus at the end of a fiscal year should be a minimum of 1.5% and maximum of 3% of actual Operating Expenses in the fiscal year. The Unrestricted Operating Surplus is also known as the accumulated operating surplus (reserve) built up in the School District's Operating fund that has not been designated for specific uses.

The annual operating surplus is the amount by which a fiscal year's operating revenue exceeds the same fiscal year's operating expenses and interfund transfers. The actual results will differ from the budgeted results.

The policy describes the three categories under which the Board may motion to designate internally restricted funds:

1. Restricted Due to the Nature of Constraints on the Funds – i.e. special purpose, contractual obligations or targeted funds
2. Restricted for Anticipated Unusual Expenses Identified by the Board – i.e. staffing needs, specific projects, emerging events or strategic initiatives
3. Restricted for Operations Spanning Multiple School Years – i.e. future year operations (for a defined timeline), school and department surplus/carryforwards, projects (both operating and capital), technology, educational initiatives that span multiple years, and PO commitments.

Analysis

The Quarter 3 & 4 Financial Update has projected that the District will end the fiscal year in a surplus position. If the actual fiscal results produce a surplus staff will prepare the draft 2023-24 financial statements with reserve allocations based on current Ministry, Board, annual budget and strategic

directions. The amounts and allocations above are yet to be determined, will change and will depend on actual revenue and expenses recorded in the June 30, 2024 fiscal year end.

Effort will be made to ensure that the recommended minimum 1.5% reserve of the operating expenses is maintained as unrestricted and restrictions will fall with the three described categories. Trustees will have the opportunity to review and amend the reserve allocations prior to the finalization and adoption of the June 30, 2024 Financial Statements in September.

The following have been identified for one-time support when and if funds are available:

- Restricted/targeted funds carried forward to next year
- Carry forward projects and purchase order commitments
- Other Contractual Obligations – Transition and Capacity Building
- Moving related expenses and Renovations to InEd & Inclusive Ed spaces
- Strategic Planning Initiatives
- Long Range Facility Plan Update
- Ministry Required Capital Project Contributions
- Potential Liabilities
- Accessibility Initiatives

Recommendation

THAT the Board of Education of School District No.71 (Comox Valley) receive the Estimated Accumulated Reserve 2023-24 briefing note, dated June 25, 2024, as presented.

Respectfully submitted,

Carrie McVeigh

Carrie McVeigh
Secretary-Treasurer

BRIEFING NOTE

TO: Board of Education **DATE:** June 25, 2024
FROM: Carrie McVeigh, Secretary Treasurer
RE: **Quarter 4 Financial Update – 2023-24 Amended Annual Budget**

Introduction

At the February Regular Board Meeting, the Board approved the 2023-24 Amended Annual Budget which was prepared in accordance with the Ministry of Education and Child Care (MECC) instructions. This includes budgets for the operating fund, special purpose funds and the capital fund. The Amended Annual Budget projected a \$387,089 operating budget deficit covered by prior years' unrestricted operating surplus. The fourth quarter projections are expected to add \$2.426M of surplus compared to the Amended Annual Budget.

Background

This financial report provides an update of the projected changes to operating revenue and operating expenditure estimates included in the 2023-24 Amended Annual Budget. The projections are based on actual expenditures to May 31, 2024, known funding and expenditure information and anticipated changes as of June 14, 2024. Considerations and details are described in Appendix A.

Funds budgeted in certain accounts that are unspent at the end of the year carry forward to future budget years. During the Annual and Amended Budget Process, the Board will consider the availability of accumulated operating surplus funds and the allocation of those funds between internally restricted surplus and unrestricted surplus (including contingency funds) as described and outlined in Policy 18.

Recommendation

THAT the Board of Education of School District No. 71 (Comox Valley) receive this information.

Respectfully submitted,

Carrie McVeigh

Carrie McVeigh
Secretary Treasurer

APPENDIX A - SCHOOL DISTRICT NO. 71 (COMOX VALLEY)

OPERATING FUND - YEAR END PROJECTION

As at May 31, 2024

	2023-24 AMENDED ANNUAL BUDGET	2023-24 ACTUAL Revenues & Expenditures to May 31st	2023-24 PROJECTED Revenues & Expenditures to June 30th	2023-24 PROJECTED Revenues & Expenditures for the year	VARIANCE from Amended Annual budget	
OPERATING FUND						
REVENUE						
Provincial Grants						
Ministry of Education	117,524,674	106,097,117	13,246,268	119,343,385	(1,818,711)	1
Other	222,000	182,100	44,400	226,500	(4,500)	
Tuition	2,970,250	3,214,693	(172,000)	3,042,693	(72,443)	
Other Revenue	509,117	646,197	20,000	666,197	(157,080)	2
Rentals and Leases	150,000	116,837	12,982	129,819	20,181	3
Investment Income	975,000	1,042,691	(72,523)	970,168	4,832	
TOTAL OPERATING REVENUE	122,351,041	111,299,634	13,079,127	124,378,761	(2,027,720)	
EXPENSES						
Salaries						
Teachers	48,397,124	44,005,714	4,872,190	48,877,904	(480,780)	
Principals/Vice-Principals	6,613,341	5,932,047	533,953	6,466,000	147,341	
Educational Assistants	8,083,663	6,690,478	709,213	7,399,692	683,971	4
Support Staff	11,150,964	9,883,719	1,050,738	10,934,457	216,507	
Other Professionals	4,185,835	3,698,798	336,254	4,035,052	150,783	
Substitutes	4,492,918	3,789,956	521,106	4,311,062	181,856	
Total Salaries	82,923,845	74,000,712	8,023,455	82,024,167	899,678	
Employee Benefits	20,215,855	19,163,788	1,552,904	20,716,692	(500,837)	
Total Salaries and Benefits	103,139,700	93,164,500	9,576,359	102,740,860	398,840	
Services and Supplies						
Services	4,233,576	3,952,060	293,118	4,245,178	(11,602)	
Student Transportation	2,802,508	2,198,509	600,000	2,798,509	3,999	
ProD and Travel	1,069,083	982,329	93,421	1,075,750	(6,667)	
Rentals & Leases	237,239	196,794	43,732	240,526	(3,287)	
Dues and Fees	106,400	77,396	26,600	103,996	2,404	
Insurance	232,800	214,865	4,000	218,865	13,935	
Supplies	6,003,221	4,892,750	942,639	5,835,389	167,832	
Utilities	2,438,360	2,019,467	198,553	2,218,020	220,340	5
Total Services and Supplies	17,123,187	14,534,170	2,202,062	16,736,233	386,954	
TOTAL OPERATING EXPENSES	120,262,887	107,698,671	11,778,422	119,477,092	785,795	
Surplus Appropriation	4,191,846	-	3,804,757	3,804,757	(387,089)	6
Transfer to Local Capital	(5,905,000)	(5,905,000)	-	(5,905,000)	-	
Tangible Capital Assets Purchased	(375,000)	-	(375,000)	(375,000)	-	
OPERATING SURPLUS (DEFICIT)	\$ -	(2,304,036)	4,730,462	2,426,426	2,426,426	7

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

Results may vary from actual.
Each successive projection will be more reliable as the period being projected becomes shorter and there is more time spent understanding the underlying reasons for emerging trends.
For information purposes only.

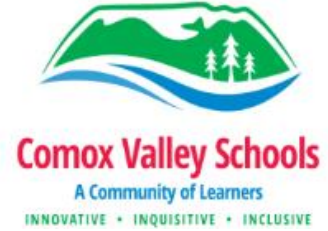
APPENDIX A - SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
OPERATING FUND - YEAR END PROJECTION
As at May 31, 2024

- 1** Ministry of Education February and May Online Learning Enrolment Count increase, and adjustments to February Inclusive Education Enrolment.
- 2** Other Revenues are exceeding the value in the amended budget. This is mainly due to the course delivery recoveries from providing services to Nisga'a (SD#92) students.
- 3** Rentals and leases are projected to be slightly less than budgeted due to the timing of prior year summer rentals received.
- 4** Education Assistants salaries are under budget due to employees on leave and the number of daily unfilled EA positions.
- 5** Utilities budgets are projected to be slightly less due to anticipated energy savings resulting from the continuous optimization project.
- 6** At this time we are projecting to allocate only the year-end surplus appropriations as the current expenses can be covered by the current year increased revenues and reduced spending.
- 7** Estimated annual operating surplus at May 31, 2024 is approximately \$2,426,426. It is anticipated that the District will be able to maintain the Board's contingency reserve as described in Policy 18.



Qualicum School District

Yath cisum
Always growing
Grandissons ensemble



Comox Valley Schools
A Community of Learners
INNOVATIVE • INQUISITIVE • INCLUSIVE

Tribune Bay Outdoor Education Centre *Public Board Report: Park Use Permit Renewal*

June 10, 2024

Prepared for:

School District No. 69 (Qualicum)

School District No. 71 (Comox Valley)

Prepared by:

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Contents

The Evolution of Tribune Bay Outdoor Education Centre	2
Existing Agreements	3
Challenges, Opportunities, Gaps, and Strengths Assessment	3
Challenges:	3
Opportunities:	4
Gaps:	5
Strengths:	5
General Risk Assessment in Outdoor Education	6
Generative Dialogue Opportunities	8
Park Use Permit Renewal	8
Phased Renewal Approach	8
Phase 1 – Board Support	8
Phase 2 – Park Use Permit Renewal	9
Phase 3 – Business Plan Development	9
Non-Renewal Considerations	9
Report Appendices	10
Appendix A – Tribune Bay Outdoor Education Centre Information Brochure	11
Appendix B – June 6 Generative Dialogue Agenda / Topics / Themes	13
Generative Dialogue Topics – June 6, 2024	13
Generative Dialogue Themes	13
Combined Overall Themes	15
Appendix C – Phase 1 Opportunity Assessment	18
Infrastructure Assessment	19
Value Proposition	21
Thought Leadership	25
Collaboration Opportunities	27
Appendix D – BC Parks – Park Use Permit Renewal	28

The Evolution of Tribune Bay Outdoor Education Centre

The Tribune Bay Outdoor Education Centre is located on Hornby Island in the province of British Columbia. It has offered various outdoor education programs and activities, focusing on environmental education, outdoor skills, and leadership development to over 70,000 students and groups of all ages. The Centre utilizes the island's natural environment to provide hands-on learning experiences and promote environmental stewardship.

Nestled on the serene shores of Hornby Island, the Tribune Bay Outdoor Education Centre stands as a testament to the enduring legacy of experiential learning in the heart of nature. Its rich history reflects not only the evolution of outdoor education but also the deep-seated connection between humans and the environment.

The roots of the Tribune Bay Outdoor Education Centre can be traced back to the 80's when educators and environmentalists recognized the need for immersive outdoor learning experiences. Established in 1985, the Centre initially operated as a modest campsite, offering basic amenities for school classes eager to explore the natural wonders of Hornby Island. Its founders envisioned a space where individuals could reconnect with nature, develop essential outdoor skills, and cultivate a profound appreciation for the environment.

Over the years, the Tribune Bay Outdoor Education Centre underwent significant development and expansion, driven by a growing demand for outdoor education programs. In 1992, The Tribune Bay Outdoor Education Society was formed to help raise funds for the Centre. With the support of local communities, educational institutions, and government agencies, the Centre expanded its facilities to reopen the historic lodge and diversified its offerings with kayaks, climbing tower and high ropes course to cater to a wide range of audiences. From school groups and youth organizations to corporate retreats and outdoor enthusiasts, the Centre welcomed visitors from all walks of life, fostering a vibrant community united by a shared passion for the outdoors.

At the heart of the Tribune Bay Outdoor Education Centre lies a commitment to environmental education and stewardship. Through hands-on activities, guided nature walks, and interactive workshops, visitors gained invaluable insights into local ecosystems, biodiversity, and sustainable living practices. The Centre served as a living laboratory, where students learned not only about the natural world but also about their role as responsible stewards of the environment. By instilling a sense of environmental awareness and responsibility, the Centre empowered individuals to take meaningful action to protect and preserve our planet for future generations.

As outdoor education continues to evolve in response to changing societal needs and environmental challenges, the Tribune Bay Outdoor Education Centre can remain committed to innovative programs. Whether embracing new technologies, incorporating indigenous perspectives, or addressing pressing issues such as climate change and environmental justice, the Centre reopened will enhance the relevance and effectiveness of its programs. By staying true to its founding principles while embracing innovation, the Centre focused on being a dynamic and impactful force in the field of outdoor education.

Central to the success of the Tribune Bay Outdoor Education Centre are its strong ties to the local community and strategic partnerships with like-minded organizations. Through collaborative initiatives, outreach programs, and volunteer opportunities, the Centre actively engaged with residents, businesses, and institutions to promote environmental stewardship and community resilience. Through the renewal and the periodic refresh of the Park Use Permit, BC Parks has been an active partner in developing the Centre. By harnessing the collective expertise and resources of its partners, the Centre can amplify its impact and reach a broader audience, furthering its mission of fostering environmental literacy and outdoor leadership.

See Appendix A – Tribune Bay Outdoor Education Centre Information Brochure.

The Tribune Bay Outdoor Education Society determined early 2024 that they are unable to sustain operations for financial reasons. The current Park Use Permit expires December 31, 2024, and the two school districts have indicated a desire to confirm if they will apply for a renewal at their June 2024 Board Meetings. This report is intended to inform the Board discussion and subsequent decision.

Existing Agreements

School District No. 69 (Qualicum) and School District No. 71 (Comox Valley) jointly manage a commercial recreation Park Use Permit issued by the BC Ministry of Environment for the Tribune Bay Outdoor Education Centre. The two school districts entered into a Governance Agreement that established the structure for the administration of the permit. A Tri-Party Agreement exists between the Tribune Bay Outdoor Education Society and two school districts that establishes that the “The Society agrees with the Boards to oversee the operation and implementation of all activities carried out under the Permit so as to foster the better management and operation of the Centre ...”. Under this Tri-Party Agreement, the Society was delegated sole responsibility for all matters arising out of the Permit.

Challenges, Opportunities, Gaps, and Strengths Assessment

A COGS (Challenges, Opportunities, Gaps, and Strengths) assessment – like a SWOT analysis – helps to assess factors that might affect the ability to achieve a specific goal. Strategically analyzing each of the COGS components provides context of the true circumstances. Considering the COGS assessment in aggregate helps to understand the overall business environment.

Challenges:

Circumstance that prohibits or resists achieving a specific goal.

1. Resource Limitations – Limited financial and human resources may restrict the ability to expand programs, maintain facilities, and invest in new equipment. Need to achieve a sustainable business model with predictable funding.

2. Transportation – Transportation to and from the Centre for student’s activities and rentals, that is reliable and easy to access.
3. Seasonal Demand Fluctuations – The Centre experiences high demand during school terms and summer but faces lower occupancy during off-peak seasons. Cost to individual schools may prohibit Centre bookings.
4. Youth Environmental Learning – Lack of nature based, curricular tied programs, lack of competency based high school programs, and lack of First Nation content in programs.
5. Weather Dependence – Many outdoor activities are weather-dependent for the younger groups, which can lead to cancellations and limited participation during adverse conditions.
6. Health and Safety Risks – Ensuring participant safety during activities poses ongoing challenges, particularly with varying skill levels and unpredictable environmental conditions. Risks are grade specific.
7. Competition – Increasing competition from other outdoor education Centres and recreational facilities could impact market share and revenue.
8. Governance - a need to restore overview of operations and financial management.

Opportunities:

A set of circumstances that makes it possible to do something.

1. Centre of Excellence – Create a Centre of Excellence that provides exceptional programming for youth, while expanding the programming to support other institutions (i.e., teacher training, nature conservation gatherings, post-secondary, community programming,).
2. Partnerships and Collaborations – Forming partnerships with schools, universities, non-profits, and corporate entities can enhance program offerings and expand reach.
3. Indigenous Voice – Include indigenous voice and programming in the Centre program offerings.
4. Corporate Market Expansion - Targeting corporate retreats and team-building events can diversify revenue streams and utilize facilities year-round (contingent on investment in infrastructure upgrades).
5. Eco-Tourism Growth – Capitalizing on the growing interest in ecotourism and sustainable travel can attract new visitors interested in environmental education and outdoor experiences (i.e., “Learn to Camp” programs).
6. Grant and Funding Opportunities – Pursuing grants and funding from government bodies and private foundations focused on environmental education and outdoor activities can support program development and facility enhancements.
7. Digital and Remote Learning – Developing online and hybrid educational programs can reach a broader audience and provide continuity during times when in-person activities are not feasible. Incorporate pre- and post-online learning that expands the scope of the student nature immersion.
8. Park Use Permit Renewal – BC Parks keen on continuing Park Use Permit.
9. Staff Development – Professional staff with a strong and variety of skill sets (either on staff or with partner organizations or school districts).

10. Governance Structure – Renewal of the Park Use Permit creates an opportunity to redefine the governance structure for the next 10-year period to achieve goals. Current Society Board may be missing some varied and key positions and skill sets.

Gaps:

Something that is missing that is required to be successful.

1. Marketing and Outreach – Limited marketing efforts have resulted in lower visibility and missed opportunities to attract diverse participant groups.
2. Program Diversity – A need to diversify and update program offerings to meet evolving interests and educational trends, such as incorporating more technology and innovation in environmental education and aligning with the National Framework for Environmental Learning to include climate, biodiversity, and pollution.
3. Facility Upgrades – Some facilities and equipment will require upgrades to meet modern standards and enhance the participant experience. Physical infrastructure state of repair has declined, which will require significant investment to restore.
4. Staff Training – Ongoing training and professional development for staff are necessary to maintain high-quality program delivery and safety standards. Recruiting and retaining qualified staff to lead the Centre and to run programs. Filling the Executive Director vacancy critical to future operational success.
5. Data and Impact Measurement – Implementing robust methods for measuring program impact and participant outcomes to better demonstrate value and attract funding.
6. Fiscal management and accountability – Align fiscal management and accountability with Governance Structure.

Strengths:

A skill, trait or talent that exists that will support success by being strong.

1. Natural Setting – Located on Hornby Island, the Centre offers a unique and beautiful natural environment that enhances the appeal of its programs.
2. Reputation and Experience – Established reputation for delivering high-quality outdoor education programs. Educators value the outdoor / environmental learning that the Centre provides. 34+ years of positive history of the multitudes going through Centre programs. High degree of support for the Centre at local, regional, provincial, and federal levels.
3. Community Support – Strong ties with the local community and a network of volunteers and supporters who contribute to the Centre's success.
4. Comprehensive Programs – A wide range of new and previous potential programs that cater to different age groups and interests, from school groups to adult education and family activities.
5. Commitment to Environmental Education – A revitalized program will have a strong focus on environmental stewardship and sustainability, which aligns with current global trends and values.
6. Relationships – A strong relationship exists with BC Parks, Tribune Bay Outdoor Education Society, and the two school districts. Positive environment to restructure

and renew the existing permit. Tribune Bay Outdoor Education Society's relationship with the Qualicum and Comox Valley School District's strong; however, the Society may have an interest in being more advisory without governance or financial responsibilities or if operational, invited Directors are selected for their expertise.

The Tribune Bay Outdoor Education Centre has significant potential to expand and enhance its impact by addressing challenges and gaps while leveraging its strengths and opportunities. By targeting new markets, forming strategic partnerships, and continuously improving its offerings and operations, the center can ensure long-term sustainability and growth. Prioritizing marketing, diversifying programs, and investing in staff and facilities will be key to achieving these goals and maintaining its reputation as a premier outdoor education destination.

General Risk Assessment in Outdoor Education

The Tribune Bay Outdoor Education Centre on Hornby Island is renowned for providing immersive educational experiences in nature with a flawless 30-year history of low program injuries and incidents (but some non program related incidents). However, like all outdoor education programs, it must navigate various risks to ensure the safety and well-being of participants. While the COGS assessment identifies specific operational and political challenges and gaps, this assessment considers overarching risks at a macro level.

Environmental Hazards:

Outdoor education inherently involves exposure to natural elements, which can present significant risks. At Tribune Bay, participants are exposed to various environmental hazards such as adverse weather conditions, rough terrain, and wildlife encounters. Sudden weather changes can lead to hypothermia, heat exhaustion, or dehydration. Rough terrain increases the risk of slips, trips, and falls, which can result in injuries ranging from minor cuts and bruises to serious fractures. Encounters with wildlife, including snakes, insects, and larger animals, can pose additional threats, particularly if participants are not adequately informed or prepared.

To mitigate these risks, the Centre emphasized comprehensive safety briefings and the importance of proper attire and equipment. Participants were educated on weather preparedness, including wearing appropriate clothing and bringing necessary supplies such as water, sunscreen, and rain gear. The Centre also ensured that trails and activity areas were regularly maintained and clearly marked to minimize the risk of accidents. Additionally, staff are trained in wildlife, ocean, and land-based safety protocols and first aid to handle any emergencies promptly and effectively.

Activity-Related Risks:

The diverse range of activities offered at Tribune Bay, from kayaking and wall climbing to team-building exercises, introduces specific risks associated with each activity. Water-based activities carry the risk of drowning, especially for participants who may not be

strong swimmers. Wall climbing and other high-adventure activities pose the risk of falls, which can lead to severe injuries.

To address these risks, the Centre implemented rigorous safety standards and protocols. All activities were supervised by certified instructors who provided thorough training and oversight. Safety equipment, such as life jackets for water activities and helmets and harnesses for climbing, was mandatory and regularly inspected to ensure it is in good condition. The Centre had protocols for each program and maintained strict participant-to-instructor ratios to ensure that each participant received adequate attention and supervision. Risk identification and mitigation measures considers if the educational merit of all activities are prudent and necessary to achieve curriculum outcomes.

Health and Medical Risks:

Participants in outdoor education programs can face health risks such as allergic reactions, asthma attacks, injuries, and other medical emergencies. Given the remote location of Tribune Bay, immediate access to a hospital is a factor, increasing the potential severity of these risks.

To mitigate health-related risks, the Centre required participants to disclose any pre-existing medical conditions and allergies before attending. This information allows staff to prepare and respond appropriately in case of an emergency. The Centre is equipped with first aid kits, and staff members are trained in first aid and CPR. Emergency response plans are in place, including established communication protocols with local emergency services and a clear procedure for evacuating injured or ill participants to the nearest medical facility.

Psychological and Emotional Risks:

Outdoor education can also pose psychological and emotional risks, particularly for participants who may experience anxiety or fear related to certain activities or the unfamiliar outdoor environment. The stress of being away from home and engaging in challenging activities can impact participants' mental well-being.

The Tribune Bay Outdoor Education Centre addressed these risks by fostering a supportive and inclusive environment. Instructors were trained to recognize and respond to signs of distress and to provide encouragement and support. Activities are designed to be progressively challenging, allowing participants to build confidence and resilience gradually. The Centre also emphasized the importance of teamwork and communication, helping participants to feel connected and supported by their peers.

While the Tribune Bay Outdoor Education Centre offered invaluable experiences in nature, it is not without risks. By implementing comprehensive safety protocols, providing thorough training, and fostering a supportive environment, the Centre effectively mitigated these risks, ensuring that participants can safely enjoy and benefit from their outdoor education experiences. The commitment to safety and preparedness allowed Tribune Bay to continue its mission of

promoting environmental education and outdoor skills development in a secure and nurturing setting. Each school board maintains a student travel policy that provides safety protocols pertaining to overnight supervision, adult to student ratios, and specific trip risks.

Generative Dialogue Opportunities

Several local, regional, provincial, and national stakeholders were identified that may have interest in environmental learning / stewardship. These potential stakeholders were identified based on their shared interest in environmental education and stewardship as well as their past support for programs like what the Tribune Bay Outdoor Education Centre offers. A Stakeholder Partner Questionnaire was sent to each potential stakeholder to gauge interest and capacity to participate in the program review process.

The School Districts hosted an opportunity for potential stakeholders to participate in a Tribune Bay Outdoor Education Centre tour (June 5) and to engage in a generative dialogue session on June 6 that was hosted in the Comox Valley Board Room. Although a good cross section of the community came, there were more potential stakeholders who were interested, but were unable to attend the session.

See Appendix B – June 6 Generative Dialogue Agenda / Topics / Themes that came from the session.

Park Use Permit Renewal

Both the Qualicum and Comox Valley School Board's have been updated by staff on the status of the Tribune Bay Outdoor Education Society decision to cease operations and the potential renewal of the Park Use Permit.

Phased Renewal Approach

It is being proposed that the renewal of the Park Use Permit include a three-phase approach that will establish the necessary financial resources and operational structures for the Centre. The Phase 2 - Park Use Permit Renewal and Phase 3 - Business Plan Development is contingent upon receiving positive direction at the June 2024 Private Board Meeting(s). If both School Board's decide not to pursue the Park Use Permit renewal, then no further work will occur.

B.C Parks has indicated that receipt of the application to renew the permit by September 2024 will provide government sufficient time to consider and process the renewal. This report envisions two processes occurring simultaneously. First is the renewal application of the Park Use Permit (phase 2 below). Second is the development of a business plan (phase 3 below).

Phase 1 – Board Support

Due Date:	June Private Board Meetings
Phase Focus:	Establishing a shared understanding of the vision and goals of the Tribune Bay Outdoor Centre.

	Provide strategic insight for outline plans to relaunch, from regional and national relations.
	Identify success metrics and milestones.
	Identify potential partners and revenue streams.
Board Direction:	Motion to pursue Park Use Permit renewal.

See Appendix C – Phase 1 Opportunity Assessment.

Phase 2 – Park Use Permit Renewal

Due Date:	September Private Board Meeting(s)
Phase Focus:	Compliance with BC Parks community consultation. Indigenous voice / involvement. Establish necessary advisory body.
Board Direction:	Receive report.

Phase 3 – Business Plan Development

Due Date:	November Private Board Meeting
Phase Focus:	Comprehensive business plan including: <ol style="list-style-type: none"> 1. Governance Structure 2. Educational & Environmental Value 3. Market Analysis & Plan 4. Organizational Structure 5. Operating Plan 6. Financial & Funding Plan 7. Risk Management
Board Direction:	Motion to approve Business Plan and final confirmation of Park Use Permit Renewal.

The phase 2 and 3 timelines are based on a best-case scenario. Adjustments may be necessary depending on Park Use Permit application requirements.

Non-Renewal Considerations

Each of the three existing agreements establish the contractual relationship between the involved parties. The BC Park Use Permit creates a contractual relationship between the two school districts and the provincial government. The Governance Agreement is between the two school districts which creates a governing committee that has sole responsibility for the administration of the agreement and for all matters arising from the Park Use Permit. The Tri-Party Agreement is between the two school districts and the Tribune Bay Outdoor Education Society which provides that the Society shall, at the direction of the respective Boards and subject to the Agreement, have assigned responsibility for all matters arising out of the Park Use Permit.

The effect on the individual school districts of a non-renewal and termination of one or more of the agreements is not within the scope of this report. A decision by a Board(s) not to pursue renewal of the Park Use Permit will trigger the need to understand obligations and liabilities between the parties.

Report Appendices



The Tribune Bay Outdoor Education Centre - moving from very good to great

The Centre is governed by a tripartite agreement, with BC Parks, School District 71 (Comox Valley) and School District 69 (Qualicum). The two signatory School Districts are actively considering options as they envision the Centre's future.

A Lifelong Impact

At the Tribune Bay Centre, only an hour and ½ from the Comox Valley airport, youth are immersed in outdoor nature-based education, learning valuable lifelong skills, teamwork, and gaining an understanding and appreciation of the natural world. The impact extends beyond K-12 with leadership training programs offered and University and College students pursuing career pathways.

Building on a foundation of impactful education

- Starting in 1988 the Centre served over 70,000 young people through its programs.
- It is located on over 6 hectares in the 100+ hectare Tribune Bay Provincial Park, Hornby Island.
- There are 19 buildings with accommodation and catering for 60+ including a heritage lodge, camping areas, dorms, yurts, cabanas, staff accommodation, large barn, wash house, shelters, covered campfire gathering place.
- Programs have been focused on students and youth and offered daily, or multi day and longer for-credit Academies. In addition there is experience in hosting corporate, Professional Development and family events.
- The Centre has a large range of ocean and land based environmental educational programs, kayaks, paddle boards, orienteering course and three-sided 17 metre climbing tower with high ropes course.
- Partnerships are many and have included Vancouver Aquarium, Green Team, Katimavik, Rotary International, Comox Valley Search and Rescue, Family Network of Deaf Families, Blind Beginnings, Comox Valley Regional District, Vancouver Island University, Government of Canada Skills Link, Provincial Government, Get Youth Working, Hornby Island Economic Corporation, Vancouver Foundation.





What's Next?

Canada faces many challenges including reconciliation with First Nations and Indigenous peoples, climate change and biodiversity loss. We know that quality nature education is good education, and it is beneficial for both students and society. We also know that in order for society to address environmental challenges, education is an important whole of society solution. Because leadership in education and nature conservation are important to our region and Canada, we are considering ways that we could restructure to share our expertise and location for greater impact.

British Columbia and Canada are committed to mitigating climate change, biodiversity loss and pollution as identified in international agreements such as the Paris UNFCCC Climate Change agreement and the Montreal UNCBD Biodiversity agreement. Given these commitments alongside the emerging National Framework for Environmental Learning, Tribune Bay Outdoor Centre could play a key role, in addition to serving local students. Options include educator training programs, convening and connecting, hosting research, enhancing international education and connecting with similar centres across the country.

Many local, regional, and national organizations have expressed interest in exploring special partner programs on themes such as Ocean Literacy, Indigenous Stewardship, Climate action and Biodiversity, recognizing the location and opportunity for marine & terrestrial learning that can make a significant contribution.



Generative Dialogue Topics – June 6, 2024

Generative dialogue refers to a type of conversation or interaction that focuses on creating and generating new ideas, perspectives, and solutions collaboratively. It goes beyond simple exchange of information and aims to foster creativity, innovation, and mutual understanding among participants. This type of dialogue is often characterized by open-mindedness, active listening, and a willingness to explore diverse viewpoints. Key aspects of generative dialogue include creativity and innovation, collaboration, open-mindedness, using active listening, receiving constructive feedback, and exploration of possibilities.

The Generative Dialogue session hosted on June 6 focussed on three main themes. They were:

Educational Value

Based on your experience and understanding, how can TBOEC support students in achieving educational outcomes? Is there correlation to outcomes such as academic success, social emotional learning, health and wellness, student leadership, career pathways? Does outdoor and environmental learning align with the values of local communities? Does investment in immersive environmental learning mitigate other challenges of students and the education system? What Education goal or goals should be pursued for TBOEC?

Environmental Value

Based on your experience and understanding, how can TBOEC contribute to a healthy and thriving natural environment. Is there opportunity to mitigate climate change, biodiversity loss and pollution? Can TBOEC operations be a model of sustainability? Does immersive environmental learning at TBOEC align with Provincial leadership and the National Framework for Canada? What Environmental goal or goals should be pursued for TBOEC?

Business Sustainability Approach

Based on your experience and understanding, how can TBOEC operate as a social enterprise? Are there opportunities for diversified revenue streams such as convening, teacher training, research base, summer schools? Are there partners and user groups beyond K-12 students that could be engaged?

Generative Dialogue Themes

A *world-café* round table of discussion, sharing, and expanding thought process was utilized on each generative dialogue topic. Tables captured their discussion as a method of recording the discussion. The following major themes were extracted from the session data:

Educational Value

Environmental and Social-Emotional Learning:

Emphasize the integration of environmental learning within the curriculum, highlighting social and emotional learning "without walls" and environmental sustainability. Recognize the importance of ocean literacy, search and rescue leadership, and high school leadership programs.

Indigenous Collaboration and Community Engagement:

Strong focus on indigenous collaboration, including programs like the Guardian program and reconciliation camps. Value local community engagement and the importance of preserving and protecting local areas.

Innovative Educational Programs and Equity:

Various innovative educational programs, including high school academies, land-based learning, a semester in the woods, marine biology, and archaeology. Importance of equity, inclusion, diversity, accessibility, and reconciliation in education, as well as co-creating learning experiences with students.

Environmental Value

Indigenous Collaboration and Natural History:

Highlight the significance of collaborating with First Nations, particularly the K'ómoks, and integrating indigenous learnings into the understanding of natural history, both on land and in the ocean. Emphasize the importance of cultural and historical perspectives in environmental education.

Climate Change and Environmental Challenges:

Strong focus on climate change and its tangible effects, such as drought, saltwater intrusion, rising sea levels, and the impact on local flora and fauna. Discuss the importance of hands-on experiences and real-world examples to educate and empower individuals about these environmental challenges and solutions.

Sustainability and Community Engagement:

Stress the need for sustainable practices and community involvement. This includes showcasing sustainability through operations, exploring alternative energy sources like solar power, and engaging in collaborative efforts with local organizations. Highlight the importance of food and water sustainability, composting, and infrastructure improvements to support a healthy community and environmental education.

Business Sustainability Approach

Revenue Generation and Financial Sustainability:

Various revenue models, including guaranteed time for students, user groups, capital investment expectations, and grants and partnerships. Emphasize the need for diversified revenue streams and strategic dialogues with stakeholders to ensure financial stability and

resilience. The goal is to be self-sustaining, with a significant focus on a diversified income source.

Educational and Recreational Programs:

Strong emphasis on educational programs, including integration with local schools (School District involvement), summer camps, workshops for teachers, and international student programs. The document also highlights the importance of service-learning components and unique recreational / nature-focused activities.

Infrastructure and Capacity Building:

Address the need for infrastructure upgrades and capacity building to support the center's operations. This includes assessing the Centre capacity, enhancing existing facilities, and considering new accommodation options to support the new vision. Importance of strategic alliances and leveraging existing commercial facilities to improve the center's offerings and appeal to a broader audience.

Combined Overall Themes

The combined overall themes encapsulate the multifaceted approach to integrating environmental education, fostering community partnerships, promoting sustainability, innovating educational models, and ensuring financial viability.

Integrated Environmental Education

Key Points:

- Embedding environmental learning within school curricula (SD 69 and SD 71).
- Programs like Ocean Literacy, Search and Rescue, and Leadership Academies.
- Teacher training that emphasizes integrating curriculum in nature and environmental sustainability.
- Continuum learning from K-adult, ensuring consistency in environmental education across grade levels.
- Utilizing local expertise and resources (e.g., Deep Bay Marine Field Station).

Impact:

- Enhances environmental literacy and social-emotional learning.
- Promotes inclusion, diversity, equity, and accessibility (IDEA) in education.
- Develops leadership skills and a deep appreciation for nature among students.

Community Collaboration and Partnerships

Key Points:

- Strong collaboration with local organizations, First Nations, and community groups.
- Programs supported by Rotary, K'ómoks Guardian program, and ICET.
- Partnerships with educational institutions (Simon Fraser University, Vancouver Island University, Royal Roads University, North Island and Camosun Colleges) and international student programs.
- Engaging community in programming (e.g., Rotary-built facilities, Deep Bay Marine Field Station activities).

Impact:

- Builds strong, interconnected community relationships.
- Enhances educational opportunities through shared resources and expertise.
- Promotes cultural understanding and reconciliation through indigenous collaborations.

Sustainability and Environmental Stewardship

Key Points:

- Focus on environmental sustainability in all programs and operations.
- Hands-on experiences addressing climate change and environmental challenges.
- Infrastructure improvements for sustainable operations (e.g., solar power, composting).
- Initiatives like food sustainability programs and conservation projects (e.g., grassland tending, butterfly conservation).

Impact:

- Encourages practical understanding of sustainability among students and the community.
- Demonstrates effective environmental stewardship practices.
- Fosters a culture of responsibility and care for the natural environment.

Innovative Educational Models and Accessibility

Key Points:

- Development of unique programs like a semester in the woods, marine biology, and archaeology.
- Flexible models combining online courses with face-to-face experiences.
- Accessibility to diverse user groups, including specialized groups (e.g., deaf community).
- Reduced logistical barriers through infrastructure upgrades and teacher support.

Impact:

- Provides diverse and engaging learning experiences.
- Increases accessibility to high-quality environmental education.
- Adapts to the needs of various user groups, ensuring inclusive education opportunities.

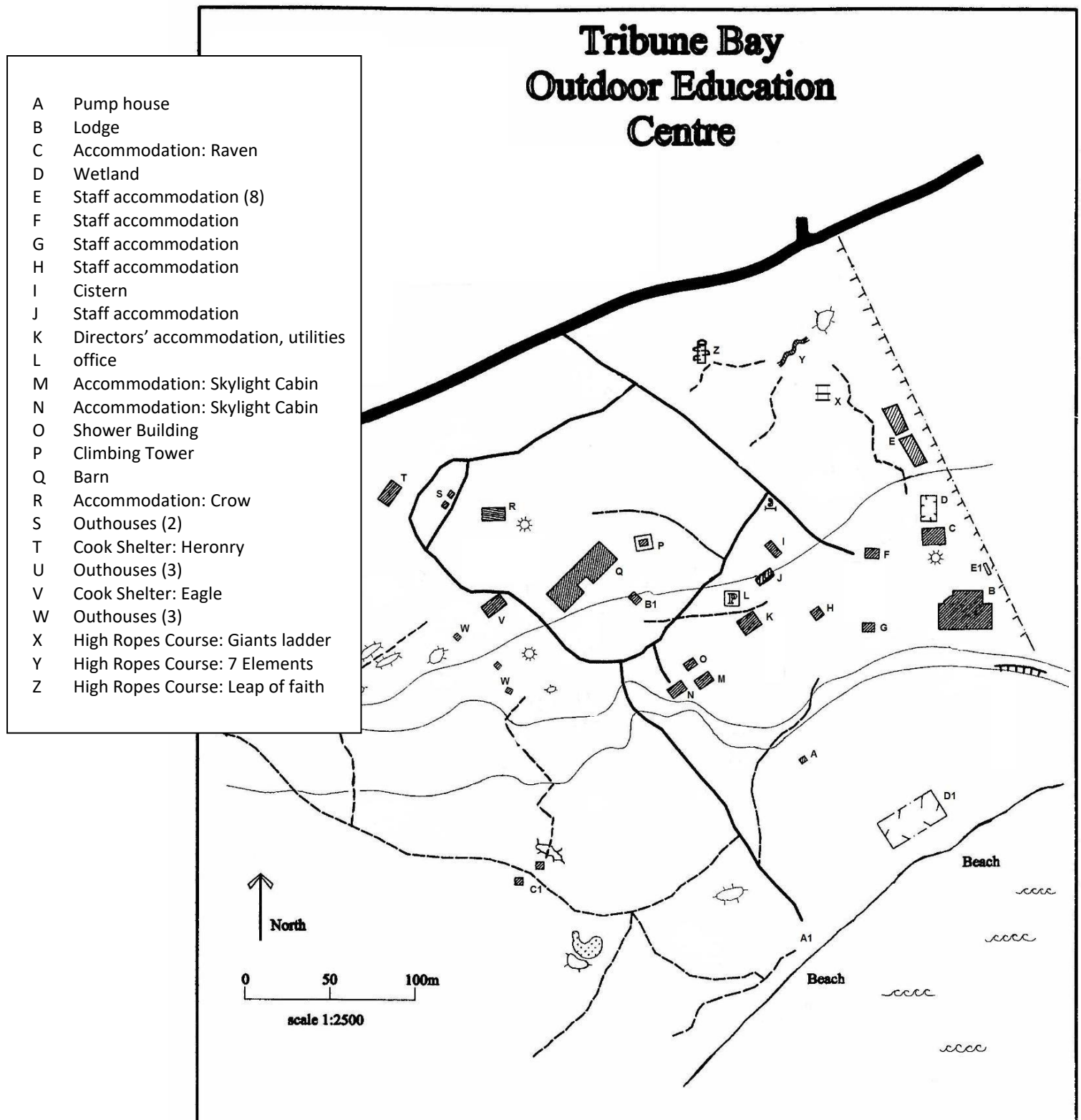
Financial Viability and Strategic Growth

Key Points:

- Exploring revenue-generating opportunities and diversified income streams.
- Time-share models and guaranteed usage time for steady income.
- Strategic dialogues with stakeholders for global alliances and partnerships.
- Pursuing grants and external funding to support infrastructure and programming.

Impact:

- Ensures long-term financial sustainability of educational programs.
- Supports continuous improvement and expansion of facilities and resources.
- Engages a broader audience, increasing program reach and impact.



Infrastructure Status Report

	ESSENTIAL	BETTER USABILITY	COSMETIC	Life Span
	<i>Actual or potential for further damage or safety concern</i>	<i>Improvement needed for sustainability or further maintenance needed or missed</i>	<i>Safe and sound but could use cosmetic upgrade for appeal</i>	<i>when fixed</i>
A. Site				
a. Roads	no	no	yes	10+
b. Grass grounds	no	no	no	10+
c. Trees	yes	yes	no	10+
d. Gates	no	yes	yes	10+
e. Signs	no	yes	yes	3+
B. Facilities				
1. Lodge				
<i>Historic Significance restrictions apply</i>				
a. Building envelope	yes	yes	yes	10+
b. Main room	no	yes	yes	10+
c. Bathrooms	no	no	yes	10+
d. Kitchen	no	yes	yes	10+
e. Utility area	no	yes	yes	10+
f. Other rooms	no	yes	yes	10+
2. Accommodation				
a. Raven Dorm	yes	yes	yes	10+
b. Crow Dorm	no	no	yes	10+
c. Skylight N	no	yes	yes	10+
d. Skylight S	no	yes	yes	10+
e. Yurt E	no	yes	yes	8+
f. Yurt W	no	yes	yes	8+
g. Cabanas (3)	no	no	no	8+
3. Staff Accommodation				
a. Directors + utilities area and office	no	yes	yes	10+
b. Cabin a	no	no	yes	10+
c. Cabin b	no	no	yes	10+
d. Cabin Meadow	yes	yes	yes	10+
e. Staff block a	no	yes	no	10+
f. Staff block b	no	yes	no	10+

4. Accessory Buildings				
a. Barn	no	yes	yes	10+
b. Shower building	no	yes	yes	10+
c. Cook shelter Eagle	no	no	yes	10+
d. Cook Shelter Heronry	no	no	yes	10+
e. Fire Pit shelter	no	yes	Yes	10+
f. Outhouses (8)	yes	yes	yes	3+
C. Infrastructure				
a. Water system one	no	yes	no	10+
b. Water system new	yes	yes	no	0
c. Electrical system	no	no	no	10+
d. Septic				
i. Septic tanks (5)	no	yes	no	10+
ii. Pump chambers (4)	no	yes	no	4+
iii. Field	no	yes	no	3+
Program Structures				
a. Climbing tower	no	no	yes	10+
b. High ropes course (3)	yes	yes	yes	0
D. Equipment				
1. Program Equipment				
a. Kayaks	no	no	yes	5+
b. Paddle boards	no	no	yes	5+
c. Paddles and PFD's	no	yes	yes	2+
d. Climbing harness, hardware, ropes	no	yes	yes	2+
2. Maintenance Equip.				
a. Tractor	no	no	yes	10+
b. Mower	no	no	yes	6+
c. Power tools	no	yes	yes	3+
d. Hand tools	no	yes	yes	5+
3. Vehicles and trailer				
a. Variety Van	no	no	yes	5+
b. Van 2	no	no	yes	5+
c. Utility Trailer	no	no	yes	10+
d. Small trailer	no	yes	yes	5+

Regional Market Conditions

Discussion with stakeholders indicates that demand for similar nature immersion (overnight) experiences has increased in recent years as students increasingly engage with environmental issues such as climate change. Availability / vacancies at similar nature immersion centers indicates there is good regional demand for nature immersion programming. TBOEC ceased operation in Winter of 2024, at that time 14 school bookings were canceled.

The team contacted 30 similar facilities around Lower Mainland, Vancouver Island and the Gulf Islands. The vast majority were fully booked for the summer season.

Initial research indicates that in recent years TBOEC had experienced limitations with their business model related to income and expenditure alignment. However, this does not appear to be associated with insufficient demand, with other similar programs and operations growing.

Value Proposition

As the current plan and related documentation were not available for review by the team, we relied heavily on the extensive experience of Gord Campbell who served as Executive Director from 1988 to 2018.

Based on stakeholder outreach, there appears to be a clear desire to maintain a majority and priority audience of K-12 students. Expanding opportunities for high school students and teacher professional development is of interest and would provide opportunity to increase and diversified funding models. Teachers expressed interest for every Grade 7 to receive an annual trip as part of a District strategy, and opportunities for work experience in a District operated catering program tied to post-secondary credits.

Nationally there is growing Government and civil society interest and investment in environmental learning, especially as relates to climate and biodiversity literacy, through programs that provide students with opportunities to develop hope and agency.

Locally, SD71 has developed a new strategic plan with a strong focus on nature education, providing an excellent opportunity for a renewed TBOEC to make a significant contribution.

The team found broad consensus in stakeholders in evolving the program vision around three areas, all delivered through place based experiential learning and outdoor recreation.

- Understanding nature – including Marine, Climate and Biodiversity learner outcomes
- Indigenous ways of knowing and being
- Life skills and leadership - Social Emotional Learning

Although further consideration by system leadership and stakeholders will be needed, the team identified the following emerging goals.

- Establish a sustainable ten-year business model
- Maintain an active multi-stakeholder collaboration
- Integrate TBOEC with school systems plans and priorities
- Deliver exceptional, accessible, student centered and inclusive teaching and learning for local students
- Support nature career pathways
- Integrate research partnerships – nature, education
- Offer for credit work experience opportunities for establish career and post-secondary pathways

Nature Education (*What, Why, How*)

Nature Education at TBOEC can operate at the intersection of world class pedagogy and nature conservation.

Education can be defined as a lifelong process that involves the acquisition and development of values, knowledge and skills that allow individuals to build their intellectual and social competencies, in ways that prepare them to be resilient and productive members of societies. Nature conservation can be defined as the systematic and collective effort of maintaining and restoring species and habitats, protecting biological diversity and enhancing ecosystem services, through Education, Policies, Laws, Research, Protected Areas and Ecosystem Management.

Nature Education has direct and indirect impacts on ecosystem health and human resilience, it can better prepare students for emergent green economy career pathways and contribute to the societal transformation needed. The learner outcomes and operations of TBOEC can align with and support First Peoples Principles of Learning, Provincial Curriculum and the Canada framework for Environmental Learning. Because immersive nature experiences are paramount in developing a desire to mitigate the effects of climate change, pollution and biodiversity loss.

“To survive and thrive in the 21st century, Canadians need to be responsive, resilient, and proactive in dealing with ongoing and future environmental challenges. Education is indispensable to those ends. It can help people—young and less young--preserve and restore biodiversity, reduce greenhouse gas emissions, promote sustainable mindsets, build the net-zero workforce, and spark hope that a climate-resilient and nature positive future is possible. “ECCC 2023

Studies indicate that systematic, high quality nature education is not necessarily a challenge to be met, but rather a tool to mitigate the challenges of Eco Anxiety, bullying, and teacher burnout, in ways that advance academic performance, critical thinking skills, personal growth, confidence, autonomy, and leadership.

There is consensus that essential components of Nature Education include systemic integration and cooperation with formal and non-formal education partners, educator professional development, access to ‘Green School Grounds’ and immersive experiential learning. Given increasing urbanization and the pervasive influence of technology in children’s lives, TBOEC could play an important role as a leader of immersive experiential learning for local, regional and international students.

At its best Nature Education provides agency, inspires hope, and facilitates collaboration locally and globally. It is holistic and balances natural science, Indigenous ways of knowing, and social emotional learning through experiential pedagogy that integrates knowledge, active and reflective elements. While there are strong curricular ties to Science and Social Studies curriculum, Nature Education and the opportunity afforded by TBOEC can be relevant to all subjects across all grade levels.

Potential partners and revenue streams

The team developed and administered a short survey to 28 potential partner organizations who expressed their interest and potential contributions to TBOEC. There was a good mix of local, regional and national perspectives who shared a common interest in nature education opportunities for local and visiting students. Survey responses were encouraging, with respondents supporting a wide range of education programs for all ages, as well as education convenings and training.

Most stakeholders expressed interest in an integrated package (programming, accommodation and meals), with several seeking suitable venues to operate their own programs. There was strong interest in TBOEC as an excellent location to teach holistically about biodiversity and climate change with the First National Principle of Learning and outdoor recreation.

Indications of contributions towards a collaborative relaunch included supportive funding, expertise, Hornby and Denman Island led transport and co-creation. Potential barriers to collaboration were also noted including, unstable business model, inconsistent availability and limited options for high school students.

Generative Dialogue Session – June 6, 2024

The team convened stakeholders, who were joined virtually by an expert panel, together they explored the following challenge questions. Participants represented both School Districts, BC Parks, Universities, Economic Development Agencies, and an expert panel including Canadian Rockies Public Schools, North Vancouver SD44, Environment Climate Change Canada and Canadian Wildlife Federation.

Educational Value

Based on your experience and understanding, how can TBOEC support students in achieving educational outcomes?

Is there correlation to outcomes such as academic success, social emotional learning, health and wellness, student leadership, career pathways?

Does outdoor and environmental learning align with the values of local communities?

Does investment in immersive environmental learning mitigate other challenges of students and the education system?

What Education goal or goals should be pursued for TBOEC?

Environmental Value

Based on your experience and understanding, how can TBOEC contribute to a healthy and thriving natural environment?

Is there an opportunity to mitigate climate change, biodiversity loss and pollution?

Can TBOEC operations be a model of sustainability?

Does immersive environmental learning at TBOEC align with Provincial leadership and National Framework for Canada?

What Environmental goal or goals should be pursued for TBOEC?

Business Sustainability Approach

Based on your experience and understanding, how can TBOEC operate as a social enterprise?

Are there opportunities for diversified revenue streams such as convening, teacher training, research base, summer schools?

Are there partners and user groups beyond K-12 students that could be engaged?

What business sustainability goal or goals should be pursued for TBOEC?

Identifying success metrics and milestones

Assuming one or both School Boards decide to renew the Park Use Permit, then a Business Case would need to be developed over the summer and fall of 2024. From our preliminary stakeholder outreach, some key performance metrics that could guide the Business Case include:

Equitable access and participation for all local students. This could include all Grade 6 or 7 receiving three days of immersive Nature Education at the Centre, with optional Grade 10 elective credit courses and Grade 11-12 Academy opportunities. Performance metrics would track the number of students per quarter by grade and learner outcomes.

Financial sustainability through diversified revenue streams including fees for service, government and philanthropic grants, NGO program partnerships and corporate sponsorship. This social entrepreneur approach will necessitate tracking of anonymized participant socio economic data, alongside educational outcomes such as social emotional learning, knowledge and skill development and pro environmental behavior change. It also requires quarterly financial tracking and reporting.

The opportunity to collaborate with other leading Nature Education school systems in BC and across Canada would help to expand the reputation and credence of TBOEC as a leader in nature education. Milestones could include joining the 29 systems across Canada that are delivering the Advanced Placement Nature Education program or joining the Ducks Unlimited network of 30 schools that focus on wetland education. Performance metrics could include local students and staff being invited to participate in national dialogues or represent Canada at UN events and activities.

Teacher professional development for nature education could serve both as a direct and indirect revenue stream, and as an enabler supporting staff in the delivery of the SD71 Strategic Plan, the BC Framework for Environmental Learning and the Canadian Framework for Environmental Learning. Performance metrics would track the number of educators trained each year, and correlation with expended nature immersion programs for their students.

Serving students and teachers in other school systems and internationally carries encouraging potential for TBOEC. The North Island Distance Education School could partner with TBOEC to facilitate credit nature education programs for grades 8-12 across BC. Alberta students could be served through a partnership with Canadian Rockies Public Schools, who have a similar relationship with their Provincial Park system and have developed a series of high-school for credit courses in nature education. International students from SD71 already bring students to TBOEC as part of their co-curricular activities program, which could evolve into a series of nature education activities, special one month or semester nature education programs. Performance metrics would track the number of students participating by number of days at TBOEC, by grade and subject/program each quarter.

A future business case would need to evaluate options and identify revenue streams against infrastructure, operational and programming needs. If a collaborative partnership approach is pursued MOUs and Partnering Agreements would need to be developed that align values and define fee structures that balance the benefits to both parties. Performance metrics would track financial and in-kind contributions annually.

Thought Leadership

There is considerable and growing interest in nature education at the national and international level. This is encouraging for TBOEC as several organizations that provide thought leadership for governments and funders are increasingly endorsing investment as beneficial at the individual and societal level.

Internationally countries like Finland, Japan, UK, Australia, Brazil, India, Italy, and US have legislation that requires environmental learning, with Government support including through grants and contributions, convening and reporting. In Canada there is renewed and increased momentum as young people often identify reconciliation and the environment as their top two priorities.

Government, NGO and philanthropic funders are looking for inclusive program partners that integrate learning & doing across a comprehensive continuum of engagement for ages and stages. They value intergenerational collaboration where adults share their space and power with young people, giving young people real responsibility, where they can innovate and launch career pathways toward green jobs.

Education Community

OECD Global Competencies – Endorsed by CMEC

OECD PISA – Agency in the Anthropocene – Competency model including systems thinking

OECD PISA - Are Students Ready for Environmental Challenges? – Students need more than knowledge

EI – Climate Change Education Ambition report card

Pan Canadian AP Nature Ed – 5 Provinces – High School program utilizing AP Seminar structure

BC and Canada Frameworks for Environmental Learning – in development for release in 2024.

FNESC – First Peoples Principles of Learning

BC Learning By Nature – aspirational Province wide school ground greening initiative

Nature Community

UN sustainable Development Goals – 4, 12, 13,14,15

UN Convention Climate Change – Articles 11 and 12

UN Convention for Biological Diversity, Montreal COP15 Targets 12,16,21,Section K

UNESCO Greening Education Partnership – Curriculum and Green School Standard

IUCN Program Plan, Education enabler, 2025 Nature Based Education plan

Eco Canada Labor Market Outlook 2029 – Identifies 35,900 net green job openings by 2029

Collaboration Opportunities

The team has identified several high potential collaboration opportunities for TBOEC. Many of these are local and build on the long-standing reputation of the Centre. Others are regional or national in scope and could contribute to student programming, operations and facilities.

The types of potential contributions are broad and would need to be strategically considered and evaluated against the mission, vision and objectives of a Business Case.

Renew or Amend Park Use Permit - Commercial Recreation

Overview

The Commercial Recreation application is used for fee-for-service activities in parks, protected areas, recreation areas and conservancies (collectively "parks"). These activities include guided adventure tourism opportunities, such as guide outfitting, angle guiding, guided hiking, kayaking, boat tours, river rafting, caving, and heli-skiing. Angle guides and guide outfitters will also need authorizations under the *Wildlife Act*.

The Commercial Recreation permit is also used to authorize commercial recreation services in parks that may involve land use and occupancy, such as lodges, ski facilities, equipment rentals and food services.

A Commercial Recreation Permit also authorizes a commercial operator (e.g. floatplane, helicopter, boat or bus) to provide access services to a park.

Applications will only be approved if BC Parks deems them compatible with the conservation and recreation objectives of the park(s) involved in the proposal.

Discuss your application with the BC Parks Area Supervisor responsible for the protected land(s) for which you are applying. Contact information for BC Parks' regional offices can be found either in your current permit, or on the [BC Parks Website](#).

Amending Permit(s)

Changes to your permit may include but are not limited to changes of the legal mailing address listed on your permit, changes to your activities, or changes to the permit area. All requested changes go to the BC Parks Regional Offices for review and decision. Most changes to a permit require a permit modification fee of either \$100.00 (plus applicable taxes) for a minor change or \$500.00 (plus applicable taxes) for a major change.

Change of Information

To update your client contact information (phone number, mailing address, billing address, email address, or contact name), please use the Change of Information option in the application. If the information does not require a change to your permit document, you may update contact information free of charge.

Renewing Permit(s)

Commercial recreation permits issued for a term of less than one year are not eligible for renewal.

Your permit must be in good standing before it will be renewed. The BC Parks Regional Office responsible for the proposed renewal area will decide whether or not to renew your permit. The BC Parks Regional Office may request that you submit further information regarding your activity.

Please specify the term you wish to renew your permit for AND submit the permit renewal fee (50% of the application fee as set out in the Fee Schedule [Schedule K, of the Park, Conservancy and Recreation Area Regulation](#).)

The target time frame to adjudicate a permit renewal application is 140 days. Ensure that you submit your permit renewal application far enough in advance of your permit's expiration date to allow your application to be processed. If your permit expires before a new permit is issued, you will not be able to conduct

business in the Park until a new permit agreement is signed. If you have not submitted a renewal application before your permit expires, you will be required to submit a new permit application instead.

Costs and Responsibilities

Fees and making a payment

- Please see the [Fee Schedule - Schedule K, of the Park, Conservancy and Recreation Area Regulation](#) for a list of park uses and fees. GST (5%) must be added to the fees listed in the fee schedule.
- Application fees are non-refundable, and applications submitted without their required fee will not be processed. Non-profit societies are required to pay application fees but may be exempt from other park use permit fees. The governments of British Columbia and Canada are exempt from paying application or permit fees, but all other government jurisdictions are subject to fees.

Fees can be paid online at the time of application, or at a Front Counter BC [location](#). See [Payment Guidelines](#) for more information. Note: Please be sure to include the payment remittance form or the application tracking number if submitting your payment in person or by mail.

Responsibilities

- It is your responsibility to obtain all other applicable licences, tenures or permits prior to the issuance of a park use permit.
- It is your responsibility to ensure that your park use permit's annual requirements, such as proof of insurance, fees and reports, are met each year.
- It is your responsibility to visit [BC Online](#) and determine whether or not you must be registered to do business in British Columbia:
 - Businesses must either be licensed to do business in British Columbia or, if licensed/incorporated outside of British Columbia (considered to be 'extra-provincial companies'), be in compliance with [section 375 of the Business Corporations Act](#) to operate in British Columbia.
 - Extra-provincial societies must be registered under the [\[Societies\] Act](#) in British Columbia in order to hold a park use permit or resource use permit. An extra-provincial society is a society or association, or a specific branch of a society or association, that was formed outside British Columbia.
- A park use permit holder is responsible for abiding by the terms and conditions of the permit document provided.

Additional Costs and Requirements:

Upon evaluation of the proposal, it may be determined that additional costs and requirements, such as financial guarantees or survey and inspection costs, must be met prior to the issuance of the permit, (as per [Section 21 of the Park Act](#)).

Commercial General Liability (CGL) insurance in the amount of \$2 million per occurrence is the minimum requirement for all commercial operators in parks, protected areas, conservancies and recreation areas. Applications will be assessed to determine whether additional types of insurance, such as aviation liability or marine liability, will also be required.

What you need to apply

Consultation with an Area Supervisor is recommended prior to submitting an application. Area Supervisors are the BC Parks staff responsible for particular parks. Contact information for BC Parks' regional offices can be found on the [BC Parks](#) website.

Completed application form. Please note that applications are not considered complete until the application fee has been paid and/or co-permittee consent is submitted.

A detailed Management Plan that describes the nature of the business activities, including the timing, frequency and anticipated number of clientele, and specific location(s) of use. The Management Plan Template can be found [here](#). BC Parks requests that you only apply for parks that you believe are necessary for the successful operation of your business. This will assist BC Parks in processing your application and reduce the potential for delays that can occur when multiple parks are listed in the park use permit application.

Any additional documentation supporting the application, such as photographs or correspondence with First Nations.

Digital maps must be submitted as part of the application. Map(s) must be submitted for each park included in the application according the following mapping standards:

- Digital maps submitted as pdfs or image files must include a north arrow, a scale bar (as described below) and a legend. Georeferenced spatial files may also be submitted and must be in BC Albers, NAD 83 projection.
- General Location Map:
 - A map of the individual park(s)/ecological reserve(s) within the application
 - Drawn between 1:50 000 and 1:250 000 in scale (or larger if a larger scale is required to encompass the boundaries of the permit area)
 - Illustrates at a landscape level scale the general location of the area under application, including boundaries of the proposed permit area, travel/access routes and major landmarks
- Permit Area Maps:
 - More detailed map(s) of the proposed permit area(s), required in addition to a general location map if you have improvements or specific areas of the park that you will be using more intensively
 - Drawn between 1:20 000 and 1:50 000 in scale, showing the exact proposed boundaries of the permit area

- Includes the area (in hectares) and any watercourses or other identifying features (trails, facilities, roads, etc.)
- Clearly identify the location of travel/access routes and specific study/activity site(s)
- If applicable, describe the construction, location(s) and use(s) of any new or pre-existing facilities within the permit area, as well as the proposed size(s) and location(s) and of all future improvements
- Digital maps or georeferenced spatial files may be prepared using the [NROS Explore by Location Tool](#), [FrontCounter BC Discovery Tool](#) or [iMap\[BC Tool \(Tutorial\)\]](#).

It is recommended that you ["Find a park"](#) and read the park management plan prior to submitting your application.

Consulting First Nations

- The Province is committed to reconciliation as part of the [Declaration on the Rights of Indigenous People Act](#).
- The Province is responsible for ensuring adequate and appropriate consultation and accommodation, it may involve the proponent in the procedural aspects of consultation.

Proponents are encouraged to engage with First Nations as early as possible in the planning stages to [build relationships](#) and for information sharing purposes. To get more information about the guidelines and procedure manuals that are designed to assist government officials and proponents with meeting consultation obligations, please visit the [Consulting with First Nations](#) web page.

What happens after you apply

Receiving the application

- Your application will be reviewed to ensure that it is complete. If necessary, you will be contacted for more information.
- An application will not be processed until all required information and application fee has been received.
- The submission of an application does NOT allow you any rights to the park land. A park use permit, if issued, would grant this authority.

Adjudication

- The target time frame for making a decision on your application is **140 days (5 days for film permits and 60 days for research)** after a complete application is received. BC Parks target times may be affected by other required processes, such as requests to you for additional information or requirements for First Nations consultation.
- Applications will be processed in the order that they are received. The 140, 60 or 5 day time frames will not be changed to accommodate "rush" applications.

- BC Parks staff will review the application and determine whether additional assessments, such as ecological and archaeological assessments, or consultation, such as First Nations Consultation, may be required. Some assessments will be completed by BC Parks, but other assessments may be the responsibility of the applicant to complete at their own cost.
- BC Parks staff and/or FrontCounter BC staff may contact you throughout the application process to discuss your application as required.
- BC Parks considers the impacts of a proposed activity and the particular values of the parklands in question when evaluating a permit application. If your application is denied, you will be provided with a letter indicating the reason(s) for denial.

Request Final Requirements

- If the Statutory Decision Maker approves the permit, The FrontCounter BC permit clerk will email you a draft permit and notify you of the permit's final requirements. If no email address was provided, you will be notified by letter instead.
- Examples of Final Requirements:
 - Written agreement to the terms and conditions set out in the draft permit
 - Proof of Insurance
 - Permit Fee(s)
 - Financial Guarantee
- If you do not respond to the Request for Final Requirements by the indicated due date, your application will be withdrawn, your file will be closed and your application fee will not be refunded.

Issuance of Permit

Once all final requirements are met, the permit will be issued and sent to you by FrontCounter BC via email. If no email address was provided, a hard copy will be sent to you by mail.

Why would my application be denied?

BC Parks considers the impacts of a proposed activity and the particular values of the parklands in question when evaluating a permit application. If your application is denied, you will be provided with a letter indicating the reason(s) your application was unsuccessful. Any application fee that may have been paid will not be refunded. The list below provides some common examples of why BC Parks may deny a Commercial Recreation permit application:

- BC Parks may not approve any new commercial recreation permits in a conservancy if the conservancy does not have an approved Management Plan.
- BC Parks may not approve an activity that does not support the goals of an approved Park Management Plan.

A list of parks, conservancies, protected areas and recreation areas can be found on the [BC Parks website](#). Prior to submitting your application, please review the Park Management Plan information for your area of interest.

BRIEFING NOTE

TO: Board of Education
FROM: Carrie McVeigh, Secretary-Treasurer
RE: Trustee Remuneration

DATE: June 25, 2024

Background

At a meeting of the Board, held on October 24, 2023, the Board passed the following motion:

THAT the Board of Education of School District No. 71 (Comox Valley) increase the rates each subsequent July 1st by the BC Consumer Price Index (All items) for the May-to-May comparison.

Information

Trustee Compensation will be adjusted by the May-to-May BC Consumer Price Index, once known, and then implemented on the next payroll.

Current Trustee Remuneration is as follows:

Current Trustee Remuneration (Annual)	
Chair	\$24,749
Vice-Chair	\$22,861
Trustee	\$21,523

A new table outlining Trustee remuneration, with the CPI increase, will be provided when the increases are implemented.

Recommendation:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Briefing Note, Trustee Remuneration, dated June 25, 2024, as presented.

Respectfully submitted,

Carrie McVeigh

Carrie McVeigh
Secretary-Treasurer

Open Committee of the Whole Meeting Report to the Board June 11, 2024

In Attendance at Meeting:

Trustees:

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

Regrets: None

Staff:

Dr. Jeremy Morrow, Superintendent
Carrie McVeigh, Secretary Treasurer
Dr. Vivian Collyer, Associate Superintendent
Jennifer Nelson, Assistant Secretary Treasurer
Candice Hilton, Director of Finance

Virtual Guest:

Lisa Bernoties McCullough, Facilitator of the Writing
Committee sessions

Recording Secretary: Marlene Leach, Senior Executive Assistant

A. Welcome

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.

B. Call to Order

Trustee Aldinger called the meeting to order at 6:30 pm.

C. Adoption of Agenda

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

[May Sacht/Waite]

CARRIED

D. Presentations / Delegations

1. **Draft Strategic Plan** – Presentation with Document
Jeremy Morrow, Superintendent and Staff

Pages 1-44

The Superintendent, expressed gratitude to the Draft Strategic Plan Writing Team Committee and acknowledged that the Team will provide different components of the process in the presentation. Lisa Bernoties McCullough attended virtually and shared the process with the Board, thanking the outstanding and dedicated people who attended the writing team meetings. Lisa Bernoties McCullough provided PowerPoint slides around what the writing team developed together, their purpose, the dates spent together, and the guiding principles for the strategic planning process.

Principal Warren Colegrave provided a presentation around Evidence of Core Competency Development, triangulating, and answered Trustee questions.

Lynn Swift (Indigenous K-7 Curriculum Support Teacher), Joanne Restoule (Youth Family Support Worker), Jeannie McDonald (Indigenous Support Worker) provided a presentation on Indigenous Ways of Knowing and Being, Decolonizing and Indigenizing, Inclusion, Personalized Learning, Student Centered Assessment, Experiential Learning, Flexible Learning Environment, Digitally Enhanced Learning, and Nature Based Learning. The presenters received Trustee comments, gratitude and answered their questions. The Superintendent provided comments and thanked these presenters.

Meagan Goudreault (Indigenous Education Council, Parent Rep.), Erin Higginbottom (Education and Capacity Development Coordinator at K'ómoks First Nation), Sherry Dittrick (Vice Principal) and Kiyoshi Kosky (President, CUPE 439) presented on the SD 71 Professional Learning Plan (medicine wheel, all working together to support the students, respect them and their journey) and included a district wide framework, to include quality professional development for leadership, teachers, parents, and education workers. The Superintendent and Committee Chair thanked these presenters.

Craig Sorochoan (SD71 Communications Manager) provided information around communicating the plan and effective strategies for outreach and engagement, including methods and consistency of communication. Mr. Sorochoan answered Trustee questions.

The Superintendent went over what's next and alignment of the Draft Strategic Plan.

E. Information Items

1. 2024-25 Preliminary Operating Budget – Briefing Note Carrie McVeigh, Secretary-Treasurer

Pages 45-96

Jennifer Nelson, Assistant Secretary-Treasurer, presented the annual budget in a PowerPoint presentation and acknowledged the work that Candice Hilton, Director of Finance did on the budget. The Assistant Secretary-Treasurer focused on the changes since the last presentation and spoke to capital and special purpose funds.

The Secretary-Treasurer, Assistant Secretary-Treasurer, Director of Finance, and Superintendent answered the Trustees questions and Trustees shared their comments, experiences, and how the budget relates to the draft strategic plan and students' education. The Committee received some public comments.

F. Adjournment – 8:50 pm

THAT the Board of Education of School District No. 71 (Comox Valley) adjourn the meeting at 8:50 pm.

[Caton/Leslie]

CARRIED

AD HOC POLICY COMMITTEE BOARD REPORT

Date: Wednesday, May 29, 2024
Time: 4:00 pm – 5:00 pm
Venue: SBO Seminar Room

Committee Members:

Chelsea McCannel-Keene, Chair
Michelle Waite, Trustee
Shannon Aldinger, Trustee
Dr. Jeremy Morrow, Superintendent

Regrets: Carrie McVeigh, Secretary-Treasurer

Recording Secretary: Heidi Bell, Senior Executive Assistant

1. Welcome and Land Acknowledgement

The Chair welcomed the Policy Committee and called the meeting to order at 4:05 pm.

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

2. Adoption of Agenda

- Policy 10 – Process to update the Board when a policy has been inserted.

3. Old Business

- a. Policy 1 – Foundational Statements – for review
 - Reviewed and started editing the current policy 1. The committee will continue to review.
 - Will bring a draft copy of Policy 1 to the Board Working Group – Strategic Plan: Vision/Mission on June 18th.
 - The Superintendent and Secretary-Treasurer will be added to the drafting process.
- b. Policy 8 – Board Committees – for review
 - Reviewed and discussed the December 18, 2023, briefing note recommendations.
 - The Recording Secretary to send the committee the original Policy 8.
 - This policy could be brought forth to the Board Working Group Sessions in July 2024.
- c. Policy 17 – Sexual Orientation & Gender Identity – to be reviewed and updated – bring forward to the next meeting.

- d. Policy 24 – Equity & Non-Discrimination – to be reviewed and updated – bring forward to the next meeting.
- e. Policy 27 – Public Interest Disclosure Act – Complete and in Policy Manual.

4. New Business

- a. Trustee Code of Conduct – to be updated per requirements, as soon as possible.
 - The Secretary-Treasurer will provide the committee with 3 examples other Districts Board Committee policies.
- b. July 2024 Board Working Groups
 - The Superintendent and Board Chair will work on generative questions and conversation topics to have at the Board working sessions in July.

5. Recommendations to the Board of Education

That the Board of Education for School District No. 71 (Comox Valley) receive the Policy Committee Board Report dated May 29, 2024.

6. Future Meeting Dates

Date: June 19th, 2024

Time: 4:00 pm – 5:00 pm

7. Adjournment – 5:15 pm

AD HOC POLICY COMMITTEE
BOARD REPORT

Date: Wednesday, June 19, 2024
Time: 4:00 pm – 5:00 pm
Venue: SBO Board Room

Committee Members

Trustees:

Michelle Waite, Board Chair
Shannon Aldinger, Trustee
Chelsea McCannel-Keene, Trustee

Staff:

Dr. Jeremy Morrow, Superintendent
Carrie McVeigh, Secretary-Treasurer

Regrets: None

Recording Secretary: Heidi Bell, Senior Executive Assistant

1. WELCOME AND LAND ACKNOWLEDGEMENT

The Chair, Chelsea McCannel-Keene welcomed the Policy Committee and called the meeting to order at 4:05 pm.

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

2. REVIEW THE REPORT TO THE BORAD, MAY 29, 2024

3. ADOPTION OF AGENDA

4. OLD BUSINESS

A. Policy 1 – Foundational Statements

- The committee continues to review and edit Policy 1.

B. Policy 8 – Board Committees – for review

- The committee discussed Policy 8. The Superintendent will create generative pre-thinking questions/survey and will submit to the Board of Education. This will allow the opportunity for the Board to provide feedback for the Board Working Group on July 3, 2024.

C. Policy 17 – Sexual Orientation & Gender Identity – to be reviewed and updated

- Carried over

D. Policy 24 – Equity & Non-Discrimination – to be reviewed and updated

- Carried over

- E. Policy 4 – Trustee Code of Conduct – to be updated as soon as possible per requirements**
- The Secretary-Treasurer provided Trustee Code of Conduct Policies from other districts. The committee will provide the Secretary-Treasurer with feedback and their preferences.

5. NEW BUSINESS - None

6. RECOMMENDATIONS TO THE BOARD OF EDUCATION

- A.** *That The Board of Education of School District No. 71 (Comox Valley) receive the Policy Committee Board Report dated June 19, 2024.*

7. FUTURE MEETING DATES

Date: TBD

Time: TBD

8. ADJOURNMENT – 5:21 pm

REGULAR BOARD MEETING SCHEDULE - 2024-2025			
DATE	TIME	MEETING	VENUE
September 24, 2024	7:00	Regular Board Meeting	School Board Office
October 22, 2024	7:00	Regular Board Meeting	School Board Office
November 26, 2024	7:00	Regular Board Meeting	School Board Office
December 17, 2024	7:00	Regular Board Meeting	School Board Office
January 28, 2025	7:00	Regular Board Meeting	School Board Office
February 25, 2025	7:00	Regular Board Meeting	School Board Office
March 11, 2025	7:00	Regular Board Meeting	School Board Office
April 22, 2025	7:00	Regular Board Meeting	School Board Office
May 27, 2025	7:00	Regular Board Meeting	School Board Office
June 24, 2025	7:00	Regular Board Meeting	School Board Office

INDIGENOUS EDUCATION COUNCIL TRUSTEE REPORT
JUNE 24, 2024

Indigenous Education Council Trustee Report - June 2024

- District Principal of Indigenous Education, Bruce Carlos met with the K'omoks First Nation as per the Local Education Agreement, for discussions and sharing
- Discussions were held regarding the IEC Budget Considerations letter; further conversations are taking place pending the arrival of the newly hired Associate Superintendent and District Vice-Principal
- The Indigenous staffing for the 2024-25 school year is complete with a full team on board.
- Indigenous Education is continuing to plan for the transition to the School Board office building
- Conversations were held regarding the next steps for the IEC regarding Bill 40
- The Summer Solstice Gathering is being held on June 24, celebrating successes, and moving forward in a good way. The new Associate Superintendent Joe Heslip will be in attendance to meet the team
- The IEC welcomed Tabitha Dehr, the new Administrative Assistant for Indigenous Education and Chettie MacDonald, (InED staff), as the 'Secretariat' for the IEC starting in the fall

There have been many celebrations of learning this month as Indigenous graduates of 2024 walked the stages throughout the Comox Valley! The Nala'atsi Graduation Ceremony took place at the K'omoks Band Hall on June 13th and the Vanier Indigenous graduates gathered for a graduation dinner to honour the students' accomplishments! May the graduates look to the new horizons ahead of them with confidence and gratitude!

National Indigenous Day events and celebrations took place throughout the district and community on June 21st, acknowledging and honouring the rich cultures, traditions, languages, and the living and lived histories, of Indigenous peoples from the K'omoks territory, all across Turtle Island.

Respectfully,

Susan Leslie,
IEC Liaison
Vice Chair, Comox Valley Schools



June 5, 2024

To: The Esteemed School Board Trustees of SD71,
Superintendent of Schools Jeremy Morrow and
Secretary Treasurer Carrie McVeigh

The Indigenous Education Committee (IEC) has recently engaged in a thoughtful discussion regarding the 2024-25 Indigenous Education Council (IEC) budget, and we would like to share some important considerations with you.

Currently, targeted funding covers cultural resource individuals (including honorariums, promotions, and support), the Ni'noxsola Program (8 Elders), the IE principal and administration, as well as 4 FTE and 1 PTE IE support teachers. However, the funds allocated for cultural resource individuals are insufficient to meet the growing demand. Due to rising costs, maintaining the current level of support is becoming increasingly challenging.

IE is facing the loss of one FTE position and one part-time teaching position due to attrition. Specifically, one of our dedicated district support teachers is retiring, and another is transitioning into an administrative role part-time. This creates a significant gap in classroom instruction and support at a time when it is crucial to have Indigenous representation leading classrooms and providing curriculum guidance to non-Indigenous colleagues.

The IEC firmly believes that the SD71 leadership team is in a strong position to address this gap by using operational funds to hire a new FTE & PTE of Indigenous descent, to fill the teaching positions we are losing to attrition. The current leadership of SD71 has consistently demonstrated a commitment to transformative educational practices, and we believe that matching these words with actions will greatly benefit our students.

Hiring these positions from SD71 operational budget, rather than relying on targeted funding, would align perfectly with the objectives of SD71's new strategic plan. This decision would not only enhance educational instruction through an Indigenous lens but also allow IE to redirect funds from staffing to operational costs. The IEC would love to see the Ni'noxsola Program expand, as students and staff significantly benefit from the Elders' gifts, teachings, and presence. Both cultural presenters and the Ni'noxsola Program provide exceptional support to our education staff and all students. This reallocation would particularly support cultural programs and Ni'noxsola programming, benefitting all students in the district.

The IEC deeply appreciates the Board's understanding and continued support as we navigate difficult financial decisions. The Board's commitment to upholding Indigenous ways of knowing

and being is crucial, and we kindly urge you to consider additional staff funding from the SD71 operational budget to support the IE in sustaining and growing these essential cultural services. By investing in the cultural resource individuals and the Ni'noxsola Program, IE can continue to provide our students and staff with the rich cultural experiences and support they so greatly benefit from. Thank you for your attention to this important matter.

Respectfully,

Voting members of the

SD71 Indigenous Education Council