

REGULAR BOARD MEETING AGENDA
Tuesday, MARCH 11, 2025
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 boardmeeting@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 chairperson. The chairperson may respond or redirect to another board member or executive officer of the board for response.

1. 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.

2. Adoption of Agenda

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the March 11, 2025, Public Board Meeting Agenda as presented.

3. Board Meeting Minutes

Pages 1-8

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the February 25, 2025, Regular Public Board Meeting Minutes as presented.

4. Unfinished Business - None

5. Record of In-Camera Meeting Minutes

Page 9

- February 25, 2025 – Regular In-Camera Meeting
- March 04, 2025 – Special In-Camera Meeting

6. **Board Chairperson Report – Verbal**

7. **Presentations / Delegations**

A. **GP Vanier Rugby Field – Concerned Parents**

Pages 10-19

Jennivieve Sarah McRae-King

B. **March 2025 Emergency Preparedness Safe School Update - PowerPoint**

Pages 20-28

Jay Dixon, Associate Superintendent, Molly Proudfoot, Director of Operations,
Josh Porter, Director of Information Technology, and Craig Sorochan, Manager of
Communications

8. **Strategic Direction**

A. **Learning Services**

i. **Superintendent District Report – Verbal**

ii. **International Student Fee**

Pages 29-30

Briefing Note, Greg Kochanuk, District Principal, International Student
Program

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) approve the fee increases for the 2026-2027 school year as presented in the International Student Fee briefing note, dated March 11, 2025, to maintain program competitiveness, enhance student experiences, and ensure financial sustainability.

iii. **Careers Program Update – Briefing Note, Jay Dixon, Associate Superintendent**

Pages 31-42

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) receive the Careers Program Update briefing note, dated March 11, 2025, as presented.

B. **Business Services**

i. **George P. Vanier Secondary School – Field Use / Rugby Community**

Pages 43-47

Briefing Note - Molly Proudfoot, Director of Operations

ii. **Administrative Procedures (APs) - Attachments**

Pages 48-78

Carrie McVeigh, Secretary-Treasurer

- a) AP 510 - Financial Accountability and Audits
- b) AP 511 - School Trust Funds
- c) AP 512 - Cash Procedures
- d) AP 515 - Purchasing
- e) AP 526 - Donations and Grant Applications

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) receive for information on March 11, 2025, the following updated Administrative Procedures (APs): AP 510 Financial Accountability and Audits, AP 511 School Trust Funds, AP 512 Cash Procedures, AP 515 Purchasing, and AP 526 Donations and Grant Application Administrative Procedures.

9. Board Standing Committee Reports

A. Open Committee of the Whole Board Report – None

Next Open Committee of the Whole Meeting:

TOPIC: Inclusive Education 101 and Foundational Policy 1
DATE: April 08, 2025
TIME: 7:00
LOCATION: School Board Office Boardroom: 2488 Idiens Way, Courtenay

B. Ad Hoc Policy Committee Board Report – February 18, 2025

Pages 79-81

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) receive the Ad Hoc Committee Board Report, dated February 18, 2025, as presented.

- i. Next Ad Hoc Policy Committee Meeting:**
Wednesday, March 12, 4:00 pm – 5:00 pm

C. Gender-Based Violence Working Committee Board Report – March 05, 2025

Pages 82-83

Shannon Aldinger, Trustee

10. Board Business

A. Trustee Report – British Columbia School Trustees' Association (BCSTA) Virtual Provincial Council Meeting – February 22, 2025

Page 84

Shannon Aldinger, Trustee and BCSTA Provincial Council Representative

11. Board Correspondence

A. Letter from Ombudsperson BC to Board Chairperson - Investigation into the exclusion of students from BC's K-12 schools

Page 85

Michelle Waite, Chairperson

12. Public Question Period to the Board

13. Adjournment

Motion:

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

REGULAR BOARD MEETING MINUTES
Tuesday, FEBRUARY 25, 2025
7:00 pm

Attendance In Person:

Trustees:

Michelle Waite, Board Chairperson
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
Carrie McVeigh, Secretary-Treasurer
Jay Dixon, Associate Superintendent
Dr. Vivian Collyer, Associate Superintendent
Joe Heslip, Associate Superintendent
Sean Lamoureux, Associate Superintendent
Josh Porter, Director of Information Technology
Craig SoroChan, Manager of Communications
Candice Hilton, Director of Finance
Jennifer Nelson, Assistant Secretary-Treasurer

Regrets: None

Recording Secretary: Candace Jesson, Executive Assistant

1. Call to Order – 7:03 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.

The Board Chairperson called the meeting to order at 7:03 pm.

2. Adoption of Agenda

Pages 1-3

Motion: RP-2025-02-25-01

THAT the Board of Education of School District No.71 (Comox Valley) adopt the February 25, 2025, Board Meeting Agenda as presented.

[McCannel-Keene/Aldinger]

CARRIED

3. Board Meeting Minutes

Pages 4-11

Motion: RP-2025-02-25-02

THAT the Board of Education of School District No.71 (Comox Valley) adopt the January 28, 2025, Regular Public Board Meeting Minutes as presented.

[McCannel-Keene/Aldinger]

CARRIED

4. Unfinished Business – None

5. Record of In-Camera Meetings

Page 12

- January 28, 2025 – Regular In-Camera Meeting
- February 11, 2025 – Closed Committee of the Whole Meeting

6. Board Chairperson Report – Verbal

- Board Chairperson noted there is no written report for this meeting, with a plan to share several items at the next meeting.

7. Presentations / Delegations

A. Aboriginal Students: How Are We Doing 2023-24 Report - Report
Joe Heslip, Associate Superintendent

Pages 13-74

Shared the shift in terminology, noting that due to the complexity of data collection at the Ministry level, the term 'Aboriginal' continues to be used. Addressed the discrepancy between student figures in the report and those on record with the District, acknowledging that this may slightly skew the data. Small sample sizes result in disaggregated data. FNEC is holding districts accountable for addressing gaps in student outcomes, as they should. Reviewed the disproportionate representation in alternate programs, with more females than males. Discussed how undiagnosed health issues are often misinterpreted as behavior issues. Examined FSA results in literacy and numeracy for grades 4, 7, 10 (masked), and 12. Highlighted gaps in Math and Pre-Calculus achievement. Reviewed five-year and six-year completion rates and the number of Dogwood diplomas issued.

Questions were raised about how to use the data effectively and what the next steps should be in understanding the information and engaging in conversations to narrow achievement gaps. Emphasis was placed on collective responsibility in addressing these disparities. When comparing district results with provincial averages, it was noted that the district is performing "okay," though there was a preference to focus on internal data and goals rather than external comparisons. The upcoming Equity Scan will provide direct insight by gathering student voices, further informing how to address gaps.

Acknowledged the depth of information in the report and the need for thoughtful reflection. Concerns were raised regarding the collection of information through the Student Learning Assessment survey. Mentioned that multiple sources of information on student performance and outcomes, when combined, can provide a more complete picture, leading to a fulsome report that informs an action plan. Expressed anticipation for action plans to support Indigenous students,

emphasizing that the type of change needed is both transformative and foundational.

B. Safe Schools Update – Verbal presentation.

Jay Dixon, Associate Superintendent and Safe Schools Coordinator

Handouts were provided at the meeting sharing the presentation slides. Jay Dixon, Associate Superintendent outlined the various supports, training programs, practices, and procedures in place to ensure student and staff safety within the district. It was emphasized that school safety is a collective initiative. A snapshot of the Safe School framework was displayed, mapping out the multiple layers of safety measures in schools. The training, reporting tools, and resources available were highlighted. Safer Schools Together is contracted by the Ministry to support schools by monitoring online worrisome behaviors and sending reports to schools. Analysts are available to assist with local investigations and solutions to concerns. A handout on Emojis Interpretation was a sample of training shared.

JOHSC training and Prismatic is overseen by OHS supporting the development of preventative safety measures. Noted that SOGI efforts in this area are contributing to improved reporting across the district. The district treats all reports as important and offers multiple modes of reporting, ensuring accessibility without a single preferred method.

An ERASE video from the website was played, introducing ERASE to students and parents outlining reporting, training, supports, and resources. It was announced that an update on District Emergency Response will be provided next month.

A concern was raised about how to effectively disseminate information to parents and students, particularly regarding topics such as the interpretation of emojis. The process for initiating worrisome behavior reports was discussed, noting that ongoing scans generate reports that are promptly sent to the district for immediate action.

8. Strategic Direction

A. Learning Services

i. Superintendent District Report – Verbal

- Reported on the change of location for the Regular Board Meetings.
- The workshop with Kathi Camilleri engaged in discussions on interconnectedness and shared responsibility, exploring ideas and provocative perspectives aimed at building a more inclusive and respectful environment.
- Highlighted the upcoming district musical taking place next week, emphasizing it as an opportunity to celebrate the flourishing fine arts community.
- Noted the conclusion of the basketball season, expressing pride in the students, volunteers, and parents who contributed to making it a success.

- New gender-neutral signage has been installed on washrooms in the SBO with thanks from the Haus of Allies.
- Leaders will gather on Monday for a learning session led by SOGI to deepen understanding and support for LGBTQ2S+ communities.
- Pink shirt day is held in recognition of the ongoing commitment to fostering a safe and inclusive environment where all students feel valued.
- Highlighted engagement with the Stolen Sisters project within schools.
- The Elder in Residence team collaborated in schools, culminating in an honoring ceremony to recognize and appreciate the heartfelt and transformative work.
- Acknowledged discussions with student representatives at Student Voice meetings, providing insight into their experiences.
- Affirmed the belief that gifts and talents are distributed equally, reflecting a fundamental shift underway.

ii. **Board Authority Authorized (BAA) Courses** – Briefing Note
Joe Heslip, Associate Superintendent

Pages 75-83

Reviewed the briefing note and emphasized the potential value of the course, reiterating the importance of language and culture.

Motion: RP-2025-02-25-03

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

[Howe/Sacht]

CARRIED

B. Business Services

i. **2024-25 Amended Annual Budget Bylaw** – Briefing Note and Presentation
Jennifer Nelson, Assistant Secretary-Treasurer accompanied by Candice Hilton, Director of Finance

Pages 84-119

The annual budget was adopted in June 2024, with enrollment finalized in September 2024, and work now focused on populating the 2024-2025 amended budget. Highlights of the amended budget included:

- Availability of three-year projections.
- Operating revenues indicate that 96% of funding comes from the Ministry grant.
- An overall increase in the operating fund was noted due to enrollment growth, primarily from online and unique learners (inclusive education), contributing to budget adjustments.
- An unexpected 1% COLA Ministry adjustment is offset by salary and benefit expenditures.
- Expenditure adjustments were shared, with no significant changes in overall distribution percentages.

- Increased enrollment led to expense adjustments to support new learners. There is also the addition of two positions: a Manager of Human Resources and a 0.6 VP for Indigenous Education.
- Two term positions, a District Principal, Equity, Diversity and Non-discrimination along with an Indigenous Knowledge Specialist, were funded using one-time surplus funds.
- Provided a breakdown of surplus spending and expense adjustments.
- Moved monies from targeted funds to operating funds as approved by the Board.
- Addressed the structural deficit identified at the time of budgeting and noted progress toward eliminating it this year.
- Provided a reminder of the Operating Surplus policy and its application.
- Listed the various Special Purpose Funds and outlined the amended budget changes affecting them.
- Capital Funds received minor adjustments due to amortization and areas not covered by Ministry funding. There are one-time transfers into the reserves to cover initiatives/commitments.

The Budget Bylaw was introduced to the Board for approval.

Addressed concerns about the possible drop in enrollment and maintaining expenses. Clarified that while the district is living within its means, inflationary and additional pressures will require ongoing budget discussions.

Discussion involved questions as to the availability of Strategic Planning funds beyond the current year and seeking a better understanding of terminology used in budget discussions, such as contractual obligations. Questions as to the consultation process and how adjustments are made between the initial and amended budgets would be a future discussion.

Motion: RP-2025-02-25-04

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

[Caton/Howe]

CARRIED UNANIMOUSLY

THAT the Board of Education of School District No. 71 (Comox Valley) adopt the Amended Annual Budget Bylaw for fiscal year 2024-2025 cited as "School District No. 71 (Comox Valley) Amended 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 \$163,483,016 for the 2024-2025 fiscal year.

Read a first time and adopted this 25th day of February, 2025.

Sacht/Howe

CARRIED

Read a second time and adopted this 25th day of February, 2025.

[Howe/Caton]

CARRIED

Read a third time and adopted this 25th day of February, 2025.

[Caton/Howe]

CARRIED

9. Board Standing Committee Reports

A. Open Committee of the Whole Board Report – February 11, 2025

Pages 120-123

Motion: RP-2025-02-25-05

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

[Leslie/Aldinger]

CARRIED

Next Open Committee of the Whole Meeting:

TOPIC: TBD

DATE: April 8, 2025

TIME: 7:00 pm

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

B. Ad Hoc Policy Committee Board Report – none

Next Ad Hoc Policy Committee Meeting:

DATE: March 12, 2025

TIME: 4:00 pm

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

10. Board Business

A. Indigenous Education Council (IEC) - Verbal

Susan Leslie, Trustee

The committee met today at Highland Secondary with additional community representatives present. Two newly appointed co-chairs facilitated the meeting, marking the beginning of a process to align meetings with IEC objectives.

B. Trustee Report – Gender-based Violence Committee - Report

Pages 124-125

Shannon Aldinger, Trustee

The committee concluded its sixth meeting. The work is premised on the understanding that gender-based violence is a community issue. Efforts focus on

reminding individuals of available resources rather than soliciting individual reports. Engagement with various district groups continues, including facilitating discussions with student representatives through Student Voice. Those discussions explored students' understanding of gender-based violence, awareness of available resources, and ideas for improvements. Work is underway on an anonymous survey to be distributed to parents, students, caregivers, staff, and the broader district community. The next meeting is scheduled for March 5, 2025. Encouragement was given for all to promote the survey to ensure broad participation. Feedback from various groups has been overwhelmingly supportive, with appreciation expressed for the trauma-informed approach taken to reporting.

11. Board Correspondence

A. Letter from the Ombudsman Re: Personal Day Programs - Verbal Michelle Waite, Board Chairperson

A copy of the letter was handed out to all in attendance.

Dr. Jeremy Morrow, Superintendent, along with other Superintendents across the province, received a letter regarding the "exclusion of students from BC's K-12 schools". The intent is to assess the extent of exclusions and ensure they are administered fairly. Findings will be shared by the Ombudsman, and full transparency has been provided in the review of practices.

Letter to be included in the March 2025 Board Agenda with further opportunity to discuss.

12. Public Question Period to the Board

Member of the public mentioned Mark Isfeld Senior Girls basketball won the AAA Island Championship.

13. Meeting Adjourned – 8:55pm

MOTION: RP-2025-02-25-06

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

[Howe/McCannel-Keene]

CARRIED

Board Approved on:
March 11, 2025

Certified Correct:

Carrie McVeigh
Secretary-Treasurer

Michelle Waite
Board Chairperson

DRAFT

RECORD OF IN-CAMERA MEETINGS

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

DATE: March 11, 2025

RECORD PURSUANT TO SECTION 72 (3) OF THE SCHOOL ACT:

A board must prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a meeting from which persons other than trustees or officers of the board, or both, were excluded, and the record must be open for inspection at all reasonable times by any person, who may make copies and extracts on payment of a fee set by the board.

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

February 25, 2025 – Regular In-Camera Meeting

1. Receipt of and updates on personnel/legal matters, information for the Board
2. Receipt of and updates on other matters, information for the Board

The meeting was called to order at 5:34 pm and adjourned at 6:55 pm.

March 04, 2025 – Special In-Camera Meeting

1. Receipt of and updates on personnel/legal matters, approved by the Board

The meeting was called to order at 5:33 pm and adjourned at 8:56 pm.

Vanier Rugby Field

Parent & Community Response



Personal & Community Introduction

☐ My Personal Connection

Rugby is more than a sport—it's a passion and a cornerstone of many school aged children's development and community engagement

☐ Community Connections

☐ League Rugby

Connecting players in competition and camaraderie.

☐ Indigenous Rugby Day (Rapids & SD71)

Celebrating and honoring diversity & inclusion

85-95 Indigenous students/Indigenous flag league over summer at Vanier

☐ Specialty Training Opportunities (UBC/UVic)

Supporting excellence in athletes through education.

☐ BC Rugby & Rugby Canada

Collaborating to elevate the game locally and nationally.



Addressing the Concrete Cricket Pitch Issue



- The initial plan included:
 1. **Practice/Multi-use Turf Field:** Designed for flexibility and located on the old field near the school.
 2. **Designated Rugby/Multi-use Field:** Regulation size to support safe and official gameplay.
 3. **Dual Rugby/Soccer Field:** Regulation size to accommodate both sports equally.
 4. **Cricket Pitch Placement:** Strategically located between the fields without encroaching on their space.

The Current Problem

- A **concrete cricket pitch** has been installed in the **middle of Vanier's field area**, violating the original plan.
- Key issues:
 - The pitch encroaches on both fields by **1.5 feet**, making them **unsafe and unusable** for rugby and soccer.
 - **Incorrect Measurements:** A regulation rugby field requires **68 yards (34 per side from the center line)**.
 - **No Regulation Fields:** This has resulted in no fields meeting official standards, preventing games and tournaments

The Impact

Student-Athlete Impact

- *110 Vanier student-athletes* across three classes and teams face limited opportunities for safe practice or regulation gameplay.
- The absence of proper fields hinders hosting of tournaments, affecting development and exposure for students.

Community Impact

- *Thousands of youth annually* rely on these fields for rugby and soccer, emphasizing their role as a key community resource.
- Limited availability of rugby fields in the valley exacerbates the challenge, leaving few alternatives for local athletes.

Financial Strain

- Increased **travel and busing costs** to access playable fields—transporting *60+ girls alone* represents a significant expense.
- These additional costs place a financial burden on the school and families, diverting resources that could be used elsewhere.

Accessibility Challenges

- Families and students face reduced accessibility to games and tournaments, particularly affecting:
 - *Seniors*, who might never again experience a home game.
 - *Newer players*, who benefit from the confidence and comfort of playing at home.
- Loss of *home-field advantage* impacts school spirit, team morale, and community support.

Staffing and Logistical Strain

- Extra travel requires increased staff coverage for away games, stretching resources thin.
- Distant games, such as those in Brentwood (Victoria), significantly disrupt school schedules and add to the logistical strain.



Vanier Rugby-A Legacy of Excellence

A Program of Unparalleled Success

Girls Rugby - Unmatched Achievements

- Home to one of the most successful girls' rugby programs on Vancouver Island
 - *4 Provincial Banners* in the past decade for Vanier girls rugby.
 - Numerous Vanier alumni have proudly represented **Team Canada** on the international stage.
 - Many players have earned **university scholarships**, continuing their rugby journey.

Boys' Rugby – A Tradition of Triumph

- A history of success at provincial championships in both **7's and 15's formats**.
- Upcoming excitement: *Boys' 7's team heading to Florida for international competition.*

More Than a Game

- Exceptional coaching that fosters connections beyond the field:
 - These relationships change lives, inspire the future, and create lifelong memories.
- Vanier rugby is more than just sport—it's a **community**, a legacy, and a platform for personal growth.



Culture of Rugby

Rugby is a sport for all shapes and sizes, but more importantly, it's a sport for all hearts and minds.

Camaraderie and Teamwork

- Rugby is more than a sport; it's a family. Teammates become lifelong friends through shared challenges and triumphs.

Respect and Sportsmanship

- On the rugby field, respect is everything—toward teammates, opponents, coaches, referees and the game itself.

Inclusivity and Community

- Rugby welcomes players from all backgrounds, celebrating diversity and unity both on and off the field.

Discipline and Resilience

- Rugby teaches perseverance, responsibility, and mental toughness—lessons that last a lifetime.

Tradition and Legacy

- Rugby carries a rich history and culture, passing down values and creating lasting memories for generations.



The Growing Need for Safe Rugby Fields in Comox Valley

To ensure every youth has the opportunity to play, learn, and grow, it's critical to maintain dedicated, safe rugby fields for our schools and community.

Membership Growth - CV Rapids

- **2024/2025:** 218 members
- **2023/2024:** 199 members
- **2022/2023:** 131 members
- **2021/2022:** 126 members



Why Protecting Field Space Matters

- **Support for Youth Development:**
 - Rugby is an inclusive sport, fostering teamwork, resilience, and community spirit for young people.
- **Community Impact:**
 - *Hundreds of families* directly benefit, while the fields serve as a cornerstone for youth programs across Comox Valley.
- **A Growing Demand:**
 - Membership numbers have *almost doubled* in just four years, emphasizing the increased reliance on safe, accessible field space.

Addressing Concerns Regarding the Cricket Pitch

Approval and Planning

- Was this cricket pitch proposal formally approved?
 - If yes, by whom, and when was this approval given?
 - If no, how was the pitch constructed, and by which parties?

Location and Suitability

- Why was Vanier's field selected as the location for the pitch, especially given its importance as a rugby field?
- Why cricket, given that there are no known youth cricket programs in the Comox Valley?

Design and Functionality

- Why was a **concrete surface** chosen, rather than a traditional natural one?
- Does the pitch meet regulation dimensions and standards for cricket?
- Does the group using the pitch have adequate liability insurance (e.g., \$2 million)?

Field Usage and Accessibility

- What is the intended schedule for cricket play?
 - Will it occur outside school hours (after 5 PM) and on weekends only?

If games are on weekends, how will field usage impact other sports? Cricket could not simultaneously happen with another sport due to safety concerns. How will this conflict be addressed?

How would bookings for the pitch be managed to ensure fair access and safety for all users? **Impact on Rugby and Community**

- The current encroachment makes rugby fields unsafe and unusable—how is this addressed?
- Is there an alternative, more suitable location for a cricket pitch, such as Lewis Park or another venue?
 - Most cricket players are adults and can drive, unlike students who rely on this school field.

Supporting Inclusivity While Seeking Solutions

- *While we fully support inclusivity and the addition of a cricket field to embrace cultural diversity in sports, we question if Vanier is the right location due to its impact on students and the community*

What is Needed



1. Two Safe, Regulation-Sized Fields

- Essential for hosting official games, tournaments, and providing a secure practice environment for students and community members.
- Meets the **68-yard width** requirement, ensuring safety and usability.

2. Youth of the Community Prioritized

- Protecting access to fields supports:
 - Physical health, personal growth, and skill development for hundreds of young athletes.
 - Programs that benefit **both schools and thousands of community members annually**, fostering inclusivity and opportunity.



3. A Swift Resolution

- Restoring full use of the Vanier field space ensures immediate benefits:
 - Resumption of practices, tournaments, and home games.
 - Protection for the proposed **turf field** project, securing a long-term solution for multi-sport use

Letter of Support - BC Rugby



Dear Comox Valley School District 71 and CVRD,

We are reaching out in support of finding a resolution to the rugby field situation and new cricket pitch put in along the sidelines at GP Vanier school in Courtenay BC. The Comox Valley is home to many talented rugby players, who rely on usage of that field. With the only other available field in Cumberland, options are limited. Now with the addition of the cricket pitch, the Vanier rugby field is no longer safe or does it fit World Rugby guidelines which clubs and teams have to adhere to for matches for player welfare. [World Rugby Passport - 1 The ground](#) leaving it unusable for matches for these players. With the local CV Rapids Rugby club growing in Age Grade numbers over the last 4 years since it began and being the fastest growing Age Grade Rugby program in the province recently winning two provincial rugby title, and all three high schools now running rugby within their schools it is a much-needed field and detrimental to lose.

CV Rapids Membership Data

2024/2025 - 218
2023/2024- 199
2022/2023- 131
2021/2022- 126

As you can see by the data the field space kept as a safe rugby field is necessary for young people in the community and schools. It is an inclusive sport that gives a lot to the youth and their families of the Comox Valley.

Thank you for your time reading this letter. If you have any questions, please don't hesitate to reach out.

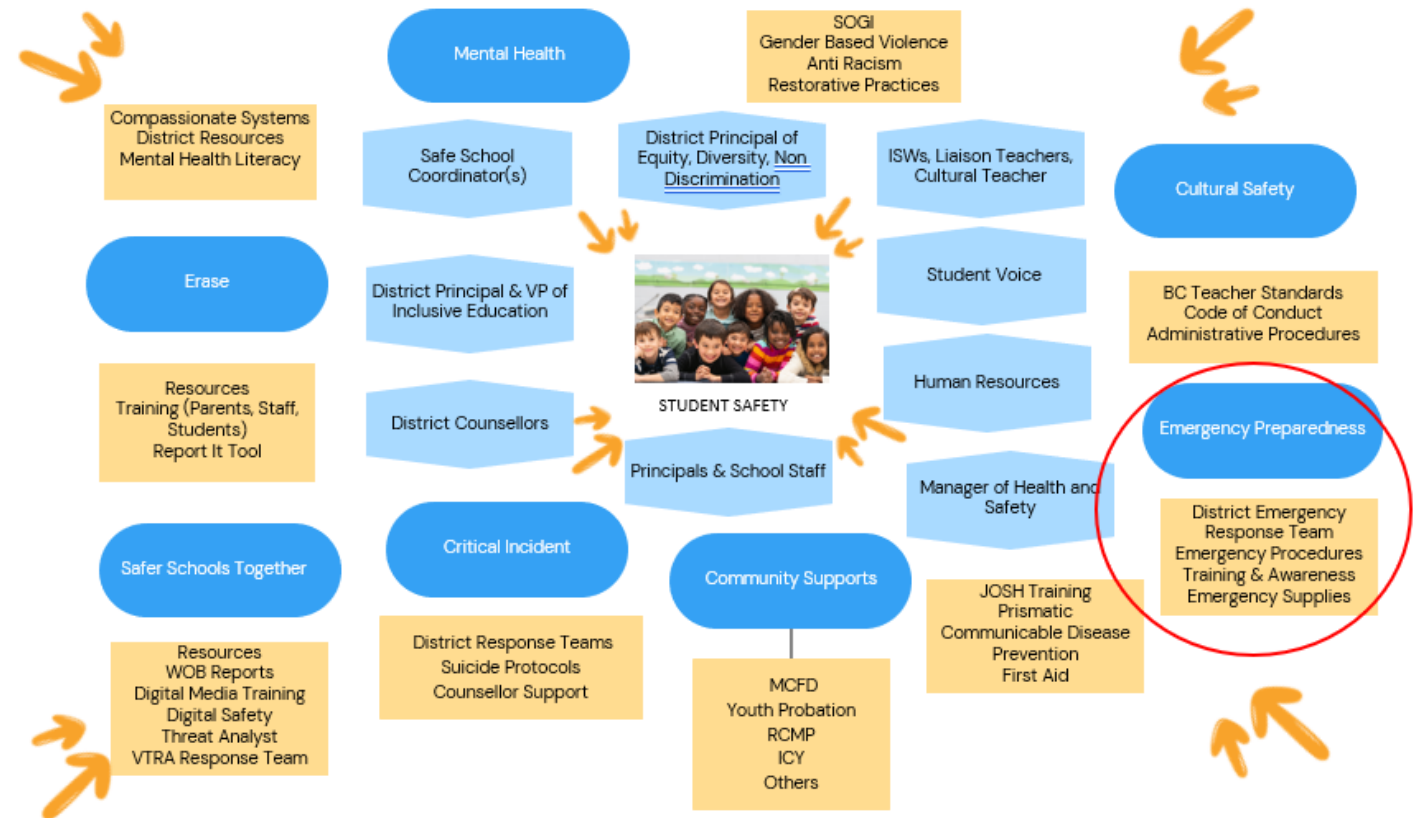


Aimee Burley
Competitions and Membership
Office: 778-725-2668
bcrugby.com

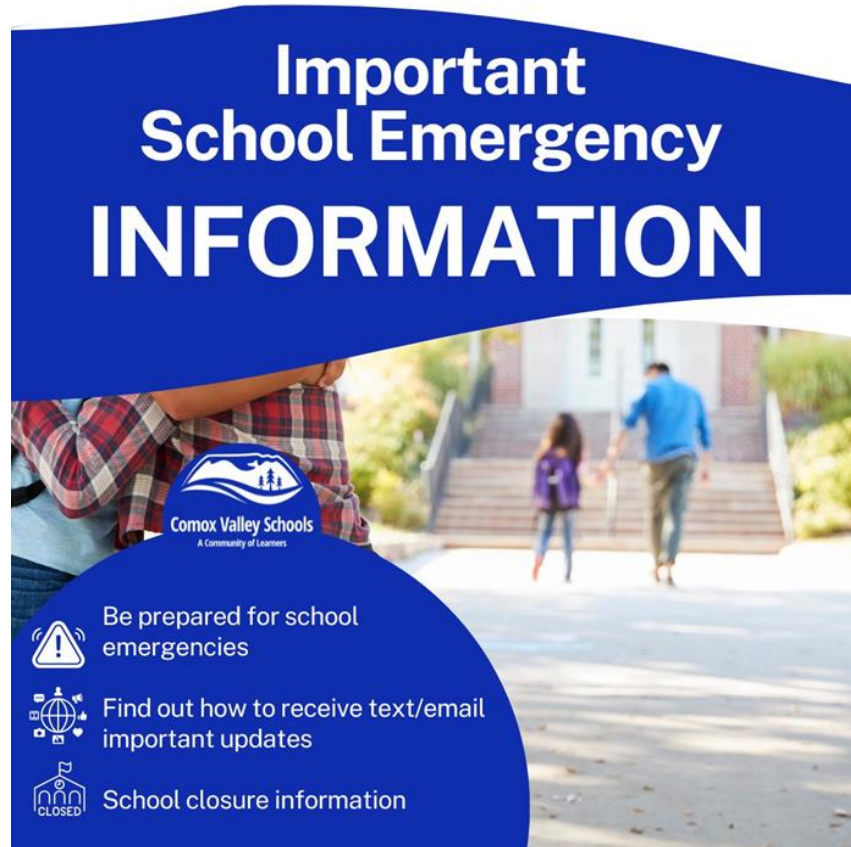
Emergency Preparedness

Keeping our Staff
and Students Safe

March 11th, 2025



Emergency Preparedness



- District Incident Response Team
- Revised and Rebranded Emergency Information
- Emergency Supplies
- Emergency Communication Pathways
- Operational Response
- Training & Preparedness

District Incident Response Team

- Includes Operations, Health & Safety, IT, Communications, Education Departments
- Monthly scheduled meetings
- Other advisors and experts invited
- Hour Zero Frameworks
- Proactive planning; create response systems

Revised and Rebranded Emergency Information

- Promote & Socialize Documents
- Various versions with the same theme
- Update websites
- Posters, flip charts, etc.
- Social media tools



Important Emergency Information Comox Valley Schools

Types of Emergency Responses

In the event of an emergency, our schools are prepared to respond swiftly and effectively. Regular school safety drills are held throughout the year. In addition to the procedures described below, schools also practice protocols such as Drop-Cover-Hold, and conduct fire drills.



Hold and Secure

- **Purpose:** To secure the school from a potential threat or emergency in the vicinity while allowing normal activities to continue inside.
- **When Used:** When there is a possible threat or emergency near the school but not directly targeting the school.
- **Procedure:** Exterior doors are locked, and no one is allowed to enter or leave the building. Activities inside the school can continue but with limits on movement outside classrooms.



Lockdown

- **Purpose:** To protect students and staff from a possible threat inside or immediately outside the school.
- **When Used:** In the event of an intruder or other immediate security threat.
- **Procedure:** Doors are locked, lights are turned off, and students and staff remain quiet and out of sight. Communication with law enforcement is maintained until the threat is resolved.



Shelter-in-Place

- **Purpose:** To keep students and staff safe indoors during external environmental hazards.
- **When Used:** During severe weather, hazardous material spills, or other external threats such as a bear or cougar nearby.
- **Procedure:** Students and staff remain inside the building, windows and doors are sealed, and ventilation systems may be shut down to prevent contamination.



Evacuation

- **Purpose:** To move students and staff to a safe location away from a potential threat inside the school building.
- **When Used:** During fires, gas leaks, or other situations where remaining inside poses a danger.
- **Procedure:** Students and staff follow designated evacuation routes to a predetermined safe location. Attendance is taken to ensure everyone is accounted for.



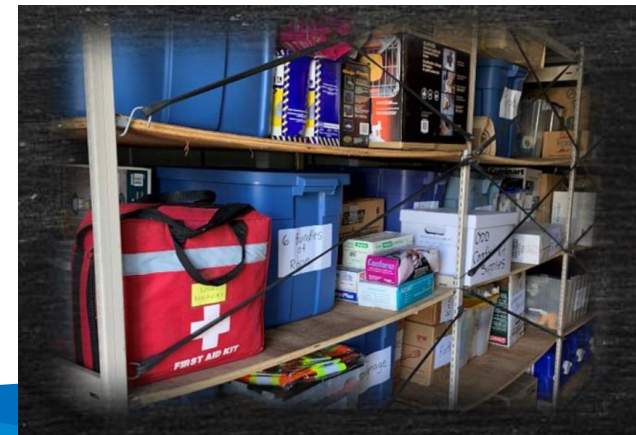
Dismissal

- **Purpose:** To safely reunite students with their parents or guardians after an emergency.
- **When Used:** After an evacuation or other significant emergency event.
- **Procedure:** A controlled process is implemented to ensure students are released to authorized individuals only. Identification and sign-out procedures are strictly followed.

- Each of these responses is carefully planned and practiced at each school and facility.
- During an emergency we ask parents not to call or try attend the school.
- If you arrive at the school in the midst of an emergency, please respect the protocols in progress.
- Please monitor school email, the SD 71 website and official social media pages for updates.

Emergency Supplies Update

- Sea Cans
 - First Aid Supplies
 - Emergency Equipment
 - Food & Water Supplies
 - Inspections (School Admin / JOHSC)
 - Shelving & Cross Ventilation
- Other



Emergency Communication Pathways

- [SchoolMessenger](#) communications platform

- Text YES to 978338



- Regular testing of our emergency radio systems
- Satellite phone upgrades
- Exploring battery backup for phones/internet
- Satellite internet solutions available for deployment

Operational Response

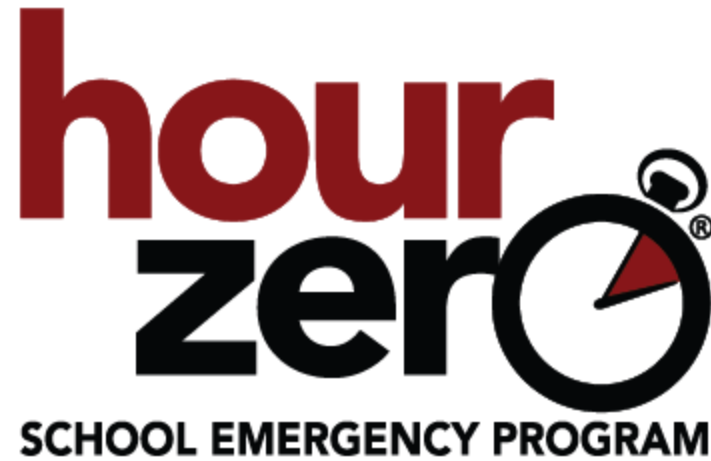
- Rapid Damage Assessments
 - Assess impact
 - Identify needs
 - Prioritize response
- Mitigation: reduce impact
- Remediation: control risk
- Restoration: restore condition



Training & Preparedness

- Scenarios to be practiced throughout the year
- Situational debriefs
- DIRT relationships with community partners
- Hour Zero
 - Update District Incident Command System (ICS) roles, & review responsibilities
 - Utilise available training resources

Questions?



Important Emergency Information Comox Valley Schools Types of Emergency Responses

In the event of an emergency, our schools are prepared to respond swiftly and effectively. Regular school safety drills are held throughout the year. In addition to the procedures described below, schools also practice protocols such as Drop-Cover-Hold, and conduct fire drills.



Hold and Secure

- **Purpose:** To secure the school from a potential threat or emergency in the vicinity while allowing normal activities to continue inside.
- **When Used:** When there is a possible threat or emergency near the school but not directly targeting the school.
- **Procedure:** Exterior doors are locked, and no one is allowed to enter or leave the building. Activities inside the school can continue but with limits on movement outside classrooms.



Lockdown

- **Purpose:** To protect students and staff from a possible threat inside or immediately outside the school.
- **When Used:** In the event of an intruder or other immediate security threat.
- **Procedure:** Doors are locked, lights are turned off, and students and staff remain quiet and out of sight. Communication with law enforcement is maintained until the threat is resolved.



Shelter-in-Place

- **Purpose:** To keep students and staff safe indoors during external environmental hazards.
- **When Used:** During severe weather, hazardous material spills, or other external threats such as a bear or cougar nearby.
- **Procedure:** Students and staff remain inside the building, windows and doors are sealed, and ventilation systems may be shut down to prevent contamination.



Evacuation

- **Purpose:** To move students and staff to a safe location away from a potential threat inside the school building.
- **When Used:** During fires, gas leaks, or other situations where remaining inside poses a danger.
- **Procedure:** Students and staff follow designated evacuation routes to a predetermined safe location. Attendance is taken to ensure everyone is accounted for.



Dismissal

- **Purpose:** To safely reunite students with their parents or guardians after an emergency.
 - **When Used:** After an evacuation or other significant emergency event.
 - **Procedure:** A controlled process is implemented to ensure students are released to authorized individuals only. Identification and sign-out procedures are strictly followed.
- Each of these responses is carefully planned and practiced at each school and facility.
 - During an emergency we ask parents not to call or try attend the school.
 - If you arrive at the school in the midst of an emergency, please respect the protocols in progress.
 - Please monitor school email, the SD 71 website and official social media pages for updates.

BRIEFING NOTE

TO: Board of Education **DATE:** March 11, 2025
FROM: Greg Kochanuk, District Principal, International Student Education Program
RE: **Internation Student Fees**

Purpose

To inform the board of the proposed increase to the international student fees for the 2026-27 school year.

Background

The Comox Valley International Student Program has successfully recruited a diverse group of students from around the world since its inception in 2005. Due to the program's strong reputation and competitive standing within the K-12 international education industry, the recruitment goal for the 2025-2026 school year has already been met. To maintain competitiveness with other programs on Vancouver Island and address rising operational costs, a fee adjustment is proposed for the 2026-2027 recruitment season.

Strategic Alignment

- **Equity & Inclusion:** The additional revenue allows for improved homestay compensation, ensuring high-quality accommodations for international students and promoting an inclusive, welcoming environment.
- **Learning & Personalized Education:** Increased funding supports continued investment in personalized learning environments and experiential education, which are key components of the district's action plan.
- **Sustainability & Financial Integrity:** Addressing inflation and rising teacher salaries ensures the program's financial sustainability while maintaining affordability and competitiveness with other Vancouver Island programs.
- **Student Well-Being & Support:** By improving homestay experiences, the program enhances students' social-emotional learning (SEL) and overall well-being, aligning with the district's focus on student-centered environments.

Analysis

Current and Proposed Fees (CAD)

2025-2026 Fees:

- Tuition: \$14,700
- Homestay: \$11,000
- Homestay Placement: \$400
- Medical Insurance: \$1,000
- Student Fee: \$300
- Total: \$27,850

Proposed 2026-2027 Fees:

- Tuition: Increase from \$14,700 to \$15,200 per year.
- Homestay: Increase from \$11,000 to \$12,000 per year.
- New Total: \$29,350 (5.3% increase).

Recommendation

That the Board of Education for School District No. 71 (Comox Valley) approves the fee increases for the 2026-2027 school year to maintain program competitiveness, enhance student experiences, and ensure financial sustainability.

Respectfully submitted,

Greg Kochanuk

Greg Kochanuk
District Principal, International Student Education Program

BRIEFING NOTE

TO: Board of Education
FROM: Jay Dixon, Associate Superintendent
RE: Career Programs Update

DATE: March 11, 2025

Purpose

To provide an update on Career Programs initiatives in Comox Valley Schools.

Background

Last year, Comox Valley career education staff presented a broad overview of the many career program pathways for our learners. The report below highlights and acknowledges the efforts of staff with four specific career program initiatives for students including a potential new program for 2025-2026.

Strategic Plan Alignment

1. Personalized Learning

The Career Sampler Programs support student agency by allowing students to explore career paths based on their interests and strengths.

Programs such as Trades Samplers and Emergency Medical Responder (EMR) courses encourage hands-on, experiential learning, aligning with the district's commitment to personalized learning.

2. Inclusion & Equity

Career Programs emphasize equitable access to diverse career pathways, ensuring students from all backgrounds can participate and succeed.

The Skills Canada competition and Trades Sampler programs provide opportunities for students with various learning styles and needs, fostering inclusive education.

3. Experiential Learning & Community Engagement

Programs incorporate real-world learning through field trips, industry placements, and hands-on projects, aligning with the district's focus on experiential learning.

Collaboration with North Island College, local businesses, and industry experts strengthens community engagement.

4. Indigenous Learning & Decolonization

The Tourism & Events Management Sampler will include Indigenous tourism components, reflecting the district's commitment to Indigenizing education and honoring traditional knowledge.

Update

1. North Island Skills Canada Regional Event February 28th, 2025.

Comox Valley students participated at this year's regional Skills Canada competition, held at the North Island College Campbell River campus on Feb. 28th, 2025, together with students from neighboring districts. Over 200 competitors in grades 6 through 12 took part in different events ranging from automotive, carpentry, culinary, and welding to animation, digital art, and electronics. Junior events for students competing in grades 6 to 8 included gravity cars, spaghetti bridge design, robotics and more. Comox Valley student's accomplishments will be showcased in an upcoming media release. [Skills Canada Regionals – Career Programs](#)

2. Semester 2 High School Trade Sampler Programs Underway

Mark R. Isfeld Secondary School [Metal Mechanical Trade Sampler](#)

Metal Mechanical Trade Sampler is a program for students that would like to explore a variety of Metal and Mechanics related trades to see what is their best fit. It is designed to be flexible with program structure and delivery so that field trips and projects can be worked on (4 days in shop and 1 day per week on work experience or working on workforce training certificates). Students that take this program will be given high priority for a Trades in Train program. Upon the completion of the program, students will have what industry is looking for: a good work ethic, a positive attitude, skills for the workplace, and knowledge about the apprenticeship system.

G.P. Vanier Secondary School [Construction Trades Sampler – Career Programs](#)

The Construction Trade Sampler is a cohort group that is immersed into the many careers related to the construction industry. Students will explore interested career areas around the following trades: Carpentry, Electrical, Plumbing, Roofing, Drywall, Flooring, Siding, and Concrete and Painting. The course is mainly "hands on" by building skills, knowledge and the right attitude that employers are looking for. There will be a focus on SkilledTradesBC (formerly the Industry Training Authority or ITA) essential skills, field trips to businesses that employ trades people, project building in the shop, and practical experiences with North Island College Trades instructors. Drafting and math will be interspersed with day-to-day learning (4 days in shop and 1 day per week on work experience or working on workforce training certificates).

Highland Secondary [Transportation Trade Sampler](#)

The Transportation Trade Sampler is a cohort group immersion into the many careers related to the auto and transportation Industry. Students will explore interested career areas around the following trades: Auto Mechanics, Heavy Duty Mechanics, Marine Mechanics, and Aircraft Mechanics. The course is mainly "hands on" by building skills, knowledge and the right attitude that employers are looking for.

There will be a focus on SkilledTradesBC essential skills, field trips to businesses that employ trades people, project building in the shop (4 days in shop and 1 day per week on work experience or working on workforce training certificates). Math will be interspersed with day-to-day learning. Electronics will be covered with relationship to the new trend to electric vehicles. This course is open to all grade 11 and 12 students in the Comox valley.

3. New Emergency Medical Responder Course Underway

New this school year the Justice Institute of BC Emergency Medical Responder Course is an entry-level medical course that trains candidates to respond to life-threatening medical conditions and traumatic emergencies. The EMR course is systematically designed to progress learners through all aspects of pre-hospital care including various treatment guidelines and medical protocols. This program is second semester and based at two schools, Mark R Isfeld and Highland Secondary. EMR supports students as they head towards paramedicine, firefighting, nursing and many other careers.

4. Potential New Career Sampler Program 2025-2026

Secondary schools are seeking student interest during course selection this spring for a new program that may be hosted at Highland Secondary School. This potential new program will be offered to all Comox Valley students in Grade 11 & 12 [Tourism & Events Management Sampler](#). Taking place in Semester 2, students will learn the industry of tourism and event management, including hospitality, eco-tourism, Indigenous tourism, local attractions, and marketing. Within this program, students will receive micro-credential industry certifications, hands-on experience, take part in many field trips and gain networking opportunities and tourism connections to embark on a part time job, or in a career.

Recommendation:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Career Programs Update briefing note, dated March 11, 2025, as presented.

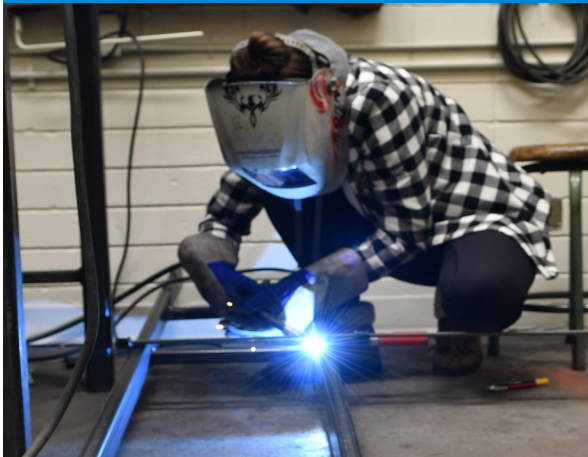
Respectfully submitted,

Jay Dixon

Jay Dixon, Associate Superintendent

How to Apply and Get Started

- Meet with the Careers Teacher at your school
- Complete a SD71 District Trades Sampler Application
- Meet with a Work Experience coordinator to set up a work experience placement
- Sign up for S.T.E.P.
- Schedule a meeting with your school counselor to confirm you're enrolled in the appropriate courses to qualify for the sampler program.



School Contact Numbers

G.P. Vanier Careers Office: 250-338-2110

Glacier View Careers Office: 250 –338-2752

Highland Careers Office: 250-339-3617

Mark R. Isfeld Careers Office: 250-334-4628

District Careers: Tammy.Williamson@sd71.bc.ca

For More Information Visit

careerprograms.comoxvalleyschools.ca

NIC Trades Programs

nic.bc.ca/programs-courses/trades-technical

SkilledTradesBC Youth

<https://skilledtradesbc.ca/youth>

WorkBC—Careertrek

careertrekbc.ca

Trades Training BC

tradestrainingbc.ca



Comox Valley Schools
Career Programs

Fall 2024

SkilledTradesBC Youth Metal Exploration Trades Sampler

Comox Valley Schools



For students interested in:
**Welding, Metal Fabrication,
Plumbing & Piping, Aircraft
Structures, Machining...**



Instructor: Alan Feustel, Red Seal Tool and Die Maker, and Technology Education teacher

Program Description

Metal Exploration Trade Sampler is a cohort that explores the many careers related to the Welding, Machining and Fabrication Industries. Students will explore career areas around the following trades: **Welding, Metal Fabrication, Aircraft Structures, Plumbing and Piping, Boiler maker, Millwright, and Machinist.** Students will engage in hands-on learning, as well as, developing their skills, knowledge, and a work ethic that employers are looking for. There will be a focus on SkilledTradesBC essential skills, field trips to businesses that employ trades people, project building in the shop, and practical experiences with North Island College Trades instructors. Drafting and math will be interspersed with day to day learning.

This course is open to all grade 11 and 12 students in the Comox Valley School District.

Program Outline

- **Location:** Mark Isfeld Metal Shop
- Monday to Friday—9:00am to 3:10pm
- February to June—Second semester
- Open to all grade 11 and 12 students in the Comox Valley School District
- Industry placements and certification courses one day per week
- College tours in welding, fabrication, heavy duty mechanics, aircraft structures, plumbing and piping, etc.
- Tours of local Industries



Course Credits

Trade Sampler students will earn up to 20 course credits as follows:

Trade Sampler: TSITA12A, TSITA12B, TSITA12C
Workplace Math 11 or 12
Work Experience 12

Where Next?

Finish your grad requirements and in Semester 2 of grade 12 take one of the following Trades Programs at NIC; Welding, Fabrication, Aircraft Structures, Plumbing & Pipefitting.

How to Apply and Get Sarterd

- Meet with the Careers Teacher at your school
- Complete an SD71 District Trades Sampler Application
- Meet with a Work Experience coordinator to set up a work experience placement
- Sign up for S.T.E.P.
- Schedule a meeting with your school counselor to confirm you're enrolled in the appropriate courses to qualify for the sampler program.



School Contact Numbers

G.P. Vanier Careers Office: 250-338-2110

Glacier View Careers Office: 250-338-2752

Highland Careers Office: 250-339-3617

Mark R. Isfeld Careers Office: 250-334-4628

District Careers: Tammy.Williamson@sd71.bc.ca

For More Information Visit

careerprograms.comoxvalleyschools.ca

NIC Trades Programs

nic.bc.ca/programs-courses/trades-technical

SkilledTradesBC Youth

<https://skilledtradesbc.ca/youth>

WorkBC—Careertrek

careertrekbc.ca

Trades Training BC

tradestrainingbc.ca

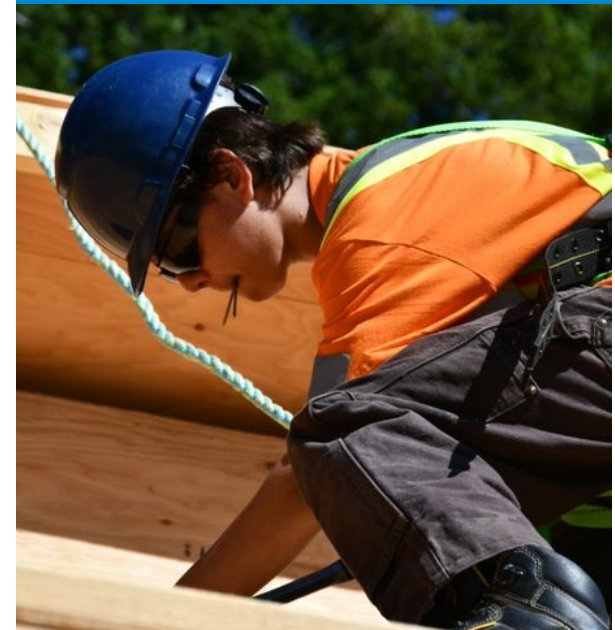


Comox Valley Schools
Career Programs

Fall 2024

SkilledTradesBC Youth Construction Trades Sampler

Comox Valley Schools



For students interested in
**Carpentry, Electrical,
Plumbing, Drywall, Roofing
and Concrete...**



Instructor: Tim MacDonald, Carpentry and Technology Education teacher

Program Description

The Construction Trade Sampler is a cohort that explores the many careers related to the Construction Industry. Students will explore career areas around the following trades: **Carpentry, Electrical, Plumbing, Roofing, Drywall, Flooring, Siding, Concrete, and Painting.** Students will engage in hands-on learning, as well as, developing their skills, knowledge, and a work ethic that employers are looking for. There will be a focus on SkilledTradesBC essential skills, field trips to businesses that employ trades people, project building in the shop, and practical experiences with North Island College Trades instructors. Drafting and math will be interspersed with day to day learning.

This course is open to all grade 11 and 12 students in the Comox Valley.

Program Outline

- **Location:** G.P. Vanier Construction Building
- Monday to Friday—9:00am to 3:15pm
- February to June— Semester 2
- Open to all grade 11 and 12 students in the district.
- Industry placements and certification courses one day per week
- College tours for Carpentry, Electrical, Plumbing and Piping, etc.
- Tours of local Industries.



Course Credits

Trade Sampler students will earn up to 20 course credits as follows:

Trade Sampler: TSITA12A, TSITA12B, TSITA12C
Workplace Math 11 or 12
Work Experience 12

Where Next?

Finish your grad requirements and in Semester 2 of grade 12 take one of the following Trades Programs at NIC;
Carpentry, Electrical, Plumbing.

How to Apply and Get Started

- Meet with the Careers Teacher at your school
- Complete an SD71 District Trades Sampler Application
- Meet with a Work Experience coordinator to set up a work experience placement
- Sign up for S.T.E.P.
- Schedule a meeting with your school counselor to confirm you're enrolled in the appropriate courses to qualify for the sampler program.



School Contact Numbers

G.P. Vanier Careers Office: 250-338-2110
Glacier View Careers Office: 250-338-2752
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Mark R. Isfeld Careers Office: 250-334-4628
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NIC Trades Programs

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SkilledTradesBC Youth
<https://skilledtradesbc.ca/youth>

WorkBC—Careertrek
careertrekbc.ca

Trades Training BC
tradestrainingbc.ca

SKILLED**TRADES**BC
EXPLORE

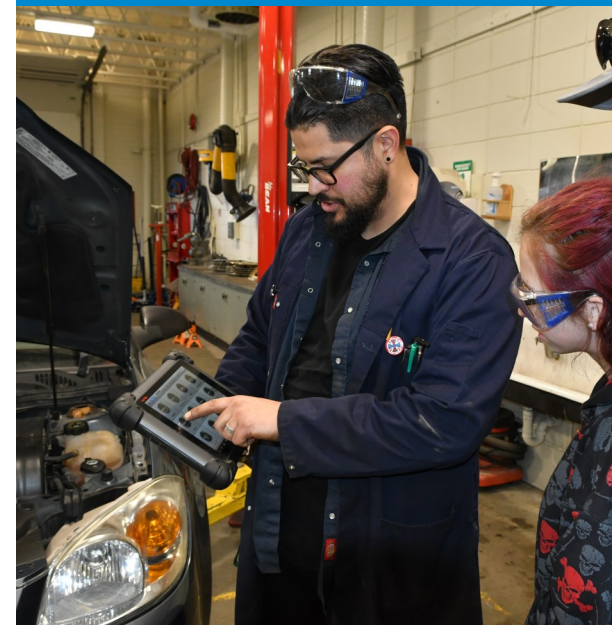


Comox Valley Schools
Career Programs

Fall 2024

SkilledTradesBC Youth Transportation Trades Sampler

Comox Valley Schools



For students interested in
**Automotive, Heavy Duty,
Motorcycle, Marine
Mechanics...**



Instructor: Jordan Sanchez, Red Seal Automotive Mechanic, and Technology Education teacher

Program Description

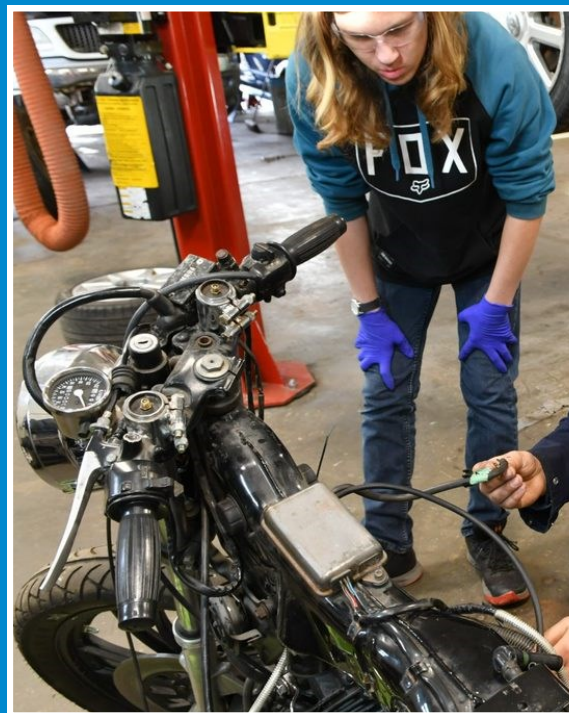
The Transportation Trade Sampler is a cohort that explores the many careers related to the auto and transportation Industry. Students will explore career areas around the following trades: **Auto Mechanics, Heavy Duty Mechanics, Marine Mechanic, Small Engines and Motorcycle Mechanics and Aircraft Mechanics.**

Students will engage in hands-on learning, as well as, developing their skills, knowledge, and work ethic. There will be a focus on SkilledTradesBC essential skills, field trips to businesses that employ trades people, project building in the shop. Math will be interspersed with day to day learning. Electronics will be covered with relationship to the new trend to electric vehicles.

This course is open to all grade 11 and 12 students in the Comox Valley School District.

Program Outline

- **Location:** G.P. Vanier Auto Shop
- Monday to Friday—9:00am to 3:15pm
- February to June— Semester 2
- Open to all grade 11 and 12 students in the Comox Valley School District.
- Industry placements and certification courses one day per week
- College tours in Automotive, Heavy Mechanical, Auto Collision
- Tours of local Industries.



Course Credits

Trade Sampler students will earn up to 20 course credits as follows:

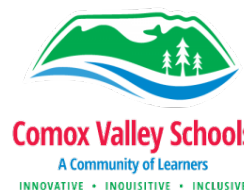
Trade Sampler: TSITA12A, TSITA12B, TSITA12C
Workplace Math 11 or 12
Work Experience 12

Where Next?

Finish your grad requirements and in Semester 2 of grade 12 take one of the following Trades Programs at NIC; Auto Service Tech, Heavy Mechanical or take Auto Collision through VCC in town.

EMR- Emergency Medical Responder Program

This Academic Dual Credit course is offered through a partnership between SD71 and the Justice Institute of British Columbia. This course takes place at Highland Secondary in 2nd Semester and will be delivered within the regularly scheduled timetable. Students will earn course credits towards graduation and their EMR Certification through the Justice Institute of BC.



The Program

The Emergency Medical Responder Course is an entry-level medical course that trains candidates to respond to life-threatening medical conditions and traumatic emergencies. The EMR course is systematically designed to progress learners through all aspects of pre-hospital care including various treatment guidelines and medical protocols. The course also focuses heavily on enhancing situational management skills, confidence, and communication within the context of emergency medicine and pre-hospital care. As learners develop through the course, they are introduced to essential concepts of emergency medicine and establish a foundation in medical terminology, human anatomy, physiology, pharmacology, and clinical science. The skills and training attained through the EMR course meet and exceed occupational first aid training. Employment opportunities for licensed Emergency Medical Responders may include Ambulance services, Fire and Rescue services, Occupational or Industrial first aid settings and more.

How to Apply

There are two ways to apply to the program:

1. During course selection
2. See your Careers Centre and speak to them about the program.



Application Process:

Once a student has applied/ put an expression of interest in at their Careers Centre, there will be a vetting process where administration, the Careers department, and the EMR program instructor will look at attendance and marks. Students will then be contacted for an interview.

16 students will be selected, this will not be just about school marks, many aspects of the work force rely on a variety of personal skills and abilities.

Cost:

\$400

Please speak to your careers centre regarding questions and applying/ placing your name on the expression of interest list.

How to Apply and Get Started

- Meet with the Careers Department at your school
- Complete a SD71 district application
- Schedule a meeting with your school counselor to confirm you're enrolled in the appropriate courses to qualify for the sampler program.



School Contact Numbers

G.P. Vanier Careers Office: 250-338-2110
Glacier View Careers Office: 250-338-2752
Highland Careers Office: 250-339-3617
Mark R. Isfeld Careers Office: 250-334-4628
District Careers:
Tammy.Williamson@sd71.bc.ca

For More Information Visit

Careers Department
careerprograms.comoxvalleyschools.ca

Sandwich Continuing Education
comoxvalleyschools.ca/sandwich-continuing-education/



Comox Valley Schools
Career Programs

Fall 2025

Sampler Program Tourism & Event Management



For students interested in
working in the Tourism
Industry ...



Program Description

This program will take place at Highland Secondary. Students will learn the industry of tourism and event management, including hospitality, eco tourism, Indigenous tourism, local attractions, and marketing. Within this program, students will receive micro-credential Industry Certifications, hands-on experience, take part in many field trips, and gain networking opportunities and tourism connections to embark on a part time job, or develop into a career.

Pre-requisites:

- Science 10
- English 10
- Math 10
- Socials 10

Certificates you will earn:

- FoodSafe
- SuperHost
- Serving it Right
- Go2HR industry specific certifications
- MarketSafe
- First aid and more

Program Outline

- Location: Highland Secondary School
- Time: Monday– Friday, 9:00am-3:20pm
- When: Semester 2 February to June
- Who: Open to all grade 11 and 12 students in Comox Valley School District 71
- Industry work experience placements
- Tours of local Industries

This Tourism program equips students with foundational skills for success in post-secondary tourism and management programs at NIC, VIU, and beyond. **Post-secondary Tourism students and graduates are in demand to fill a diverse range of employment opportunities across the sector, opening many possible career paths.**



Course Credit

Students will earn 20 credits towards graduation.

- Tourism 12—4 credits
- Marketing 11/12— 4 credits
- Career Life Connections— 4 credits
- Workforce Training Certificate— 4 credits
- WEX 12A

Optional :

- Additional 4 credits for WEX 12B

Where Next?

Continue in the Tourism industry while working towards your ideal career.

Dual Credit available at NIC.

BRIEFING NOTE

TO: The Board of Education **DATE:** March 11, 2025
FROM: Molly Proudfoot, Director of Operations
RE: George P. Vanier Secondary School – Field Use / Rugby Community

Purpose:

To provide an overview of the developments regarding the artificial turf field (ATF) and cricket pitch at George P. Vanier Secondary (GPV), outline challenges encountered, and demonstrate alignment with the Strategic Plan of Comox Valley Schools and, addressing concerns recently raised by the Vanier School Rugby Community.

Background:

Late 2022/Early 2023:

- Comox Valley Cricket applied for a recreation grant and received funding for a cricket pitch in the Comox Valley. The location was not yet determined.

February 2023:

- The 'Sport Fields Study for Comox Valley Recreation Commission' identified a need for a second ATF. GPV was one of three sites considered.
- In the same study, cricket was recognized as an emerging sport in the region.

March 2023:

- The CVRD's 'Recreation Strategic Plan' was adopted, prioritizing the examination of constructing a second ATF at GPV.

May/June 2023:

- SD71, CVRD, and cricket representatives discussed potential field locations. GPV was identified as a viable site.
- SD71's board approved the construction of a second multi-use ATF at GPV, funded by the CVRD.

July 2023:

- The 'Comox Valley Field User Group Advisory Committee' was formed by the CVRD to provide advice, feedback, and recommendations to the CVRD and its partners (SD71), and member municipalities on the following priorities:

- **IMMEDIATE:**
 - The design of a second ATF and cricket pitch plus associated amenities for the surrounding area at GPV.
- **FUTURE:**
 - Capital planning for amenities at other fields throughout the CVRD.
 - Field allocation and use policies.
- Committee Representation included up to a maximum of one representative and a designated alternate, from each of the following field user groups:
 - Comox Valley Cricket Club
 - Comox Valley Field Hockey
 - Comox Valley Lacrosse
 - Comox Valley Kickers Rugby
 - Comox Valley Baseball Association
 - Comox Valley Raiders Football
 - Comox Valley United Soccer
 - Comox Valley Sport & Social Club
- Staff from SD71, CVRD, municipalities and consultants would attend committee meetings in an advisory role.
- See below for the criteria that was provided in the 'Comox Valley Field User Group Advisory Committee's Entente Terms of Reference'.



Vanier Sports Field NE Field #1

- Note: X1 soccer field, X1 rugby field and a cricket pitch between the two was identified.
- The CVRD, with review and feedback from SD71, developed a request for proposals to contract a consulting firm to develop the design for the new ATF at GPV.
 - The RFP stated:
 - The intent of this project is to construct a multi-sport synthetic turf field to accommodate use by soccer, minor baseball, field hockey, rugby, and football to support practices, league play, and tournaments. Currently Vanier sports

field #1 (NE field) accommodates a rugby pitch at the northeast end of the field, which is followed by two full-size soccer pitches to the southwest. The vision is to install a multi-sport synthetic turf field at the northeast end of the field, move the rugby pitch to the middle of the sports field and install a cricket pitch between the grass soccer and rugby pitch.

August 2023:

- CVRD hired Binnie & Associates to develop the ATF design.

September 2023:

- Stakeholders discussed sport-specific needs for the new ATF. A preliminary design was developed, accommodating the cricket pitch.

November/December 2023:

- Conceptual designs were presented. The recommended option placed the cricket pitch between fields 2 and 3.

SPORTS			
Baseball	80ft long basepath; 255ft from home to edge of outfield; will need to provide mobile pitcher's mound	Football	Canadian practice only; temp lines needed
Soccer (reg & mini)	✓	Rugby	temp lines needed; not long enough for regulation play; will need mobile goals
Field Lacrosse	✓	Cricket	Cricket between 2 grass full-sized soccer fields
Field Hockey	temp lines needed		



February 2024:

- Due to CVRD financial constraints, the ATF project was put on hold. Alternative funding strategies were explored.

March/April 2024:

- With the ATF on hold, CVRD and SD71 proceeded with cricket pitch construction.
- Field lines were marked, factoring in future ATF placement and recommended safety zones.

May-September 2024:

- Construction of the cricket pitch commenced. Turf topping installation was delayed due to supply-chain issues.
- The Rec Commission approved long-term borrowing for ATF construction, initiating an alternative approval process in January 2025.

January 2025:

- The ATF approval process was initiated.

February 2025:

- ATF bylaw was supported.
- Detailed design for the ATF was completed.
- Concerns were raised about rugby field dimensions due to the placement of the cricket pitch.

March 2025:

- SD71 confirmed with BC School Sports that rugby league play and tournaments could proceed on fields narrower than 68m.
- Efforts continue to maximize field size to meet regulatory requirements.

Analysis**Concerns Raised:**

1. Field usability: Some community members felt the cricket pitch reduced field usability for rugby, despite compliance with BC School Sports standards.
2. Safety: Concerns about a hard surface between two playfields prompted SD71 to explore additional safety measures.
3. Cricket pitch value: The pitch was established to support a growing sport and enhance community recreation opportunities.
4. Field access: The cricket pitch follows the same booking policies as other school fields, ensuring balanced access for different sports.

Next Steps:

- SD71, CVRD, and Binnie & Associates will refine ATF placement to support a single 68m-wide playfield.
- Temporary field lines will be redrawn to maintain playability.
- Additional safety measures will be explored and implemented.
- If necessary, SD71 will consider relocating the cricket pitch to accommodate a single regulation-sized rugby field.

Strategic Plan Alignment

The development of the ATF and cricket pitch aligns with the Comox Valley Schools Strategic Plan in the following ways:

1. **Prioritizing Comox Valley Schools' Learners:** Ensuring student-athletes have access to safe, regulation-sized fields is a key priority. As rugby is an established school sport, the needs of the school rugby community take precedence when determining field configurations. This aligns with the district's commitment to fostering inclusive and flexible learning environments that support student well-being and success.
2. **Equity & Inclusion:** The introduction of a cricket pitch supports diverse sporting opportunities and ensures equitable access for all student and community groups.
3. **Safety:** The project incorporates safety considerations, including buffer zones and professional assessments to ensure a safe playing environment.
4. **Relationships & Community Engagement:** The project reflects collaboration with CVRD, SD71, sports organizations, the school rugby community, and the broader community.
5. **Experiential Learning & Well-being:** By expanding field options, students gain more opportunities for physical activity, skill development, and recreation. By finding a short-term and long-term solution for school rugby.

These developments reinforce SD71's commitment to compassionate, connected, and personalized learning for all.

Comox Valley Schools, Director of Operations, along with other staff, continue working with stakeholders to finalize the placement of the second ATF, ensure community engagement, and implement solutions to maximize field usability and support solutions for the rugby community.

Respectfully submitted,

Molly Proudfoot

Molly Proudfoot
Director of Operations

FINANCIAL ACCOUNTABILITY AND AUDITS

Background

The District believes that its financial affairs must be managed in a manner consistent with the trust placed in the Board by the electorate. Adequate accounting records and procedures for verifying those records through audits are seen as an integral part of the District's operations.

Procedures

1. The District's financial systems and records are subject to an external audit.
2. District and school accounts and accounting practices will be subject to internal or external audit at the discretion of the Secretary-Treasurer and/or the Superintendent.
 - 2.1 Periodic internal audits of school and department accounts are to be conducted to identify potential procedural non-compliance, weaknesses and areas for further examination. Such audits must specifically assess the effectiveness of administrative procedures in place by performing compliance testing and examining key controls.
 - 2.2 School financial records may be subject to internal audit in the event of a change of school administration, school business manager or school administrative assistant.
 - 2.3 Special financial school reviews may be conducted upon request by a Principal.
 - 2.4 All computerized financial records and the following documents shall be on file and current for financial audit purposes, including but not limited to:
 - 2.4.1 Contracts and Agreements,
 - 2.4.2 Fund journal,
 - 2.4.3 Fund account ledgers,
 - 2.4.4 Bank statements,
 - 2.4.5 Cancelled cheques,
 - 2.4.6 Cheque requisitions,
 - 2.4.7 Duplicate deposit slips,
 - 2.4.8 Numbered receipt books or approved substitute documents,
 - 2.4.9 Invoices,
 - 2.4.10 Other related source documents.
3. Accounting procedures will follow recognized accounting principles where these are not inconsistent with the requirements of the Ministry.
4. The Secretary-Treasurer will ensure that adequate control mechanisms are in place to guarantee the integrity of the District's financial transactions and records.

- 4.1 Segregation of incompatible duties, such as purchase and payment, must be maintained in District and school operations.
5. Financial records of school funds will be maintained in accordance with the format prescribed by the Secretary-Treasurer.
6. The external auditor's report will be presented to the Board.
7. All banking shall be carried out at a recognized financial institution.
8. District audited financial statements and annual budget reports will be made available on the District website.

Reference: Sections 22, 23, 65, 81, 85, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118, 156, 157,
157.1 School Act
Financial Information Act

Adopted: June 25, 2019

Revised:

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157.1 School Act
Financial Information Act

Adopted: June 25, 2019
Revised: March 11, 2025

SCHOOL TRUST FUNDS

Background

The District recognizes the need for funds to be raised, kept and expended by a school and that consideration must be given to utilizing banking services in a financially responsible and administratively efficient manner to safeguard District monetary assets.

Procedures

1. Accounting for School Trust Funds

- 1.1. One bank account is to be established in each school for receipt and disbursement of all funds held in trust by the school. Schools having a fairly large balance may wish to transfer some funds to an interest-bearing account or term deposit. Schools dealing with credit unions will be required to set up a "Share" account. Under no circumstances shall a school have more than these three (3) accounts.
- 1.2. All funds raised solely by staff or as the school's portion of a joint fund-raising must be deposited in this bank account and disbursed from the same account. Funds received must not be disbursed in the form of cash.
- 1.3. These school trust funds are to be under the overall supervision of the Principal of the school.
- 1.4. It is not permissible to collect funds within the school and not account for them through the School Trust Fund accounting system.
- 1.5. Requests to establish new school trust accounts must be requested in writing utilizing Form 511-2 Request to Establish a School Trust Account and signed by the Principal and retained in accordance with the District AP 185 (Retention and Disposal of Records).
- 1.6. All receipts and disbursements are to be recorded in the appropriate accounting system approved and provided by the District.
- 1.7. Pre-numbered receipts are to be issued for all cash received, and pre-numbered cheques are to be issued for all disbursements.
- 1.8. Vouchers and receipts are to be retained in support of every expenditure.
- 1.9. Cash received is to be deposited as soon as possible. Deposits must be made not less frequently than each Friday. Funds other than petty cash shall not be kept in the school over the weekend. Refer to Administrative Procedure 512, ~~Cash Procedures for School Generated Funds.~~
- 1.10. School trust funds are not to be used as a banking service for cashing employees' and students' individual cheques. Under no circumstances will individuals who have direct access to the funds take cash and replace it with cheques or IOU's of any kind.

- 1.11. All school trust fund cheques must have two (2) signatures, with three (3) individuals having signing authority where possible: the Principal, the Vice-Principal and the school Administrative Assistant.
 - 1.12. Signing authority changes will be facilitated by the School Board Office; provided that the school is banking with the same financial institution as the School Board Office.
 - 1.13. All records maintained by the school shall be open at all times for inspection by the Secretary-Treasurer, Finance Department and the Board's auditors. The statements prepared for reporting purposes are subject to audit by the duly appointed auditors of the Board.
 - 1.14. Trust fund purchases of equipment or software valued at \$500.00 or more per item for the school or improvements to buildings or grounds shall not be carried out until permission to do so is received from the Director of Operations or Director of Information Technology or designate. A request from a Principal to expend any of the funds shall be accompanied by an approval from the account's supervisor stating that these funds are being expended for the purpose for which they were raised, and the rationale for the expenditure if it does not meet this criterion.
2. Reporting on School Trust Funds
 - 2.1. To Principal
 - 2.1.1. The Principal shall receive monthly a trial balance of all accounts, together with a bank reconciliation from the school clerical support. The Principal shall sign these reports to indicate that they have been received and noted. ~~A copy should be forwarded to the School District office.~~
 - 2.2. To School Staff
 - 2.2.1. After it has been received and signed by the Principal, a copy of the monthly trial balance shall be made available to staff members on request.
 - 2.3. To Parents' Advisory Council
 - 2.3.1. School Trust Funds
 - 2.3.1.1. The Parents' Advisory Council (PAC) can request periodic financial reports on the status of the school trust fund.
 - 2.4. To Finance Department
 - 2.4.1. ~~A certified annual report on the status of the school trust fund is to be submitted to the Finance Department within ten (10) days following June 30 of each year. This report shall be a combined statement of receipts and disbursements prepared in an approved manner, and shall include: A copy of the trial balance and signed bank reconciliation will be forwarded to the School District office on a monthly basis and by no later than July 10th for the June 30th period end.~~
 - 2.4.1.1. ~~The names of the signing authorities;~~
 - 2.4.1.2. ~~The name of the bank or credit union where the account is maintained, and the name and number of the account(s);~~
 - 2.4.1.3. ~~A copy of the bank reconciliation;~~
 - 2.4.1.4. ~~A photocopy of the bank statement or passbook.~~

Reference: Sections 22, 23, 65, 81, 85, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118, 156, 157,
157.1 School Act
Financial Information Act

Adopted: June 20, 2000

Revised: June 25, 2019, August 19, 2021, [March 11, 2025](#)

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Financial Information Act

Adopted: June 20, 2000

Revised: June 25, 2019, August 19, 2021, March 11, 2025

CASH PROCEDURES

Background

The purpose of this Administrative Procedure is to reinforce the importance of the control of cash generated by all District activities, schools, programs, or other locations; as applicable.

Procedures

1. Cash and cheques (hereinafter referred to as cash) represent one of the greatest risks of asset loss to the School District. It is extremely important to establish and maintain strong internal controls and procedures for the handling of cash to guard against loss and misuse.
 - 1.1. Control over Cash Receipts
 - 1.1.1. The administrative assistant must keep track of fees assessed by fee type and by student. A running balance of amounts owed to the school by fee type must be available. All payments shall be receipted providing sufficient detail to confirm who made the payment, for what reason, and in the amount paid. The site based administrator is responsible to approve all reasons for cash being collected. Individual employees are not to engage in any form of fund raising without the prior approval of the site based administrator.
 - 1.2. Cash Management
 - 1.2.1. Cash collected by teachers and other employees must not be kept over-night in a desk drawer, filing cabinet and/or other similar storage facility. Cash must not be taken home. All cash, regardless of amount collected, must be turned into the office on a daily basis to be receipted and deposited into the school bank account. Once a school has received an amount of cash totaling \$2,000, these funds must be deposited to the school bank account. In all circumstances, cash must not remain on the school premises over a weekend and thus must be deposited each Friday. In unique circumstances, the site based administrator can vary this requirement provided sufficient cash security exists. Cash and cheques must be locked in the office safe or restricted area within the office that is not accessible to staff and students. Cash and cheques must not be visible or accessible within open areas. It is desirable to not count cash in areas open to public view.
 - 1.2.2. Adequate segregation of duties and restricted access to cash handling areas must be implemented, to the extent possible, to ensure the safeguarding of cash. When possible, this is to include the separation of the cash handling from the control and reconciliation of bank deposit receipts. Before cash is received by the ~~accounts~~ administrative assistant or site based administrator, the funds are to be counted by the coordinator of the activity and recorded on a Cash Received Form. The total on the Cash Received form should be verified upon receipt by the ~~Accounts A~~ administrative ~~a~~Assistant. Where cash is received other than in the presence of the provider, the funds should be opened,

counted, and receipted in the presence of two people. This will ensure that cash collection and receipting are segregated and verification of funds is completed.

- 1.2.3. The best way to protect against counterfeit currency is to check the cash when received by checking security features on bank notes (Feel, Look, Flip). If it is safe to do so, the person receiving the cash should politely refuse the suspicious note and explain that they suspect it may be counterfeit. Advise the person that they should check the note with the local police. Inform the School Board Office about the possible attempt to pass counterfeit money. If you are suspicious about a note after the transaction has occurred, give it to your local RCMP for examination.
- 1.2.4. All cheques must be restrictively endorsed, i.e., "For Deposit Only", immediately upon receipt and the bank account number to be credited is also to be entered on the reverse side of the cheque.

1.3.

~~1.3~~ Control over Payments

- 1.3.1. All schools must have at least three (3) signing authorities registered, where possible, ~~at the bank~~. Two signatures are required for all disbursements. Signing authorities are not to sign blank cheques. Cheques are only to be written to pay invoices that have been approved by the site based administrator and have an account code. Cheques should not be signed before the supporting documentation is examined. Do not use physical cash to pay bills, ~~except as authorized through petty-cash.~~
- 1.3.2. The full amount of cash received is to be deposited directly into ~~this~~ bank account. Cash receipts shall not be used for personal loans, cashing of cheques, making purchases, or for salaries, honoraria or travel/Pro-D reimbursements.
- 1.3.3. Cheque stock is to be kept in a vault or locked cupboard or drawer. Access to the locked cupboard or drawer should be restricted to key staff (i.e. signing officers).
- 1.3.4. Cash shall not be sent through the interoffice mail system.

1.4. Out of School Events

- 1.4.1. If a school event is held outside the regular school days/hours, planning ahead on how/where to safeguard the cash collected for the overnight/weekend is to be done in consultation with the site based administrator. This plan must include accounting for cash received by two individuals at the end of the activity.

1.5. Ledger Accounts

- 1.5.1. Cash receipts must be reviewed and reconciled to ledger accounts on a timely basis to ensure they have been correctly recorded. Accounting adjustments to ledgers must also be made on a timely basis.

2. Financial Monitoring:

- 2.1. The Secretary Treasurer shall cause periodic reviews of school cash handling procedures as provided in this Administrative Procedure. Reviews may include periodic reviews of account activity, on site reviews of accounting records, or formal review by the District auditor or internal audit team. Findings of such review will be shared with the Superintendent, Secretary-Treasurer, ~~and the~~ site based administrator as well as the District's Audit Committee.
- 2.2. All instances or perceived instances of fraud or theft must be reported to the Secretary Treasurer immediately.

Reference: Sections 22, 23, 65, 85 School Act
Financial Information Act

Adopted: September 23, 2014

Revised: June 25, 2019, August 19, 2021, [March 11, 2025](#)

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Adopted: September 23, 2014

Revised: June 25, 2019, August 19, 2021, March 11, 2025

PURCHASING

Background

Purchases are to be made with consideration of best value which includes all aspects such as cost, quality, supply, servicing, maintenance, local availability and environmental impact.

When the value of a purchase is such that the tendering process is administratively justifiable, tenders will be awarded on a competitive basis with consideration to all of the above aspects.

Procedures

To ensure as far as possible that the best value is obtained for dollars expended, all personnel who are delegated some responsibility for purchasing will observe the procedures provided below.

1. General Guidelines

- 1.1. Definitions of varying methods of procurement described below, and the decision to use any particular form will depend on the complexity of the requirement, the monetary value, and the urgency.

Purchasing Decision Matrix						
	Authorization Means	Determination of Supplier		Purchase Order	Process type	Approver
	Requisition	Quote	Tender			
< \$2500	Y	N	N	N	District Purchasing Card	Local
< \$5000	Y	Verbal	N	Y	Purchase order->invoice	Local
< \$10,000	Y	Written	N	Y	Purchase order->invoice	Director of Finance
< \$25,000	Y	N/A	Non advertised	Y	Non advertised tender process	Secretary Treasurer
> \$25,000	Y	N/A	Public	Y	Public tender process	Secretary Treasurer

2. Use of Purchase Orders

- 2.1. All supplies, services, and equipment being purchased over two thousand five hundred dollars (\$2500) must be covered by a Purchase Order initiated by a Principal or District Supervisor. Individual staff members are not to place orders other than by this method. This requisition is in a form that becomes a purchase order when signed by the Secretary-Treasurer or designate. The only exceptions to this requirement are as follows:

- 2.1.1. Purchases may be made through school trust accounts for home economics and industrial education consumable supplies, with reimbursement claimed by submission of a [Form Trust Account Voucher-Form \(Form 511-1\)](#) with receipts attached.
- 2.1.2. Gases and fuel refills.
- 2.1.3. Supplier payment acceptance methods that have been pre-determined and fall outside of the scope of this administrative procedure due to updated technological advances. Secretary-Treasurer or designate authorization is required in advance.

3. Exceptional Circumstances

- 3.1. The Secretary-Treasurer [or designate](#) may authorize the immediate purchase of any item or service without recourse to the provisions of this Administrative Procedure where:
 - 3.1.1. Staff, student or public safety is in question;
 - 3.1.2. Purchase will prevent damage to District facilities, fleet and equipment;
 - 3.1.3. Essential services will be restored or maintained;
 - 3.1.4. Essential physical plant services will be restored; or
 - 3.1.5. Supply chain delays resulting from emergent events or exceptional circumstances outside of the District's control require immediate purchases in order to maintain essential supplies and services.

4. Determination of Suppliers

4.1. Corporate Credit Card/Purchasing Card Program

- 4.1.1. The Corporate Credit Card/Purchasing Card Program is not intended to avoid or bypass purchasing procedures as outlined in this Administrative Procedure. Instead, it is intended to provide flexibility and autonomy to the user while complementing current existing purchasing procedures and payment guidelines. Unlike personal charge cards, the P-Card Program incorporates controls over certain types of expenditures. These controls ensure that the P-Card can only be used with specific types of merchants and within specific dollar limits.
- 4.1.2. The Corporate Credit Card/Purchasing Card Program is intended to allow cardholders to more effectively conduct their duties, however, not all employees will be issued a personal corporate credit card. If employees have pre-approval of a Principal, Director, or Manager to facilitate a purchase through the use of the department or school location general corporate credit card and the card is currently unavailable, purchases can be reimbursed through the use of [Memo for Employee Reimbursement – Expense Claim Form \(Form 515-4\)](#). It is expected that this will occur at a minimum as departments and school locations have general corporate credit cards available for employee use. Memo for Employee Reimbursement forms must be authorized by the Principal, Director, or Manager that authorized the pre-approval and must be submitted to Accounts Payable personnel for reimbursement

4.2. Quotations Process

- 4.2.1. Request for quotes can take the following forms:

- 4.2.1.1. Written quotations from three or more sources in response to a written request. Responses may be submitted by fax, email or in person;
- 4.2.1.2. Verbal quotations given by two or more supplier representatives, usually by telephone. Such quotations are to be recorded by the requester and retained with the purchase order.
- 4.2.2. Quotations must be obtained for the following:
 - 4.2.2.1. Individual items costing over two thousand five hundred dollars (\$2500.00).
- 4.2.3. All things being equal quality and suitability preference shall be given to local firms, then BC and then Canada. Local and provincial firms which have previously supplied the District will continue to be given the opportunity to provide quotations on items similar to those which they normally supply.
- 4.2.4. Quotations must be solicited from a minimum of three (3) suppliers, except when less than three (3) are known. If assistance is required with the names of potential suppliers, contact the Director of Operations, [Director of IT, Food Service Coordinator](#) or Learning Resources Centre Personnel as appropriate.
- 4.2.5. Copies of quotations received must be kept with the purchase documentation for later verification.
- 4.2.6. The requisition must include the date of the quote and other pertinent details, such as whether or not delivery cost is included in the price. Incomplete requisitions will not be approved.
- 4.2.7. If quotations are obtained from less than three suppliers, or if purchase from other than the low bidder is recommended, a memorandum of explanation must be kept with the purchase documentation.
- 4.3. Petty Cash Administration

The use of Petty Cash will be as follows:

 - 4.3.1. Petty cash will not be used without prior approval of the principal.
 - 4.3.2. Petty cash will be reimbursed only if submitted with thirty (30) days of the purchase.
 - 4.3.3. To reduce the administrative burden created by the use of petty cash, principals will set and monitor the limit of purchase using petty cash.
 - 4.3.4. There will be no administration conducted by accounts staff to obtain tax rebates on petty cash purchases.
 - 4.3.5. Principals and Supervisors are to submit a [Memo for Employee Reimbursement – Expense Claim Form \(Form 515-4\)](#) as required for replenishment.

4.4 Accounts Payable Process

4.4.1 Original invoices, statements and supporting documentation shall be forwarded to the appropriate supervisor for approval, consistent with the District's Authorized Signature form by school location, department or program. Supporting documentation for purchases made must be forwarded to Accounts Payable personnel in a timely fashion for immediate payment. When a purchase to be reimbursed is made in a foreign currency, supporting documentation shall include the exchange rate charged by the financial institution.

4.5 Tender Process

4.5.1 Tenders are offers made by firms which have been invited to submit tenders, in sealed envelopes, for goods or services; these tenders are received before a closing date and time specified in the "Invitation to Tender" document. The formality of this procedure ensures that the tender of a supplier is not disclosed to competitors before the closing date specified in the "Invitation to Tender".

5. Receiving of Tenders

- 5.1. Sealed tenders, clearly marked with the tender number or title, will be received by the Director of Operations up to 3:00 p.m. local time, DAY of Week, Date, YEAR. The method of delivery to accomplish this is the responsibility of the bidder. Tenders received after the closing time will be returned unopened. Faxed tenders will not be accepted.
- 5.2. Tenders will be opened publicly immediately following the tender closing.
- 5.3. Bidders wishing to obtain competitors' bid information must attend the tender opening. Bidders not attending the opening can request information through the Freedom of Information and Protection of Privacy legislation.

6. Submission of Tenders

- 6.1. Tenders must be submitted in the requested format.
- 6.2. Other information requested to be submitted, or submitted by the bidder as additional information, such as product printed matter, samples etc are not required to be enclosed in the envelope with the tender form. The Tender Form must be affixed to the other material being submitted as a single package.
- 6.3. All tenders submitted become the property of the District and as such, are subject to the Freedom of Information and Protection of Privacy legislation. To request documentation confidentiality, bidders must submit a covering letter, with their tender detailing the specifics of their request.

7. Withdrawal of Tenders

- 7.1. Tenders may be withdrawn personally, by written notice or by fax provided such notice of withdrawal is received by the Director of Operations prior to the tender closing time.

8. Revisions of Tenders

- 8.1. A tender already delivered to the District may only be revised in the following manner and the revision must be plainly referable to a particular tender. Revisions to tenders already received must be submitted only by fax or signed letter. The revision must state only the amount of which a figure is to be increased or decreased or specific directions as to the exclusion or inclusion of particular words.
- 8.2. Please note in the case of faxed revisions to tender, the District assumes no responsibilities and the bidder assumes all risks of using faxed communications for revisions. The faxed transmission must be received by the office of the Director of Operations prior to closing time.
- 8.3. Alterations, qualifications or omission to the Tender Form may be cause for rejection.
- 8.4. Failure to complete the tender document may result in rejection of tenders submitted.

9. Awarding of Tender

- 9.1. This tender will be irrevocable for a period of sixty (60) days from tender closing time. The lowest or any tender will not necessarily be accepted.
- 9.2. The completed tender document, terms, conditions, instructions, specifications and any attachments shall become part of any contract entered into between the successful bidder and the District.
- 9.3. The right is reserved to reject any or all tenders and to waive any minor informalities or irregularities in tenders received.
- 9.4. This tender, if awarded, may be in whole or in part and the District, reserves the right to award this tender to multiple bidders. In the event of funding difficulties, some areas or schools may be eliminated in order to meet budget constraints.
- 9.5. Criteria for award or rejection of this tender may include but not be limited to the following: price stated, total cost implication, product quality, references, past performance and the demonstrated ability and personnel to fulfill the requirements of the tender.

10. Insurance Clauses

- 10.1. The successful bidder must provide proof of the required insurance within five (5) business day of notice of award prior to proceeding with the work.

11. Contract Approval

- 11.1 The Secretary Treasurer shall approve all District contracts and agreements related to this procedure.

12. Prohibitions

- 12.1 The following activities are prohibited, unless specifically approved by the Secretary Treasurer:

- 12.1.1. The splitting of purchases to avoid the requirements of this policy by any method, including corporate credit cards.

- 12.1.2. A purchase by an employee of any goods or services for personal use, whereby the employee utilizes District purchasing methods, vendor account information, or pricing structures for personal gain, as per the [Employee Conflict of Interest AP 404](#).

- 12.1.3. Any purchase whereby an employee benefits from or is reasonably perceived by the public to have benefitted from, a District transaction over which the employee can influence decisions.

- 12.1.4. The use of cash or purchase of gift cards to keep on hand is not a permitted purchasing method.

- 12.1.5. Garage sale purchases are not permitted, as well, accessing marketplace type online websites for purchases is not permitted. Examples of online websites could include but is not limited to Craigslist, Facebook, EBay, and other used/second-hand websites.

Reference: Sections 22, 23, 65, 85 School Act
Income Tax Act
New West Partnership Trade Agreement

Adopted: March 1, 2011

Revised: September 27, 2011, June 25, 2019, August 19, 2021, December 19, 2022, [December 1, 2024](#)

PURCHASING

Background

Purchases are to be made with consideration of best value which includes all aspects such as cost, quality, supply, servicing, maintenance, local availability and environmental impact.

When the value of a purchase is such that the tendering process is administratively justifiable, tenders will be awarded on a competitive basis with consideration to all of the above aspects.

Procedures

To ensure as far as possible that the best value is obtained for dollars expended, all personnel who are delegated some responsibility for purchasing will observe the procedures provided below.

1. General Guidelines

- 1.1. Definitions of varying methods of procurement described below, and the decision to use any particular form will depend on the complexity of the requirement, the monetary value, and the urgency.

Purchasing Decision Matrix						
	Authorization Means	Determination of Supplier		Purchase Order	Process type	Approver
	Requisition	Quote	Tender			
< \$2500	Y	N	N	N	District Purchasing Card	Local
< \$5000	Y	Verbal	N	Y	Purchase order->invoice	Local
< \$10,000	Y	Written	N	Y	Purchase order->invoice	Director of Finance
< \$25,000	Y	N/A	Non advertised	Y	Non advertised tender process	Secretary Treasurer
> \$25,000	Y	N/A	Public	Y	Public tender process	Secretary Treasurer

2. Use of Purchase Orders

- 2.1. All supplies, services, and equipment being purchased over two thousand five hundred dollars (\$2500) must be covered by a Purchase Order initiated by a Principal or District Supervisor. Individual staff members are not to place orders other than by this method. This requisition is in a form that becomes a purchase order when signed by the Secretary-Treasurer or designate. The only exceptions to this requirement are as follows:

- 2.1.1. Purchases may be made through school trust accounts for home economics and industrial education consumable supplies, with reimbursement claimed by submission of a Form [Trust Account Voucher \(Form 511-1\)](#) with receipts attached.
- 2.1.2. Gases and fuel refills.
- 2.1.3. Supplier payment acceptance methods that have been pre-determined and fall outside of the scope of this administrative procedure due to updated technological advances. Secretary-Treasurer or designate authorization is required in advance.

3. Exceptional Circumstances

- 3.1. The Secretary-Treasurer or designate may authorize the immediate purchase of any item or service without recourse to the provisions of this Administrative Procedure where:
 - 3.1.1. Staff, student or public safety is in question;
 - 3.1.2. Purchase will prevent damage to District facilities, fleet and equipment;
 - 3.1.3. Essential services will be restored or maintained;
 - 3.1.4. Essential physical plant services will be restored; or
 - 3.1.5. Supply chain delays resulting from emergent events or exceptional circumstances outside of the District's control require immediate purchases in order to maintain essential supplies and services.

4. Determination of Suppliers

4.1. Corporate Credit Card/Purchasing Card Program

- 4.1.1. The Corporate Credit Card/Purchasing Card Program is not intended to avoid or bypass purchasing procedures as outlined in this Administrative Procedure. Instead, it is intended to provide flexibility and autonomy to the user while complementing current existing purchasing procedures and payment guidelines. Unlike personal charge cards, the P-Card Program incorporates controls over certain types of expenditures. These controls ensure that the P-Card can only be used with specific types of merchants and within specific dollar limits.
- 4.1.2. The Corporate Credit Card/Purchasing Card Program is intended to allow cardholders to more effectively conduct their duties, however, not all employees will be issued a personal corporate credit card. If employees have pre-approval of a Principal, Director, or Manager to facilitate a purchase through the use of the department or school location general corporate credit card and the card is currently unavailable, purchases can be reimbursed through the use of [Memo for Employee Reimbursement – Expense Claim Form \(Form 515\)](#). It is expected that this will occur at a minimum as departments and school locations have general corporate credit cards available for employee use. Memo for Employee Reimbursement forms must be authorized by the Principal, Director, or Manager that authorized the pre-approval and must be submitted to Accounts Payable personnel for reimbursement

4.2. Quotations Process

- 4.2.1. Request for quotes can take the following forms:

- 4.2.1.1. Written quotations from three or more sources in response to a written request. Responses may be submitted by fax, email or in person;
 - 4.2.1.2. Verbal quotations given by two or more supplier representatives, usually by telephone. Such quotations are to be recorded by the requester and retained with the purchase order.
 - 4.2.2. Quotations must be obtained for the following:
 - 4.2.2.1. Individual items costing over two thousand five hundred dollars (\$2500.00).
 - 4.2.3. All things being equal quality and suitability preference shall be given to local firms, then BC and then Canada. Local and provincial firms which have previously supplied the District will continue to be given the opportunity to provide quotations on items similar to those which they normally supply.
 - 4.2.4. Quotations must be solicited from a minimum of three (3) suppliers, except when less than three (3) are known. If assistance is required with the names of potential suppliers, contact the Director of Operations, Director of IT, Food Service Coordinator or Learning Resources Centre Personnel as appropriate.
 - 4.2.5. Copies of quotations received must be kept with the purchase documentation for later verification.
 - 4.2.6. The requisition must include the date of the quote and other pertinent details, such as whether or not delivery cost is included in the price. Incomplete requisitions will not be approved.
 - 4.2.7. If quotations are obtained from less than three suppliers, or if purchase from other than the low bidder is recommended, a memorandum of explanation must be kept with the purchase documentation.
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Reference: Sections 22, 23, 65, 85 School Act
Income Tax Act
New West Partnership Trade Agreement

Adopted: March 1, 2011

Revised: September 27, 2011, June 25, 2019, August 19, 2021, December 19, 2022, December 1, 2024

SIGNING AUTHORITIES

To provide for the signing officers of the District for the purposes of financial transactions of the District, as follows:

1. All cheques of the District be drawn in the name of the District and signed on its behalf by any two (2) of the duly appointed Secretary-Treasurer, duly appointed Assistant Secretary-Treasurer, duly appointed Director of Finance, duly appointed Manager of Finance, and duly elected Board Chair.
2. Any one of the above-named officers be authorized to transfer funds between District bank accounts, between accounts and term deposits, between accounts and guaranteed investment certificates, and to purchase money investments on behalf of the District.
3. Any one of the above-named officers be authorized to receive from the bank from time to time a statement of accounts together with relative vouchers and all items returned unpaid and charged to the account of the District, and to sign and deliver to the bank the bank's form of verification, settlement, and release.

Reference: Sections 22, 23, 65, 85 School Act
Income Tax Act
New West Partnership Trade Agreement

Adopted: June 22, 1999
Revised: June 25, 2019, [March 11, 2025](#)

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Reference: Sections 22, 23, 65, 85 School Act
Income Tax Act
New West Partnership Trade Agreement

Adopted: June 22, 1999
Revised: June 25, 2019, March 11, 2025

DONATIONS AND GRANT APPLICATIONS

Background

Arrangements for donations and grants shall be in writing with clear expectations and/or obligations for both parties.

Definitions

Donations are provided by organizations, commercial enterprises and individuals for equipment, material, services, or scholarships and bursaries.

Grant applications are solicited by the school or District from recognized institutions or organizations.

Procedures

1. Approval of Donations and Grant Applications

- 1.1. Principals may approve gifts and donations to their schools to a value of \$1,000.00 and not to exceed \$~~5~~10,000.00 in one school year providing all of the following criteria are met:
 - 1.1.1. The donation is for direct instructional use to support and enrich student learning, student activities or scholarships and/or bursaries;
 - 1.1.2. The organization, enterprise or individual is not identified with alcohol, tobacco, pornography, illegal products and services;
 - 1.1.3. The organization, enterprise or individual does not promote or utilize violence, hatred, physical/emotional abuse, profanity, illegal activities or racist or sexist language, symbols or images;
 - 1.1.4. Any recognition to the donor is discreet and emphasizes the intent or resultant benefit rather than primarily recognizing the donor;
 - 1.1.5. Any recognition of the donor is not included in classrooms or other instructional space during instructional time;
 - 1.1.6. The donation does not cause activity that infringes on any collective agreement(s) or current labour relations practices;
 - 1.1.7. The donation of equipment meets District standards for appearance, health, quality and durability and District electronic operating systems. Used small appliances and microwave ovens shall not be accepted and used stoves or refrigerators must first be approved by the Director of Operations prior to use;
 - 1.1.8. The donation is of a level and type that does not require additional District resources, equipment, monies or other additional costs, such as installation and must first be approved by the Director of Operations and/or Director of Information Technology prior to use.

~~1.2. Any donation or grant application under \$1,000.00 approved solely by the Principal shall not include a District level responsibility to repair or replace the equipment. The Principal shall inform the donor, in writing of acceptance of the donation.~~

~~1.3.~~1.2. If any of the above conditions are not met, or the donation/grant application exceeds \$~~10~~10,000.00, the Principal shall forward a request for receipt of the donation or the grant application to the Secretary-Treasurer.

~~1.4.~~1.3. District-wide donations and grant applications may be received and/or generated by the Secretary Treasurer.

~~1.5.~~1.4. Tax receipts may be provided through the District office only. Principals shall consult with the ~~Secretary-Treasurer~~Manager of Finance prior to accepting donations with tax receipt implications.

2. Financial Accountability

2.1. All funds shall be subject to the current District financial accounting procedures.

3. Report

3.1. At the conclusion of each school year, the Principal shall submit to the Secretary-Treasurer, a list of donations or grants in funds, equipment, material or services exceeding \$~~15,000~~15,000.00.

Reference: Sections 8, 20, 22, 23, 65, 85 School Act
Income Tax Act

Adopted: May 8, 2001
Revised: March 11, 2025

DONATIONS AND GRANT APPLICATIONS

Background

Arrangements for donations and grants shall be in writing with clear expectations and/or obligations for both parties.

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 - 1.1.2. The organization, enterprise or individual is not identified with alcohol, tobacco, pornography, illegal products and services;
 - 1.1.3. The organization, enterprise or individual does not promote or utilize violence, hatred, physical/emotional abuse, profanity, illegal activities or racist or sexist language, symbols or images;
 - 1.1.4. Any recognition to the donor is discreet and emphasizes the intent or resultant benefit rather than primarily recognizing the donor;
 - 1.1.5. Any recognition of the donor is not included in classrooms or other instructional space during instructional time;
 - 1.1.6. The donation does not cause activity that infringes on any collective agreement(s) or current labour relations practices;
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 - 1.1.8. The donation is of a level and type that does not require additional District resources, equipment, monies or other additional costs, such as installation and must first be approved by the Director of Operations and/or Director of Information Technology prior to use.

- 1.2. If any of the above conditions are not met, or the donation/grant application exceeds \$10,000.00, the Principal shall forward a request for receipt of the donation or the grant application to the Secretary-Treasurer.
 - 1.3. District-wide donations and grant applications may be received and/or generated by the Secretary Treasurer.
 - 1.4. Tax receipts may be provided through the District office only. Principals shall consult with the Manager of Finance prior to accepting donations with tax receipt implications.
2. Financial Accountability
 - 2.1. All funds shall be subject to the current District financial accounting procedures.
3. Report
 - 3.1. At the conclusion of each school year, the Principal shall submit to the Secretary-Treasurer, a list of donations or grants in funds, equipment, material or services exceeding \$5,000.00.

Reference: Sections 8, 20, 22, 23, 65, 85 School Act
Income Tax Act

Adopted: May 8, 2001
Revised: March 11, 2025

AD HOC POLICY COMMITTEE BOARD REPORT

Date: Thursday, February 18, 2025
Time: 4:00 pm – 5:00 pm
Venue: SBO, Meeting Room 111

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: Candace Jesson, Executive Assistant

PLEASE READ: N/A

ATTACHMENTS:

- 1) Ad Hoc Policy Committee Board Report – January 8, 2025
- 2) Policy 1 – Draft Foundational Statements
- 3) Policy 4 – Draft Trustee Code of Conduct with Appendix
- 4) Policy 17 – Sexual Orientation & Gender Identity
- 5) Policy 24 – Equity & Non-Discrimination

TERMS OF REFERENCE:

Term: Ongoing ad hoc committee
Membership: Two Trustees appointed each school year
Frequency: Monthly meeting (approximately 10 per school year)
Nature: Closed Meetings
Reporting: The Board Report is to be presented at the first Board meeting following the Ad Hoc Committee meeting or as soon after as possible. Recommendations within the report is to be presented to the Board for approval as separate motions.

Mandate:

- 1) Assist the Board to fulfill obligations in Policy 2- Role of the Board (Section 5 – Policy)
- 2) Review, on a regular basis, all policies of the Board and recommend any changes
- 3) Recommend the nature and substance of any new proposed new policies
- 4) Support Superintendent and Secretary-Treasurer with development and maintenance of Administrative Procedures

Membership:

- 1) 2 Trustees
- 2) Superintendent
- 3) Secretary Treasurer
- 4) Board Chair (ex-officio non-voting)

1. CALL TO ORDER

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.

Trustee McCannel-Keene chaired the meeting, welcomed committee members, and called the meeting to order at 4:04 pm.

2. CHECK-IN

Trustee McCannel-Keene provided an opportunity for each member to check-in with the committee.

3. REVIEW THE REPORT TO THE BOARD – January 8, 2025

The committee reviewed the January 8, 2025, Ad Hoc Committee Board Report.

4. COMMITTEE CHAIR

A discussion about what policies would go for input by the public. Recommendations on categorization, incorporating a supporting number system, create a priority lists, communication surrounding the policies and procedures, and identify ways to gather feedback.

5. OLD BUSINESS

A. Policy 1 – Foundation Statements

To be submitted to the Board for approval at the April 8th meeting.

B. Policy 4 – Trustee Code of Conduct and Appendix

The committee reviewed the edits of the working Draft of Policy 4 - Trustee Code of Conduct Appendix and had further recommendations on edits. Trustee Aldinger will review and update Policy 4 with previously recommended change and complete the purpose statement. Draft will be presented to the Board for discussion during the March 11, 2025, In-Camera Board Meeting and then finalized to then be submitted to a public meeting for approval.

C. Policy 8 – Board Committees

Tabled to next meeting.

D. Policy 17 – Sexual Orientation & Gender Identity

Tabled to next meeting.

E. Policy 24 – Equity & Non-Discrimination

Tabled to next meeting.

6. NEW BUSINESS

A. Conflict of Interest

Tabled to next meeting.

B. Planning and Prioritization of Policies

Lengthy discussion as to the process of policy development. There were questions around organization of the SharePoint folder and request for a demo.

7. ACTION ITEMS

Action Items	Person(s) Responsible	Deadline
Policy 4 and the Appendix Updates <ul style="list-style-type: none">Trustee Aldinger to review for inclusion of past edits and uploaded in SharePoint for Trustees to edit	Trustee Aldinger Secretary -Treasurer	Prior to March 12, 2025

8. 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 February 18, 2025, as presented.*

9. FUTURE MEETING DATES

Date and Time: Wednesday, March 12, 2025, 4:00 - 5:00 pm

11. ADJOURNMENT – 5:03pm

Gender-Based Violence Working Committee

Report to the Board

March 05, 2025

In Attendance at the Meeting:

Shannon Aldinger (Trustee, Committee Co-Chair)
Sarah Jane-Howe (Trustee, Committee Co-Chair)
Mireille Appelbe (Principal)
Stephanie Morris (Counselor)
Jason McLean (Youth & Family Support Worker)
Tara Ryan (District Vice-Principal of Inclusive Education)
Karla Lasota (Outreach Counselor)
Brooke Finlayson (DPAC)

Regrets:

Jeannine Walker (Indigenous Curriculum Support Teacher Secondary)
Stephanie Baker (Principal)

Recording Secretary: Candace Jesson, Executive Assistant, Shannon Aldinger (Trustee, Committee Co-Chair)

TERMS OF REFERENCE

To review district policies, administrative procedures and other practices that relate to gender-based violence (GBV), to identify gaps in our district's approach and response to GBV, to identify and develop resources and best practices, to consult with community-based subject-matter experts, and to make recommendations to the Superintendent and the Board of Education.

1. 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.

2. REVIEW PAST COMMITTEE MEETING MINUTES

- (a) Revisions to January 2025 minutes
- (b) Review February 2025 minutes

3. PAST BUSINESS

(a) District and Community Outreach to Date:

Committee members were provided with notes from meeting with the groups listed below and discussed common themes as well as differences and ideas for committee recommendations going forward.

- Community Organizations (fall 2024)
 - Comox Valley Transition Society
 - Community-Based Victim Services
 - Police-Based Victim Services
 - The Foundry
 - The LINC
 - AIDS Vancouver Island (fall 2024)
- Student Leadership gathering (Febr 12, 2025)
- Youth & Family Support Workers (Jan 14, 2025)
- Secondary Counselors (Feb 24, 2025)

(b) Anonymous District Survey (on-line):

- Questions posed:
 - how can our schools *better prevent* sexual harassment, sexual assault and other forms of gender-based violence among students (including but not limited to school settings); and
 - how can our schools *better respond* to disclosures and reports of sexual harassment, sexual assault and other forms of gender-based violence among students.

Committee members discussed promotion of survey to date and ideas for further promotion.

(c) Draft policy – to be further reviewed at a future meeting

(d) Inclusive Education flowchart - to be further reviewed at a future meeting

(e) Additional resources – to be further reviewed at a future meeting

(f) Development of best practices - ongoing

4. NEW BUSINESS & NEXT STEPS

- List from Learning Resource Centre – to be discussed at a future meeting

5. NEXT MEETING DATE – APRIL 16, 2025

TRUSTEE COMMITTEE REPORT

Date: March 11, 2025

From: Shannon Aldinger, Trustee

Trustee Committee: British Columbia School Trustee Association (BCSTA)
Provincial Council – February 22, 2025

Committee Report:

BCSTA Provincial Council was held remotely on February 22, 2025.

The President's report included a statement about the removal of the Board of Education for the Greater Victoria School District #61 and the appointment of Sherri Bell as an official trustee. The report indicated the BCSTA is actively engaged in ongoing meetings with the Ministry of Education and Child Care, reinforcing the significance of democratically elected school boards and their importance in ensuring student success across our province. Several members of Provincial Council urged the BCSTA to take an even stronger stand on the issue.

There was a call for presenters for this year's AGM and specifically in relation to Indigenous education, advocacy and student participation.

A summary of the 2023/24 balanced budget was presented. Although there is an inflationary member fee increase of 2.14%, it will be fully funded from the 2021/2022 year-end surplus.

There is an important change to note regarding voting for the 9 Extraordinary Motions that have been approved to bring forward at this year's BCSTA AGM (2025). As the BCSTA bylaws are highly interconnected (such that when there is a change to one, it may impact others), the AGM Rules of Order have been adjusted to stipulate that no amendments to Extraordinary Motions (E1-E9) will be accepted from the floor during the meeting. Instead, there will be an opportunity to provide feedback to proposed bylaw changes as advanced by the Board of Directors *in advance* of the AGM, and specifically by March 28, 2025. To clarify, only amendments submitted by March 28, 2025, will be considered; any others will be ruled out of order. This timeline provides an opportunity to review impacts on other bylaws and a further legal review if required. BCSTA has since sent notice to all trustees (by way of its weekly email on Feb 27, 2025) asking us to review the report and submit any proposed amendments (to cbatista@bcsta.org) by March 28, 2025, for legal review and feedback.



OMBUDSPERSON BRITISH COLUMBIA

The *Ombudsperson Act* requires that investigations be conducted in private. Ombudsperson investigation documents are not available through the *Freedom of Information and Protection of Privacy Act* and may be subject to rules preventing their use in court and tribunal proceedings. **Please contact the Office of the Ombudsperson before disclosing this document, or any responses, to any third parties.**

February 10, 2025
File: SYS24 - 0004

Delivered via email: michelle.waite@sd71.bc.ca

Michelle Waite, Chair
Comox Valley School Board
School District No. 71
2488 Idiens Way
Courtenay BC V9N 9B5

Dear Michelle Waite:

Re: Investigation into the exclusion of students from BC's K-12 schools

I am writing to confirm that I have initiated an investigation into the exclusion of K-12 students from classrooms and schools in British Columbia's public education system. Please find enclosed a copy of my notice to the Superintendent of School District No. 71 dated January 10, 2025.

Our investigation will examine the extent to which K-12 students are being excluded from schools across the province and will assess whether the ministry and school districts are fairly administering and overseeing these exclusions. My staff will be in touch with senior school district administrators to request information that will help us understand policies and practices in your school district.

To ensure our investigation is thorough and our recommendations actionable, it is also vitally important for me to hear directly from all those involved in our K-12 public schools. We plan to connect directly and confidentially with employees of school districts including teachers, educational assistants and other educational professionals. We expect that you will support their full participation in our ongoing investigation.

Yours sincerely,

Jay Chalke
Ombudsperson
Province of British Columbia

Encl. (1)