

### **Comox Valley Schools**

School District No. 71

# Open Committee of the Whole Meeting AGENDA

Date: Tuesday, February 11, 2025

Time: 7:00 pm – 8:30 pm

**Venue:** School Board Office, 2<sup>nd</sup> Floor Meeting Room

#### **Committee Members:**

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

#### Staff:

Dr. Jeremy Morrow, Superintendent of Schools Carrie McVeigh, Secretary-Treasurer Jennifer Nelson, Assistant Secretary-Treasurer Dr. Vivian Collyer, Associate Superintendent Joe Heslip, Associate Superintendent Sean Lamoureux, Associate Superintendent Jay Dixon, Associate Superintendent Josh Porter, Director of Information Technology Craig Sorochan, Manager of Communications

Recording Secretary: Marlene Leach, Sr. Executive Assistant

#### Partner Groups - 2 members from each group:

Comox District Teachers Association (CDTA)
Canadian Union of Public Employees (CUPE 439)
Indigenous Education Council (IEC)
Comox Valley Principals and Vice-Principals Association (CVPVPA)
District Parents Advisory Council (DPAC)

#### A. WELCOME AND 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.

#### B. ADOPTION OF AGENDA

#### **Motion:**

THAT the Board of Education of School District No. 71 (Comox Valley) approve the February 11, 2025, Open Committee of the Whole agenda as presented.

#### C. EDUCATION

1. PRESENTATION: Everybody Deserves A Smile (EDAS) – PowerPoint Chantal Stefan, Teacher, and Ecole Puntledge Grade 7 EDAS Club Team

Pages 1-34

### 2. PRESENTATION: Anti Racism, SOGI Framework – PowerPoint

Pages 35-47

Karma Taiji, Secondary Principal and District Principal of Diversity, Equity, and Non-Discrimination

#### D. FINANCE

**1. Budget Process Overview** – PowerPoint Presentation Jennifer Nelson, Assistant Secretary-Treasurer

Pages 48-64

#### E. POLICY

**1. Draft Policy 1 – Foundational Statements** – Briefing Note Carrie McVeigh, Secretary-Treasurer

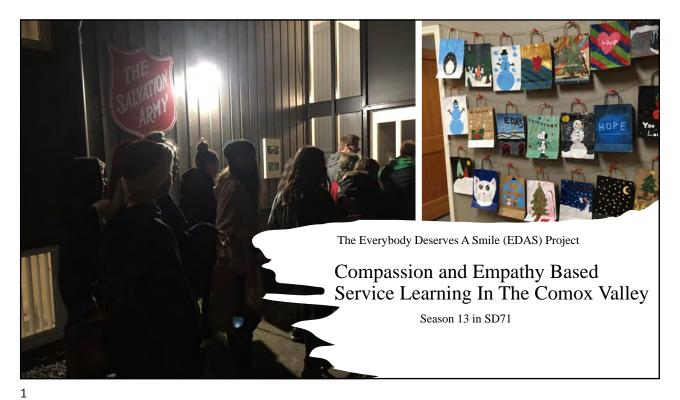
Pages 65-73

#### F. OTHER

#### G. ADJOURNMENT

#### **Motion:**

THAT the Board of Education of School District No. 71 (Comox Valley) adjourn the February 11, 2025, Committee of the Whole meeting.





Introducing The Puntledge EDAS Club

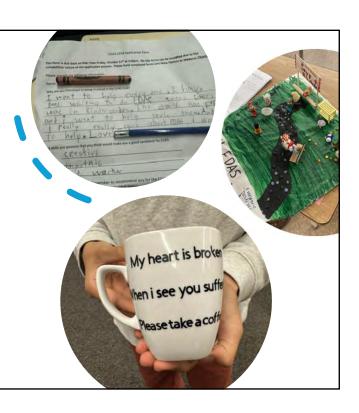
Zoe Shares Her Voice ..

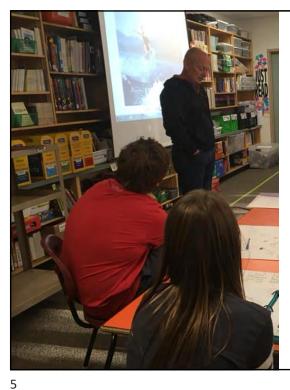


3

### **EDAS Club Application Process**

- Grade 7 Student Wow Factors Rational for applying
- 3 qualities they will bring to the team
- Parent and staff endorsement
- Interview





### EDAS Club Meeting & Learning Themes & Guest Speakers

- Servant Leadership
- Rehumanizing Those Unhoused
- Addiction
- Poverty
- Compassion & Empathy
- Instagram Marketing
- Project Management
- How to be a Good Group Member
- Public Speaking
- Goal Setting
- Gratitude & Thank You Campaign









a



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How Students Shine When Given Their Turn To Lead

11

Student leaders empower, inspire and connect with our different school communities.







EDAS Club Reflects On Their Leadership Contribution

I am proud of ...

I showed up for our team by ...

I have grown ...

## Student Delivery and Moments of Connection Locally





School
Communities
Baked, Decorated,
Packaged and
Labeled So Many
Sugar Cookies!







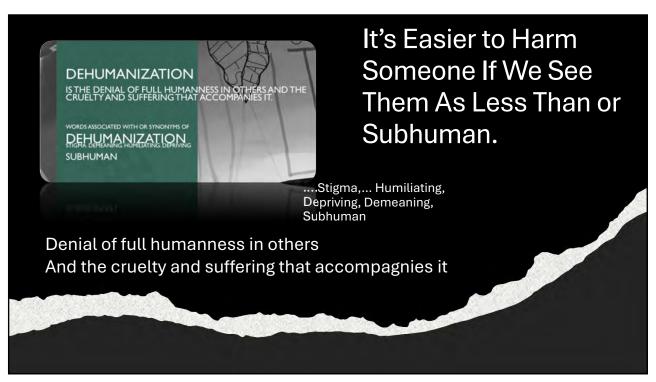
Donation Drop Boxes Open With Our School Communities and Within Our 3 Greater Communities

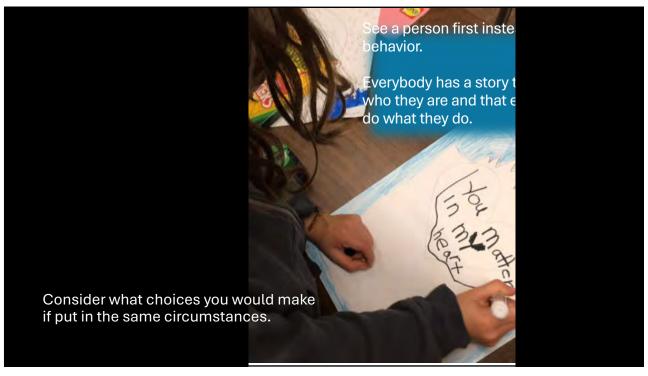




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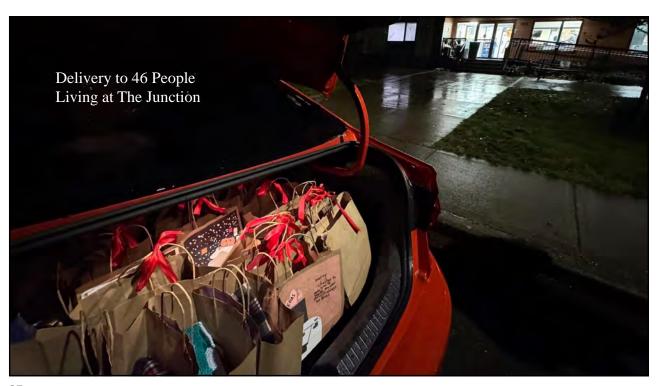


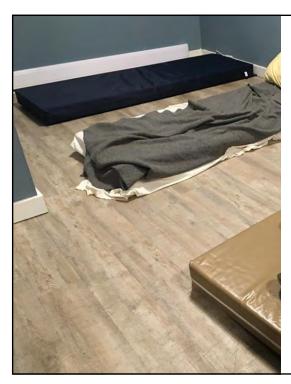






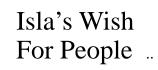


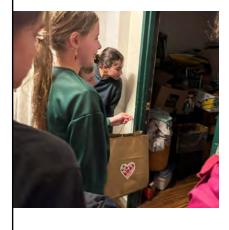




We Surpassed Our Project Goal!

We handed out to 1683 Care
Packages of Love
to 1683 People in the Comox
Valley, Duncan, Victoria
& East Hastings



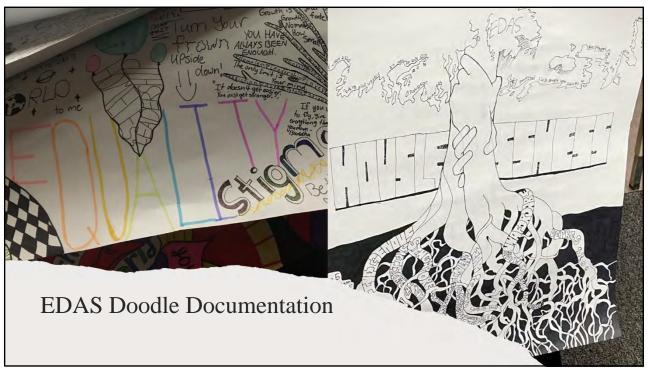














Sylvie

People
Receiving
Hold On To
The Student
Love

33

We will be delivering 1150 of the Student's care packages to these 18 Support Agencies In the Comox Valley



- The Sonshine Soup Kitchen
- The Pidcock Shelter
- The Transition Society
- AVI
- The Salvation Army
- The One Stop Medical Clinic
- The Comox Valley Junction Supportive Housing
- The Washington Inn
- Maple Pool Campsite
- John Howard Society Youth Support
- The Sunday Station Soup Kitchen
- Northgate Church Soup Kitchen- Youth Hand Out
- The Alanon Society
- The Care-A-Van
- The Warming Center
- · Cumberland Food Shed
- On The Streets
- This is an increase from 600 people to
- 1150 over the last 6 years



The EDAS District Team Delivery to 284 People Living on East Hastings

35







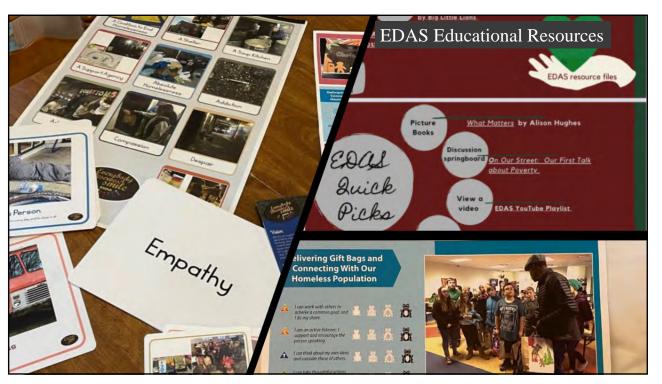












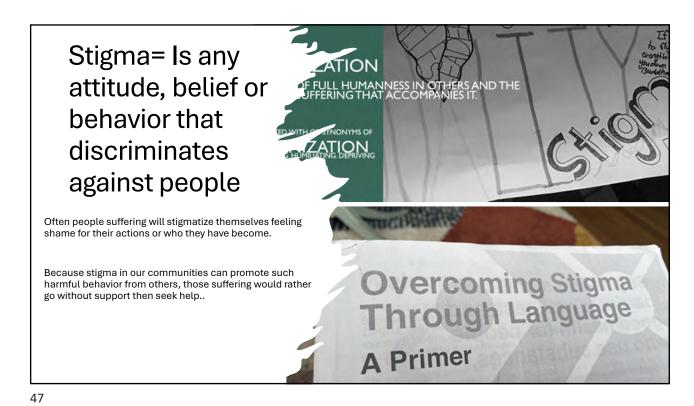


**EDAS Educational Resources** 

Causation of Homelessness- of being unhoused

Trauma. Illness. Job Loss. Domestic Abuse . Lack of Affordable Housing. Domestic Abuse. Evictions. Low Income. High Rent & Dehumanization





**Dehumanizing vocabulary** Person-first vocabulary Avoid using words Opt for options like: Person, woman, man Homeless person, Person-First experiencing homelessness. guy, dude, lady. Vocabulary Do not use slang/derogatory Bum, hobo, tramp, words when describing druggie, and junkie. people. Person experiencing Poor person. poverty. Using this language Changing how you can make people seem speak about people can less human and add to help to humanize them. stigma.



We Are Learning about Compassionate Empathy through this project.

### 3 Components

- Cognitive- ability to understand and imagine what someone might be going through
- **Emotional**-to emotional merge with someone else's feelings
- Compassionate- We understand someone's predicament and feel compelled to take heartfelt action

Source: Daniel Goleman

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EDAS Club Meeting Closing Circle Students Share Their Insights, Connections & Gratitude

# Puntledge EDAS Club

2023.2024

Et .. Future EDAS Club at Isfeld???



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The EDAS Project Aligns With Our Strategic Plan

Madame Marks shares her voice ..





### Yesterday

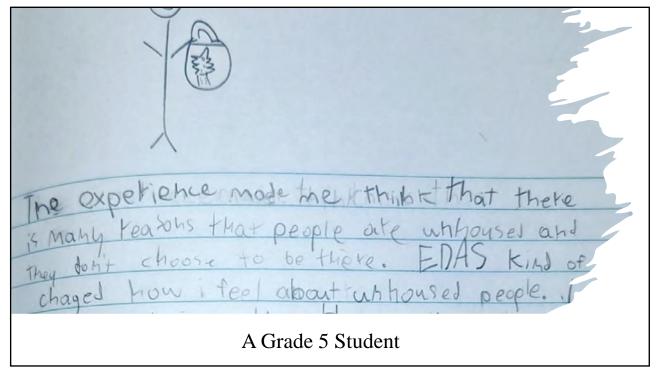
Tyson's prayer tonight: his usual: dear lord thank you for our house and for my family. Then: please help the homeless... I know they have their edas bags but please still help them



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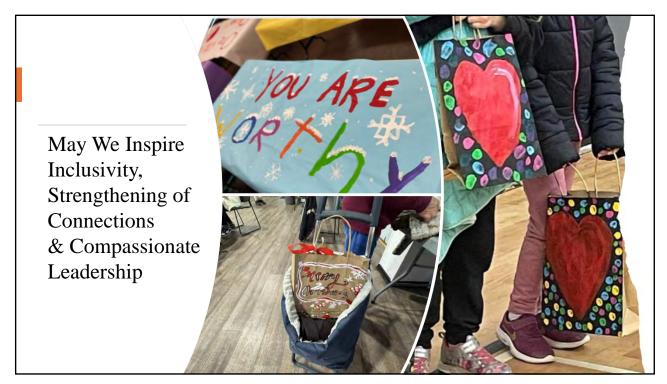


















## Equity, Diversity and Non-Discrimination

Karma Taiji

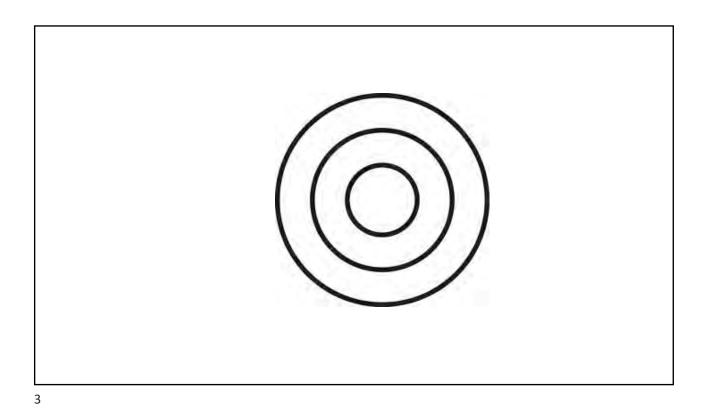


1



I would like to acknowledge that we are on the traditional and unceded territories of the Pentlach, E'iksan, Sahtloot and Sasitla- the four traditional groups that make up the K'omoks First Nation.

I would like to thank them for the privilege of living on the land and the gift of working with their children.  $\underline{G}$ ilakas'la



TYPES OF UNCONSCIOUS BIAS



## **Affinity Bias**

Feeling a connection to those similar to us







## **Perception Bias**

Stereotypes and assumptions about different groups



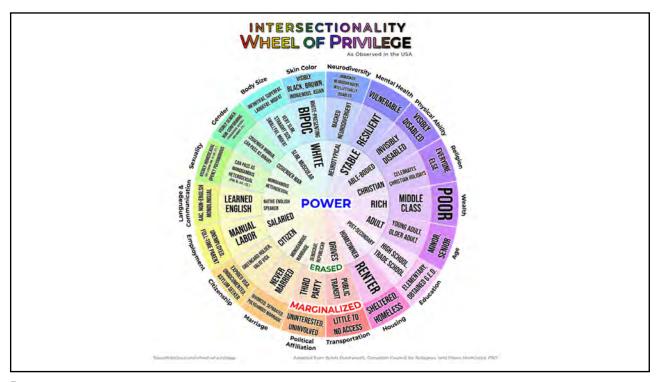
## **Halo Effect**

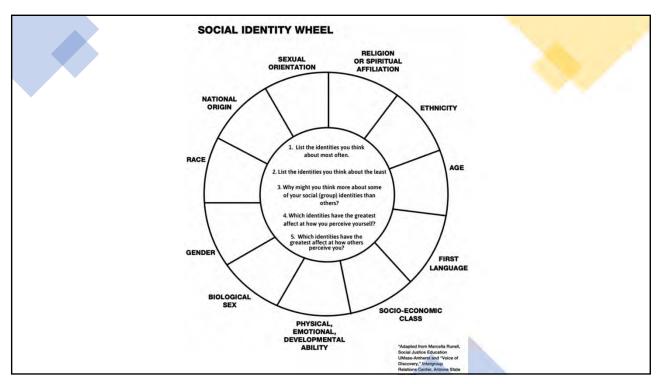
Projecting positive qualities onto people without actually knowing them



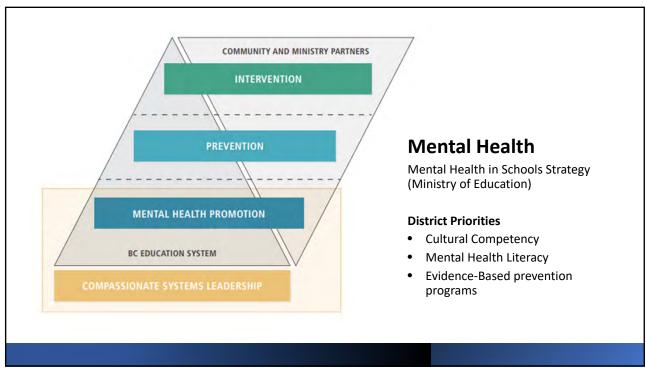
### **Confirmation Bias**

Looking to confirm our own opinions and pre-existing ideas.









## **SOGI-Sexual Orientation and Gender Identity**

SOGI 123 Resources and SOGI Policy: Report by UBC (Saewyc et al. 2016 and 2024)

Ministry focus on Diversity and Inclusion-SOGI Policy Guide SD71 SOGI Policy

Premier's Mandate letter to Ministry of Education

"Work with key stakeholders in relation to the SOGI anti-bullying program to improve understanding, protect vulnerable children and support parents."



### **District Priorities**

- SOGI network
- Dispelling myths
- Supporting GSAs in schools

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"With higher levels of discrimination and bullying, and lower level of family, school, and community support, LGBTQ youth face higher risks for significant health challenges, including suicidal thoughts and attempts, and problem substance use. However, when LGBTQ youth experience safe and supportive schools and families, they are much less likely to report these health challenges.\*" - Saewyc et al. (2016)

## **Anti-Racism**

Racial Equity Together: K-12 Anti-Racism Action Plan

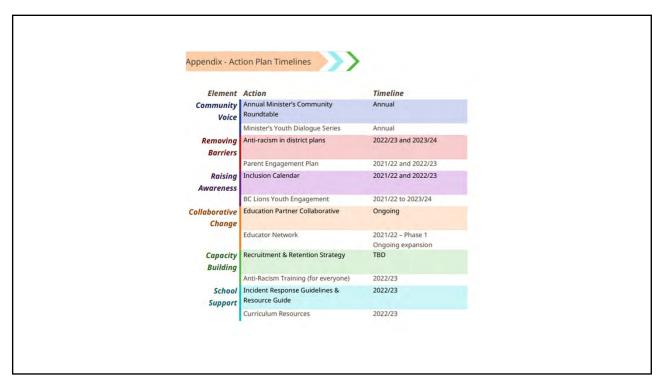
SD71 Equity and Non-Discrimination Policy

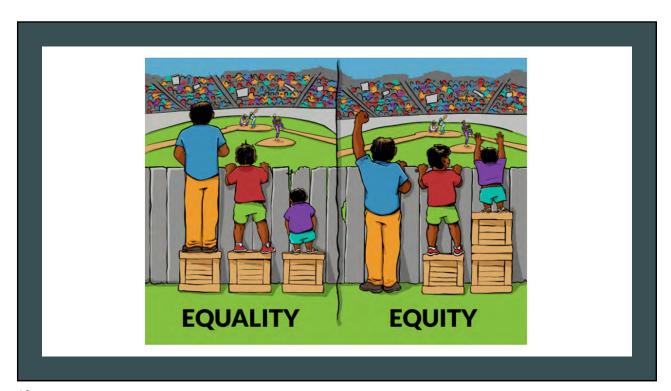
## • District Priorities

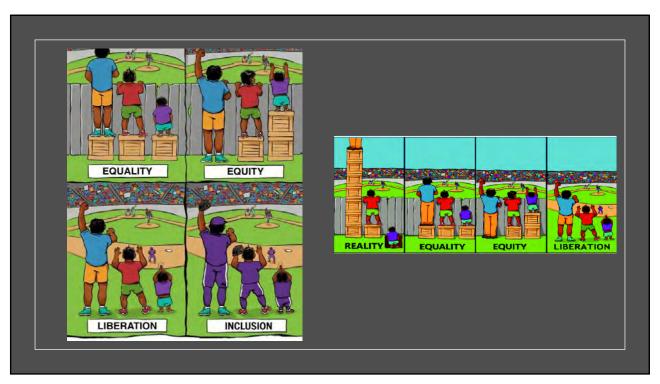
- · Building capacity with adults
- Response to Racism and Discrimination
- Equity Scan
- Community Collaboration



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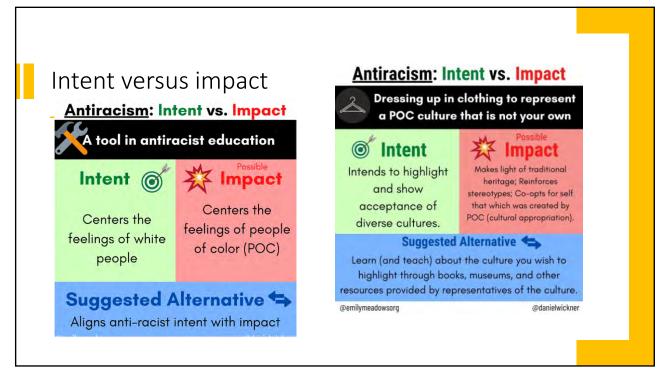


Racism: A set of mistaken assumptions, opinions and actions resulting from the belief that one group of people categorized by colour or ancestry is inherently superior to another. Racism may be present in organizational and institutional policies, programs and practices, as well as in the attitudes and behaviour of individuals. It results in the inequitable distribution of opportunity, benefit or resources across ethnic/racial groups.

Engage BC "Addressing Racism"

STOP

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Intent vs impact regularly applies to people who live with white privilege.

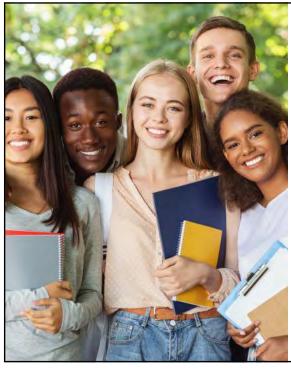
"I'm not racist, but..."

'In discussions about the definition of racism, white people will frequently argue that a particular statement or action does not constitute racism because racism was not intended. Intentionality is irrelevant. It is the impact of the action on the targeted person or group that is to be considered and takes precedence.'

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## **Supporting Schools**

- 5 incidents at Elementary schools
- 4 incidents at high schools
- Racist graffiti at two schools
- Most recent report came on February 5<sup>th</sup> from BC Community Alliance who are "dedicated to addressing the structural inequities created by racism, especially anti-Black racism, within education settings in BC."



## What parents say:

Students aren't being listened to

There are gaps in recognition of racism and responses

Who is reporting these incidents? How is it getting reported? Is it put into a file?

Racism is a critical incident-we should have a similar response

Students and parents don't believe anything will be done.

We have to restore the targeted person's relationship with their school, themselves, community, administrator.

Some strengths: Not dismissing concerns, admitting we messed up, training staff

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## Questions being asked at schools



Who is in your honors, leadership, or advanced classes?



Who is getting suspended?



What is the story on your walls about who belongs?



How are you supporting your BIPOC staff?







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## Questions to ask

- Could this be racism or discrimination? What would you "name it"?
- Who is the targeted or impacted person(s)?
- How do we stop it?
- Who should stop it?
- Who should report it? Who should it be reported to?
- What types of supports can be put into place?
- Does it need an investigation? What does this look like?
- What should be documented? How and where?
- How can relationships be restored?
- What follow-up should happen?

# Upcoming events

## February:

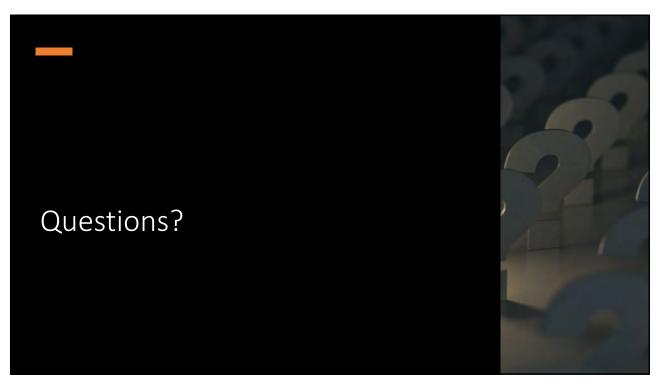
- 5 and 6: BC Lions "More than a Bystander" presentations and discussions at Isfeld, Highland, Vanier and Lake Trail
- 10: Wachiay Anti-Racism workshop at Isfeld with grade 8 class
- 24-26: Get Real workshops in various schools on 2SLGBTQ+ Inclusivity and creating GSAs
- 28: Anti-Racism Response Training workshop
- TBA: PreVenture Workshops at Lake Trail, Wachiay Anti-Racism workshops at Highland

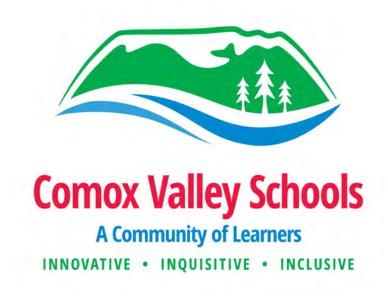
### March:

 3: SOGI Workshop PVPS and SBO, SOGI Leads meeting and training with Mischa Oak with LGBTQ Inclusion Training



25





## SD71 Budget Process Overview

2025-26 SCHOOL YEAR FEBRUARY 11, 2025

## Board Strategic Priorities

## VALUES

Shared values establish the foundation for our interactions as we pursue common goals. They help us demonstrate consistent and fair leadership, guiding our collaborative and productive efforts to achieve our vision.

### LEARNING

Centering learning in all we do.

### EQUITY

Leading with diversity as a strength and inclusion as a right.

### RELATIONSHIPS

Connection, compassion, and respect in all that we do.

### SAFETY

Learning communities where all feel safe and belong.

### INTEGRITY

High ethical standards through transporency, honesty and accountability.

### TRUTH AND RECONCILIATION COMMITMENT

We are deeply committed to learning, unlearning, and relearning and taking action for lasting Truth and Reconciliation.

### **PURPOSE STATEMENT**

To areate safe, equitable learning environments that lift each learner to thrive, to grow and to share their unique gifts:

### VISION STATEMENT

Compassionate, connected and personalized learning for all

### DESIGN PRINCIPLES VISUALISED



Cedar and cedar weaving hold deep cultural, spiritual, and practical significance for the Kömoks peoples. Known as the Tree of Life, cedar provides materials for everything from shelter and clothing to tools and sacred ceremonial items.

## Annual Budget Process

## Based on Enrolment Projections Provided by Districts

## **February**

Enrolment Projections for 2025-26 School Year Provided to the Ministry

## March

Preliminary Grant Funding Announcement from Ministry (Based on Projected Enrolment from February)

## March through May

Preliminary Budget Development Process

## June

Annual Budget Approved – **June 30<sup>th</sup>** Deadline to submit to Ministry

## 2025-26 Annual Budget Process Tentative Schedule



March 14 - Preliminary Operating Grant Announcement



April 22 – First Review of Revenue Implications from the Operating Grant Announcement



April 23 – May 16 – Public and Partner Consultation (Includes May 13 Committee of the Whole)



May 27 – Share Public and Partner Feedback with the Board and provide options for balancing the Budget Opportunity for Partner presentations if desired



June 10 – Final Draft Annual Budget with adjustments. Includes Capital and Special Purpose Funds



June 24 – Approval 2025-26 Annual Budget Bylaw

## Amended Budget Process

## Based on Actual Enrolment Reported to the Ministry at September 30th

## September 30<sup>th</sup>

Actual Enrolment Reported to Ministry (1701 report)

## **December 15th (January 28, 2024/25 Year)**

Final Recalculated Grant Provided (Based on Actual Enrolment)

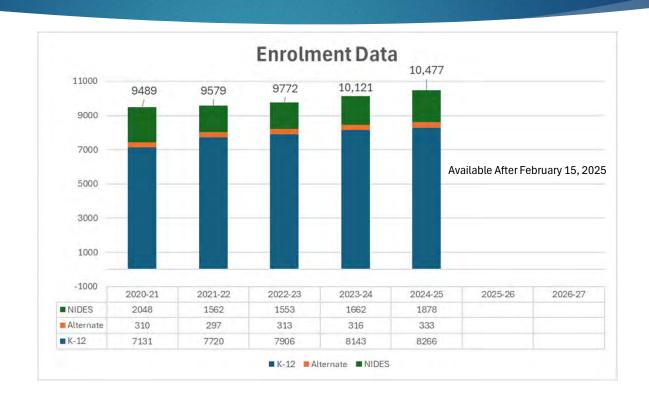
## February (March 28, 2024/25 Year)

Amended Annual Budget Bylaw Approved by Board and Submitted to Ministry by February 28th

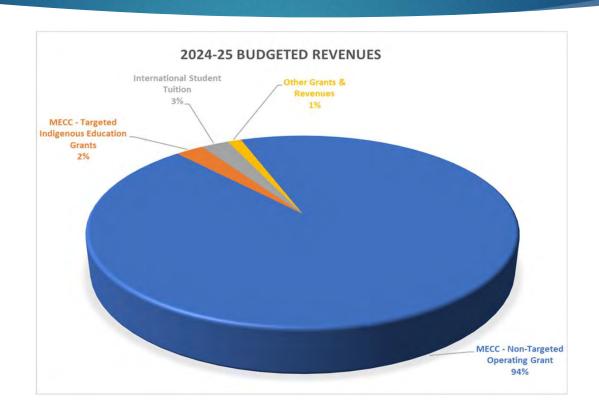
## March

Work Begins on next budget cycle

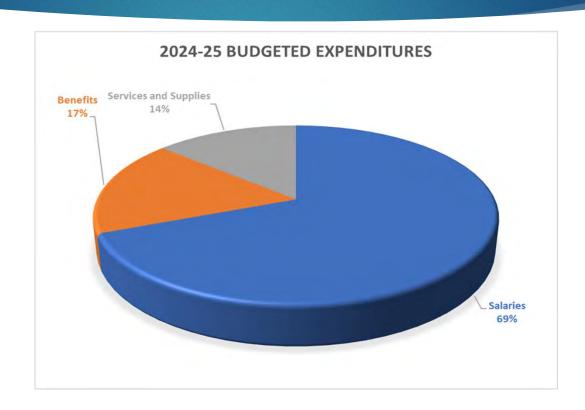
## 2025-26 Enrolment Projection



## Revenues – Operating



## Expenditures – Operating



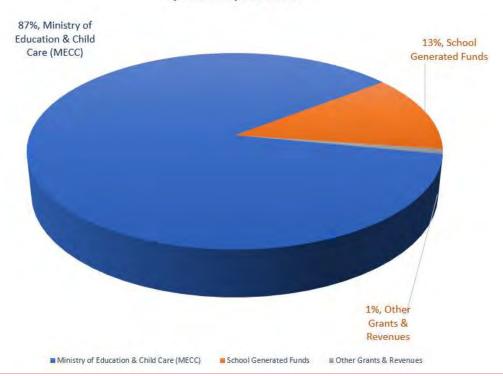
## Special Purpose Funds

- Annual Facility Grant
- Learning Improvement Fund
- Scholarships & Bursaries
- School Generated Funds
- Strong Start
- Ready, Set Learn
- OLEP
- Community LINK
- Classroom Enhancement Fund:
  - Overhead
  - Staffing
  - Remedies

- First Nation Student Transportation
- Mental Health in Schools
- Changing Results for Young Children
- SEY2KT (Early Years to Kindergarten)
- Early Care & Learning
- Feeding Futures
- Health Careers (Dual Credit) Grant
- Professional Development
- CVCF Student Travel
- ECE Dual Credit Program
- Student & Family Affordability
- Work Experience Enhancement Project (WorkEx)

## Funding – Special Purpose Funds

## **Special Purpose Funds**

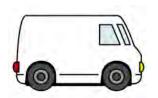


## Funding – Capital

> Includes expenditures related to land, buildings, computer hardware, vehicles, furniture and equipment













## Funding – Capital

- Funded from Ministry of Education & Child Care (MECC) capital grants, local capital, operating and special purpose funds
  - The District applies to MECC for capital funding through capital plan submissions
  - > The District can also generate capital funds by selling assets, including land and buildings, though all or a portion of the proceeds can be restricted by the Ministry or be required to be returned to the Ministry.

## Local Capital Fund Reserves

- Annual transfers to Local Capital are approved during the budget process and as part of the year-end reporting process.
- Planned Local Capital investments include expenditures for the acquisition and replacement of:
  - > Modulars
  - > Fleet
  - > Technology
  - > Furniture & Equipment

2024-25 Local Capital Transfer	
Fleet	\$ 150,000
Copiers / Printer Fleet Replacement	70,000
Modulars	-
Maintenance & Custodial Equipment	25,000
Trade Equipment	15,000
Technology	1,000,000
Assistive Technology	50,000
Furniture & Equipment	100,000
Classroom Renovations	50,000
Total	\$ 1,460,000

## District Operating Contingency Reserve

## Policy 18

## ACCUMULATED OPERATING SURPLUS AND INTERNALLY RESTRICTED FUNDS

Unrestricted Operating Surplus (Contingency Reserve)

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

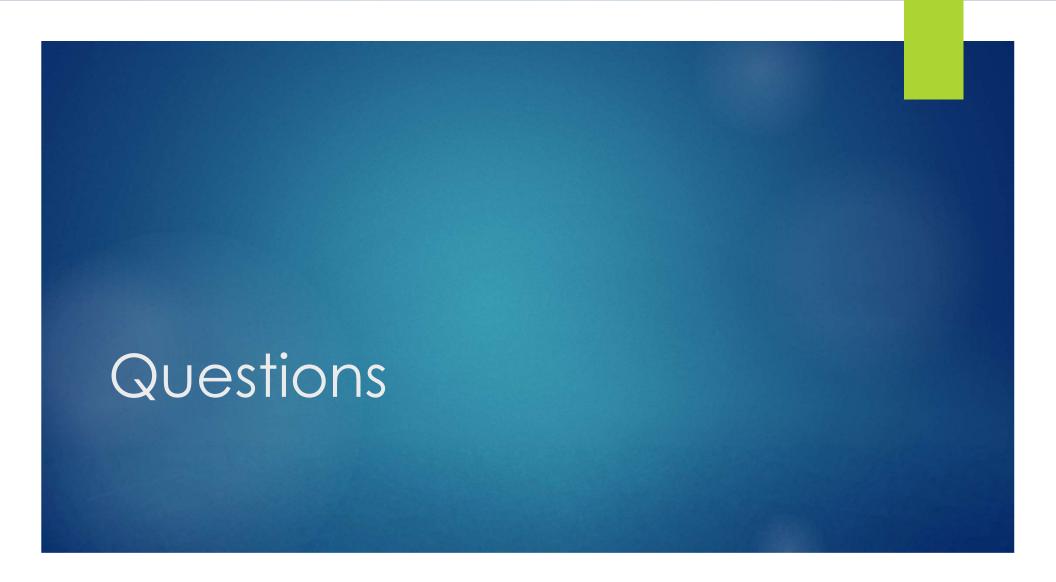
The amount of Unrestricted Operating Surplus at the end of a fiscal year should be a minimum of 1.5% and maximum of 3.0 % of actual Operating Expenses in the fiscal year.

## District Operating Contingency Reserve 2024-25 Annual Budget

\$2,386,033 = 2.0%

## Multi-Year Financial Planning

- New Ministry Requirement for School Districts to Prepare and Submit Three Year Financial Plans.
- SD71 First Multi Year Plan for 2024-2027 Approved in September 2024.
- Forecasts for Years 2 & 3 based on Annual Budget with Enrolment Projections Incorporated
- High level Forecasts that will be Updated Annually and presented to the Board during Annual Budget Process
- Support Board Strategic Priorities and Promote Prudent Fiscal Management





## **Comox Valley Schools**

School District No. 71
Office of the Director of Operations

**BRIEFING NOTE** 

TO: Board of Education DATE: February 11, 2025

**FROM:** Carrie McVeigh, Secretary-Treasurer

RE: Draft Policy 1 – Foundational Statements

## **Purpose**

The purpose of this briefing note is to provide the Board of Education and partner groups with the opportunity to engage in meaningful discussion and offer valuable feedback on the new draft of Policy 1 - Foundational Statements. This draft has been thoughtfully crafted by the Board Ad Hoc Policy Committee to reflect the Board's new Strategic Plan. It not only integrates the key components of the Strategic Plan but also embodies the Board's values, with a special emphasis on embedding Indigenous Ways of Knowing and Being. The intent is to ensure that the actions and work of all individuals within the School Community are consistently aligned with these foundational principles.

Given the significance of this policy, the Board is following a slightly different process to ensure that Partner Voice is heard. While policies are typically crafted by the Ad Hoc Policy Committee and approved by the Board, this policy will undergo an additional round of feedback through the Open Committee of the Whole Meeting, after which the feedback will be considered by the Ad Hoc Policy Committee before being brought back to a Regular Board Meeting for adoption.

## **Strategic Alignment**

The new draft of Policy 1 directly documents the Board's Strategic Plan, serving as a guiding beacon that illuminates the path for all decision-making and behaviors within the School Community. It reflects the Board's commitment to its own plan which includes, equity, inclusivity, and reconciliation, embedding Indigenous Ways of Knowing and Being into the fabric of our educational practices. This alignment ensures that the policy not only sets direction but also acts as the lens through which all work is viewed and accomplished, fostering a cohesive and values-driven educational environment.

## **Background**

Recognizing the need for a policy that truly represents the Board's vision and strategic priorities, the Board Ad Hoc Policy Committee undertook a comprehensive review and revision of Policy 1.

The committee determined that certain elements from the current policy—such as details related to the logo, legal name, and other business-related items—were more administrative in nature and did not align with the philosophical and strategic essence of the Foundational Policy. As a result, these components will be addressed in a separate policy, allowing Policy 1 to remain focused as the "beacon of light" that guides the School Community.

Furthermore, as the Strategic Plan is built out, sections from the former policy, such as the Operational Guiding Principles and Strategic Plan Priorities, will be integrated into the Operational Plan and potentially embedded into an Administrative Procedure (AP).

Motion passed at the January 28, 2025, Regular Board Meeting:

## **Motion:**

THAT the Board of Education of School District No. 71 (Comox Valley) bring forward the Draft Policy 1 — Foundational Statements document to the February 11, 2025, Open Committee of the Whole Meeting for discussion with Trustees and partner group members.

[Howe/Leslie]

**CARRIED** 

## **Analysis**

The revised Policy 1 represents more than a set of statements; it is a reflection of our collective aspirations and values. It emphasizes the importance of embedding Indigenous perspectives, fostering an environment where every member of the School Community feels seen, heard, and valued. By removing administrative details that do not directly support the foundational purpose, the policy maintains its clarity and focus, serving as an inspirational guide for behavior, decision-making, and strategic actions.

Engaging Trustees and partner groups in this discussion is essential to ensure the policy resonates with all members of the school community. Their feedback will be considered and may be used to help refine the policy, ensuring it truly reflects the diverse voices and experiences within our School Community while upholding the integrity of the Board's Strategic Plan.

### Recommendation

While understanding that the Board is ultimately responsible for ensuring that Policy 1 is reflective of their Strategic Plan, Trustees value the feedback from its Partners.

It is recommended that the Board of Education and partner groups:

- 1. Review the Draft Policy 1 Foundational Policy with thoughtful consideration of its alignment with the Board's Strategic Plan and values.
- 2. Engage in open, meaningful discussions during the February 11, 2025, Open Committee of the Whole Meeting, sharing insights and feedback that reflect diverse perspectives.

3. Provide specific recommendations to enhance the policy's clarity, inclusivity, and alignment with the Board's strategic direction.

By participating in this collaborative process, we can ensure that Policy 1 stands as a heartfelt, meaningful, and guiding document that inspires and shapes the future of our School Community, by reflecting the Board's approved Strategic Plan.

This process fulfills the Board's motion as stated herein, as carried at the Public Board meeting held on January 28, 2025.

Respectfully submitted,

Carrie McVeigh

Carrie McVeigh Secretary-Treasurer

## Attachments:

- New Policy 1: Foundational Statements
- Current Policy 1: Foundational Statements

## FOUNDATIONAL STATEMENTS

## **Territorial Acknowledgment**

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

The Board is grateful to live, work, and learn in this community and is committed to fostering respectful and inclusive relationships with Indigenous Peoples.

## The Role of Public Education

The Board believes that public education is foundational to a free and democratic society. Public education is critical in advancing equity and inclusion and providing all children with the opportunity to thrive. Public education is a shared responsibility with families and communities, who together nurture young people to flourish with dignity, confidence, purpose, and a commitment to contributing to a healthy, inclusive society.

## Vision, Purpose, and Values

The Board is guided by a vision of **Compassionate**, **Connected**, **and Personalized Learning** for All.

Our purpose is to Create safe, equitable learning environments that support each learner in thriving, sharing, and developing their unique gifts.

These values shape every decision and action within our district:

- **Learning:** We center learning in all that we do, encouraging curiosity, growth, and lifelong inquiry.
- **Equity:** We lead with a vision of diversity as a strength and inclusion as a right, ensuring fair opportunities for all.
- **Relationships:** We commit to building connections founded on compassion, respect, and mutual understanding.
- **Safety:** We create learning spaces where everyone feels safe, valued, and has a sense of belonging.
- **Integrity:** We uphold high ethical standards, acting with transparency, honesty, and accountability.

These values are our universal guiding principles, serving as the lens through which the Board assesses each decision and action to ensure alignment with our foundational beliefs.

## **Commitment to Reconciliation and Indigenous Worldviews**

The Board acknowledges the historical role of Canada's education system in advancing colonial structures that marginalize and harm Indigenous Peoples. We recognize the ongoing impact of these policies on Indigenous communities today and are committed to reconciliation. In alignment with our values and strategic plan, we strive to integrate Indigenous perspectives and knowledge throughout our practices by:

- Engaging in Learning and Unlearning: We commit to learning, unlearning, and
  relearning about Indigenous histories, worldviews, and ways of knowing as part of our
  responsibility toward truth and reconciliation. This learning will lead to engaging in
  processes that are less colonial and more reflective Indigenous World Views and
  Perspectives, such as conducting meetings in circle.
- **Building Relationships and Deepening Understanding:** We seek to foster relationships that are rooted in respect, empathy, and shared responsibility.
- Aligning with National and International Frameworks: Our actions are aligned with the Truth and Reconciliation Commission Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the First Peoples Principles of Learning.
- Supporting Environmental Stewardship: In recognition of Indigenous teachings on the interconnection with land, we share responsibility for nurturing and protecting our environment, fostering an ethos of stewardship among all learners.

## **Accountability and Implementation**

The Board of Education affirms that every decision, action, and interaction within the district shall reflect this foundational policy. This commitment extends across all roles and responsibilities within the district, ensuring that our work remains aligned with the values outlined here. The life and legacy of the late Honourable Murray Sinclair reminds us of the transformative power of education, guiding our commitment to equity, respect, and reconciliation.

Through continuous engagement, reflection, and learning, we strive to uphold these principles in our service to each student and to the broader community.

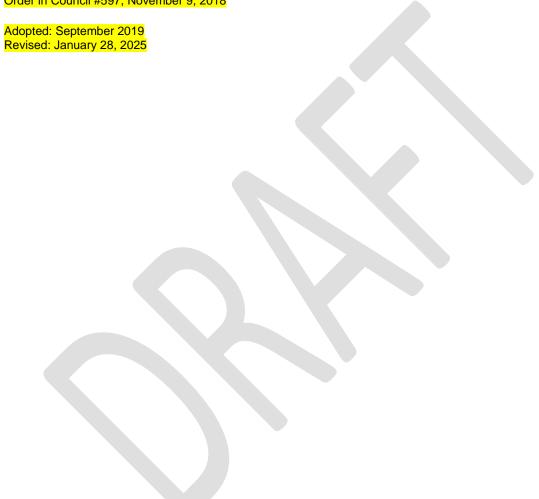
Notation: Words that are bolded in this policy reflect exact wording in the current Strategic Plan. Throughout the policy some components of the Strategic Plan are paraphrased or expanded upon and, not meant to be verbatim.

## **NOTES:**

- Remove other sections of current Policy 1 into a new or different policy i.e. Operational Guiding Principals and Strategic Plan Priorities into an AP with revisions, and, Sections on Logo, Legal Name and Operational Name into new Policy or addendum to Policy 1
- Update Legal References

Legal Reference: Sections 65, 75, 85 School Act

Order in Council #597, November 9, 2018



## FOUNDATIONAL STATEMENTS

The Board of Education, in its role as governor and advocate for public education in our community, has developed the district's vision, mission, values and beliefs, and guiding principles to ensure students achieve their fullest potential. The guiding principles are meant to serve as lens which will guide the decisions and actions of every person in our district. The Universal Guiding Principles apply to every sector and person associated with our district, from board member to student. The Operating Guiding Principles provide more focused direction in regard to specific areas of district operations.

### 1. **Vision Statement**

An inclusive learning community that embraces diversity, fosters relationships and empowers all learners to have a positive impact on the world.

### 2. **Mission Statement**

To inspire engaged, compassionate, resilient lifelong learners and cultivate a collaborative community together.

### 3. Motto

A community of Learners: Innovative, Inquisitive, Inclusive

### 4. **Value and Belief Statements**

- 4.1 Trusting relationships based on respect, integrity and ethical behavior.
- 4.2 A commitment to Truth and Reconciliation with Indigenous peoples.
- Equity, including, dignity, and acceptance for all.
- Global awareness and environmental stewardship. 4.4
- 4.5 Innovation, creativity, problem solving, and critical thinking.
- 4.6 Accountability and shared responsibility.
- Open and engaging communication. 4.7
- 4.8 Celebration of learning.

### 5. **Universal Guiding Principles**

For everything we decide and do, we will hold ourselves accountable and we will ask: Does it support student success?

- 5.1 Will it promote, encourage, and foster learning for everyone?
- 5.2 Will it build trust and good relationships?
- Do we engage our community in a meaningful way?
- 5.4 Is it the responsible thing to do now, and in the future?
- 5.5 Are we being open, fair and ethical?

### 6. **Operating Guiding Principles**

- Student Success 6.1
  - 6.1.1 Organization will develop and maintain an understanding of what constitutes student success.
  - 6.1.2 An inclusive and respectful learning environment will support students to become responsible and compassionate citizens.
- Educational Programs (Instruction)
  - 6.2.1 Individual learning paths for each student will be accommodated.
  - 6.2.2 Educational instructional strategies / methods will optimize student success.
  - 6.2.3 Innovative educational programs will be developed to support the unique needs of every learner.
  - 6.2.4 Learning partnerships will be developed and valued.
  - 6.2.5 Programs will be reviewed to determine if intended results are achieved.
  - 6.2.6 Where appropriate, technology will be used across all curricula.
  - 6.2.7 Students will learn about environmental stewardship and sustainability.
- 6.3 Human Resources
  - 6.3.1 Well-being of staff will be promoted.
  - 6.3.2 Employment contracts will be honoured.
  - 6.3.3 Decisions will be sustainable and demonstrate best practices.
  - 6.3.4 Processes will be transparent.
- 6.4 Financial Management
  - 6.4.1 Budgets shall be developed in consultation with the educational community.
  - 6.4.2 Financial reserves will be established and maintained in a strategic manner.
  - 6.4.3 Budget decisions shall be sustainable in future years.
- 6.5 Facilities and Operations
  - 6.5.1 Facilities will be available for community use.
  - 6.5.2 Joint use and partnership agreements will be considered.
  - 6.5.3 Facilities shall be maintained at the highest standard possible.
  - Long-term facility planning will occur. 6.5.4
  - Transportation services will be coordinated efficiently and in a safe manner. 6.5.5
- 6.6 External Partnerships
  - 6.6.1 Community stakeholders will be engaged in decision-making processes whenever possible.

- 6.6.2 External partnerships will be developed to enhance operations and services for students.
- 6.6.3 We foster community partnerships that enrich the lives of our learners.

## 7. Strategic Plan Priorities

- 7.1 Educational Excellence: Optimize innovative practices and learning opportunities.
- 7.2 Community Engagement: Deepen integration of Indigenous ways and knowing & Foster relationships with community, parents, and educational partners.
- 7.3 Organizational Sustainability & Environmental Stewardship: Optimize infrastructure to support learning & Foster environmental stewardship.
- 7.4 Physical Health & Mental Well-Being: Invest in the holistic well-being of our people.

## 8. The Logo Design and Use



Our Logo represents our geographical location on Vancouver Island which is depicted by the ocean with its marine life, mountains and forest.

The logo is the property of the Comox Valley School Board and shall only be used by external organizations with prior approval of the Superintendent of Schools.

## 9. Legal Name

The Board of Education of School District No. 71 (Comox Valley).

### 10. **Operational Name**

Comox Valley Schools

Legal Reference: Sections 65, 75, 85 School Act Order in Council #597, November 9, 2018

Adopted: September 2019