

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

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 1-8

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 9

- 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 10-71

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. FNEESC 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 72-80

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 81-127

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 128-131

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

i.

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 132-133

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

C. 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

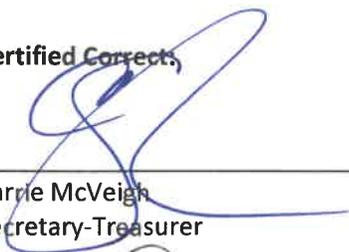
THAT the Board of Education of School District No. 71 (Comox Valley) adjourn this meeting.

[Howe/McCannel-Keene]

CARRIED

Board Approved on:
March 11, 2025

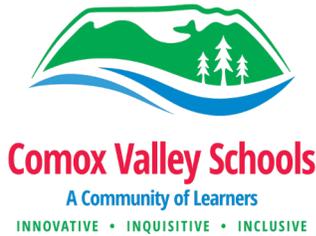
Certified Correct,



Carrie McVeigh
Secretary-Treasurer



Michelle Waite
Board Chairperson



REGULAR BOARD MEETING MINUTES
Tuesday, JANUARY 28, 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
Jennifer Nelson, Assistant Secretary-Treasurer
Dr. Vivian Collyer, Associate Superintendent
Joe Heslip, Associate Superintendent
Sean Lamoureux, Associate Superintendent
Josh Porter, Director of Information Technology
Molly Proudfoot, Director of Operations
Candace Hilton, Director of Finance
Lisa Pedersen-Skene, District Principal, Early Learning and Child Care
Craig Sorochan, Manager of Communications

Regrets: None

Recording Secretary: Marlene Leach, Sr. Executive Assistant

1. Call to Order – 7:02 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 7:02 pm.

Joe Heslip, Associate Superintendent, introduced new SD71 employee, Jesse Everson, Indigenous Engagement and Knowledge Specialist, who started the meeting with a traditional language greeting and introduced himself by his traditional name, Kwa'kwaxolas, which means "Nimble". After sharing his community and family history, Jesse sang and drummed a traditional song, named *Am'lala sa K'umuxse'*, composed by his Uncle about the greatness of their community and the land. The song was created for Indigenous Education and is now a School District 71 song for all students. The Board Chair thanked Jesse Everson for starting the meeting in such a good and amazing way.

2. Adoption of Agenda

The Board Chairperson amended the agenda by omitting agenda item number **7B**, "**ERASE Support, Education, and Training**", a presentation by Jay Dixon, Associate Superintendent. This topic will be covered at a future Board meeting.

Motion: RP-2025-01-28-01

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

[Howe/May Sacht]

CARRIED

3. Board Meeting Minutes

Pages

Motion: RP-2025-01-28-02

THAT the Board of Education of School District No.71 (Comox Valley) adopt the December 17, 2024, Regular Public Board Meeting Minutes as presented.

[McCannel-Keene/Aldinger]

CARRIED

4. Unfinished Business – None

5. Record of In-Camera Meetings

Page

- December 17, 2024 – Regular In-Camera Meeting
- January 14, 2025 – Closed Committee of the Whole Meeting

6. Board Chairperson – Verbal Report

- Congratulated many high school students who have completed semester one studies and for some, their last semester in the district as they graduate.
- February is Black History month, to recognize and celebrate the achievements and impacts of black people of African descent.
- Professional development day on February 18, 2025 (a non-instructional day) has a theme of “Excellence Within”. Many thanks to the Joint Professional Development Committee for their hard work.
- Five years ago today, was the first press conference reporting the first case of Covid 19 in BC and “Be kind and be safe” was the message.

7. Presentations / Delegations

A. Comox Valley Food Policy Council Annual Review – PowerPoint Presentation

Naomi Robert, Co-Chair, CVFPC, and Taylor Hartwig, Member, CVFPC

Pages

Following the presentation, the presenters answered Trustee questions. The Board thanked them for their advocacy and for attending the meeting.

8. Strategic Direction

A. Learning Services

i. Kindergarten Registration and Transition Update – Briefing Note

Pages

Lisa Pedersen-Skene, District Principal, Early Learning and Child Care, and Dr. Vivian Collyer, Associate Superintendent

The District Principal for Early Learning and Child Care provided a detailed update, answered Trustee questions and received their comments. The Superintendent answered a question as well. The Board was very appreciative of the presentation.

Motion: RP-2025-01-28-03

THAT the Board of Education for School District No. 71 (Comox Valley) receive the Kindergarten Registration and Transition Update briefing note, dated January 28, 2025, as presented.

[Howe/McCannel-Keene]

CARRIED

ii. Superintendent District Report – Verbal

Highlights:

- Thanked the District Principal for Early Learning and Child Care and the Associate Superintendent for the Kindergarten update presentation and for their work in supporting early learners.
- What a gift to have Jesse Everson open the meeting! So grateful that he gifted the song *Am'lala sa K̓umuxse'* for SD71 students to sing.
- Schools and departments are hard at work implementing the new strategic plan, a collective vision for providing safe, equitable, and personalized learning environments that empower every student to thrive, grow, and share their unique gifts with a deep commitment of Truth and Reconciliation.
- An online Careers Survey has been launched to gather feedback to enhance education offerings.
- Possibility of a new Kindergarten play-based program at Airport Elementary School that ties in nicely with the new strategic plan.
- The Accessibility Committee has hosted two sessions that included students who have lived experiences living with accessibility issues in the schools. The sessions had discussions around environments, supports and tools, and addressed success and barriers. Thank you to all the students who contributed to that important work.
- Semester one is ending and semester two starts next week. There is so much work to do and so much that has been accomplished.
- Acknowledgment of the critical work that district unsung heroes do, such as the School Board Office Custodian, Kirk who leads through service, with a positive, candid demeanor.

- iii. **2025 Technology Sustainability Report** – Briefing Note
Josh Porter, Director of Information Technology

Pages

The Director of Information Technology reviewed the briefing note that reflected some information from the presentation last year as well as further information on equity and access, digital safety, and artificial intelligence (AI).

Motion: RP-2025-01-28-04

THAT the Board of Education for School District No. 71 (Comox Valley) receive the 2025 Technology Sustainability Report briefing note, dated January 28, 2025, as presented.

[May Sacht/Leslie]

CARRIED

B. Business Services

- i. **License to Occupy Request – Comox Valley Regional District (CVRD) Business Case Arena 3** - Briefing Note, Molly Proudfoot, Director of Operations

Pages

- a) Business Case for Arena 3
- b) Feasibility Study Report
- c) Feasibility Study Report – Appendix
- d) Arena 3 Presentation from Oct 08, 2024, Open Committee of the Whole meeting

The Director of Operations clarified that the CVRD is looking for the Board’s support in the CVRD proceeding with developing a Business Case for Arena 3, which would involve the CRVD and school district having future meetings. The Director of Operations and Secretary-Treasurer answered Trustee questions and received their comments and concerns.

After Motion 1 was moved and seconded, the Trustees discussed the motion, and the Secretary-Treasurer provided further information.

Motion 1: RP-2025-01-28-05

THAT the Board of Education of School District No. 71 (Comox Valley) direct staff to respond to the Comox Valley Regional District (CVRD), in respect of their request regarding work in developing a Business Case for Arena 3, received October 16, 2024, advising that the district is prepared to support the CVRDs work in developing a Business Case for Arena 3, which may ultimately lead to a request from the CVRD to grant a license to occupy agreement for land use, understanding that the new District LRFP may result in a determination that a license to occupy agreement for land use not be granted.

[Caton/Howe]

CARRIED

- ii. **Major Capital Project Status Update – Briefing Note**
Molly Proudfoot, Director of Operations

Pages

The Director of Operations highlighted the major expansion projects highlighted in the briefing note and received Trustee comments.

Motion: RP-2025-01-28-06

THAT the Board of Education for School District No. 71 (Comox Valley) receive the Major Capital Project Status Update briefing note, dated January 28, 2025, as presented.

[Howe/Leslie]

CARRIED

- iii. **Quarter 2 Financial Update 2024-25 Annual Budget – Briefing Note**
Jennifer Nelson, Assistant Secretary-Treasurer, Carrie McVeigh, Secretary-Treasurer

Pages

The Assistant Secretary-Treasurer reviewed the briefing note with Trustees that includes a high-level snapshot of the budget. An amended budget will be available in February. The Assistant Secretary-Treasurer received Trustees concern and comments. The Secretary-Treasurer noted that a placeholder date for an extra meeting could be looked just in case and can be brought forward at the next meeting.

Motion: RP-2025-01-28-07

THAT the Board of Education for School District No. 71 (Comox Valley) receive the Quarter 2 Financial Update 2024-25 Annual Budget briefing note, dated January 28, 2025, as presented.

[Howe/McCannel-Keene]

CARRIED

- iv. **2025-26 Annual Operating Budget Development Timelines and Process**
Briefing Note, Jennifer Nelson, Assistant Secretary-Treasurer, Carrie McVeigh, Secretary-Treasurer

Pages

Motion: RP-2025-01-28-08

THAT the Board of Education for School District No. 71 (Comox Valley) receive the 2025-26 Annual Operating Budget Development Timelines and Process briefing note, dated January 28, 2025, as presented.

[Howe/McCannel-Keene]

CARRIED

Motion: RP-2025-01-28-09

THAT the Board of Education of School District No. 71 (Comox Valley) approve the 2025-2026 Annual Operating Budget Timelines & Process as outlined.

[Howe/Leslie]

CARRIED

At 8:52 pm, Vice Chairperson Howe moved a motion to extend the meeting by 30-minutes.

Motion to Extend the Meeting: RP-2025-01-28-10

THAT the Board of Education of School District No. 71 (Comox Valley) extend this meeting by up to 30-minutes.

[Howe/Aldinger]

CARRIED

v. Food Advisory Committee Update – PowerPoint Presentation

Thea Cockerton, Food Services Coordinator

Pages

The Food Services Coordinator highlighted the work that the committee has been doing and the status and mandate from Feeding Futures, that includes building equitable, universal, and consistent food programs and using funds to implement or expand food programming to support students who need it the most. A Universal Program case study - pilot project has begun at Arden Elementary School. The Food Services Coordinator answered Trustee questions, and the Board thanked the presenter and provided positive responses for the work being done by her and the committee.

9. Board Standing Committee Reports

A. Open Committee of the Whole – January 14, 2025

Pages

Motion: RP-2025-01-28-11

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Open Committee of the Whole Board Report dated January 14, 2025, as presented.

[Howe/McCannel-Keene]

CARRIED

Open Committee of the Whole – For Information Only

Next Open Committee of the Whole Meeting:

TOPICS: Everybody Deserves A Smile (EDAS), and
Draft Policy 1 – Foundational Statements
DATE: February 11, 2025
TIME: 7:00
LOCATION: School Board Office Boardroom: 2488 Idiens Way, Courtenay

B. Ad Hoc Policy Committee – January 08, 2025

Pages

The Ad Hoc Committee Chair commented that the committee is grateful for the Draft Policy 1 – Foundational Statements document that compliments the district strategic plan, and will, if approved, be brought forward to the February 11, 2025, Open Committee of the Whole meeting to be reviewed by Trustees and partner groups.

Motion: RP-2025-01-28-12

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

[Aldinger/Howe]

CARRIED

i. Next Ad Hoc Policy Committee Meeting:

Wednesday, February 05, 2025, 3:00 pm – 5:30 pm

10. Board Business

A. Draft Policy 1 – Foundational Statements

Page

Chelsea McCannel-Keene, Ad Hoc Policy Committee Chair

The Board Chairperson answered a Trustee question regarding emailing the Draft Policy 1 – Foundational Statements document to the partner groups ahead of the meeting. The Chairperson clarified that when we invite the partner groups to the meeting, that we will include the copies of the draft and current copies of the Policy 1 – Foundational Statements document.

Motion: RP-2025-01-28-13

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

[Howe/Leslie]

CARRIED

B. BC School Trustees Association (BCSTA) Annual General Meeting (AGM) Motions for Consideration – Briefing Note

Page

Shannon Aldinger, Trustee and BCSTA Provincial Council Representative

After Trustee Aldinger reviewed the briefing note with Trustees, a discussion in support of the motion for consideration took place.

Motion: RP-2025-01-28-14

THAT the Board of Education of School District No. 71 (Comox Valley) approve the following motion for submission to the BCSTA Annual General Meeting scheduled for April 24-26, 2025:

That the BCSTA advocate for the Ministry of Education & Child Care to develop, promote, implement and fund a K-12 Action Plan to address misogyny & sexism (akin to the K-12 Anti-Racism Action Plan, released January 2023) and which specifically includes strategies for educators and for students to identify and respond to gender-based biases and sexual harassment.

[Leslie/Howe]

CARRIED

- 11. Board Correspondence - None
- 12. Public Question Period to the Board
- 13. Meeting Adjourned – 9:27pm

MOTION: RP-2025-01-28-15

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

[Howe/McCannel-Keene]

CARRIED

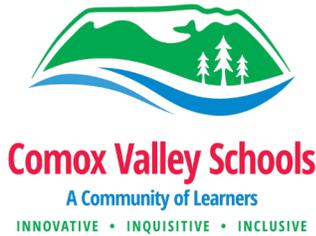
Board Approved on:

February 25, 2025

Certified Correct:

Carrie McVeigh
Secretary-Treasurer

Michelle Waite
Board Chairperson



Comox Valley Schools

School District No. 71
Office of the Secretary Treasurer

RECORD OF IN-CAMERA MEETINGS

TO: Board of Education **DATE:** February 25, 2025
FROM: Office of the Secretary Treasurer
RE: Record of In-Camera Meetings

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:

January 28, 2025 – Regular In-Camera Meeting

1. Receipt of and updates on personnel/legal matters, information for the Board
2. Receipt of an update on land/property matters, for approval by the Board
3. Receipt of and updates on land/property matters, information for the Board
4. Receipt of and updates on other matters, information for the Board

The meeting was called to order at 5:50 pm, recessed at 6:55 pm, reconvened at 9:21 pm, and adjourned at 9:58 pm.

February 11, 2025 – Closed Committee of the Whole Meeting

1. Receipt of and updates on business and learning services matters, information for the Board
2. Receipt of and updates on governance matters, information for the Board

The meeting was called to order at 4:41 pm and adjourned at 6:44 pm.



Aboriginal Report

How Are We Doing?

2023/2024

School District: 071
Comox Valley

QUESTIONS/COMMENTS CONTACT:

Governance & Analytics Division
Ministry of Education and Child Care

educ.reportingunit@gov.bc.ca
studentsuccess.gov.bc.ca



BRITISH
COLUMBIA

Ministry of Education
and Child Care

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electronic version of report: <https://studentsuccess.gov.bc.ca/>

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ABORIGINAL REPORT - HOW ARE WE DOING?

Self-Identification: Once a student has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit), the student is included in all reported outcomes for Aboriginal students. This approach ensures a consistent methodology for identifying Aboriginal students across years, as students may self-identify as Aboriginal on some enrolments and not on others.

The Tripartite partners have collectively agreed to retain "Aboriginal" wording for the purposes of this year's "How Are We Doing?" report. Updating terminology from Aboriginal to Indigenous requires changes to Ministry data collection processes that will ensure standardized wording from collection onwards. This work is underway.

Since its inception in 1999, this report has included data from all students, regardless of residency status. In 2020, the Ministry was exploring a new way to report the Six-year Completion Rate by taking out the non-resident students. Since then, all performance-related measures have been re-calculated with "BC Residents" only. The latest data can be found in the Student Success website: <https://studentsuccess.gov.bc.ca>

The decision to remain consistent with other Ministry reporting websites was made by consensus among Tripartite parties including the First Nations Education Steering Committee (FNESC) and Indigenous Services Canada (ISC).

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

- **Use multiple sources of information whenever possible**

To supplement the student results being reviewed, it is advisable to refer to multiple sources of performance information including information drawn at the classroom, school, district and provincial levels. This is particularly important when reviewing the performance of small numbers of students.

- **Ensure comparability of information from different sources**

When analysing student results collected from different sources, care should be taken to ensure comparability. For example, consider the similarity of test questions, student groups participating, the number of students represented, as well as the consistency in test administration.

- **Consider participation rates**

Low participation rates, or small numbers of students, may not adequately reflect the whole population. When comparing different sources of data, or trends over time, it is important to note if a change in the number of participating students would have an impact on the results.

- **Be cautious of data representing small numbers of students**

Note the number of students participating or the number of students in the population being assessed. The fewer the students, the more carefully the results need to be interpreted. If data represent fewer than 10 students, be extremely cautious. The overall results for smaller groups of students can be greatly influenced by the scores of just a few (one or two) individuals. Protection of privacy must be ensured when reporting data.

- **Review data trends**

Multiple years of results are more meaningful than results for a single year. Five or more results may suggest a trend. The more results that follow the trend the greater the ability to make a prediction.

POINTS OF INQUIRY

- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete picture, what other information should be considered?
- Are there any identifiable groups of students that should be considered?
- What alternate conclusions could be drawn from these data?

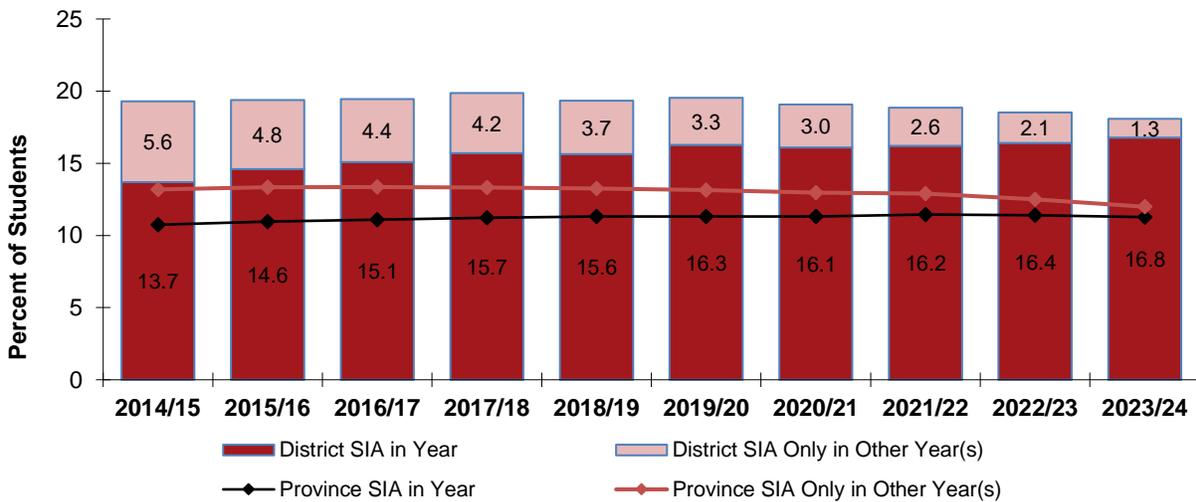
PLEASE NOTE

The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students	SIA in Year*		SIA Only in Other Year(s)*		All Students	SIA in Year*		SIA Only in Other Year(s)*	
	#	#	%	#	%	#	#	%	#	%
2014/15	8,596	1,177	13.7	481	5.6	552,785	59,382	10.7	13,462	2.4
2015/16	8,188	1,196	14.6	391	4.8	553,375	60,706	11.0	13,089	2.4
2016/17	8,301	1,252	15.1	362	4.4	557,624	61,801	11.1	12,665	2.3
2017/18	8,852	1,389	15.7	369	4.2	563,240	63,182	11.2	11,796	2.1
2018/19	9,188	1,436	15.6	340	3.7	568,982	64,326	11.3	11,062	1.9
2019/20	9,571	1,557	16.3	314	3.3	576,000	65,215	11.3	10,440	1.8
2020/21	10,480	1,688	16.1	311	3.0	568,284	64,272	11.3	9,478	1.7
2021/22	10,863	1,761	16.2	287	2.6	578,797	66,282	11.5	8,372	1.4
2022/23	10,921	1,792	16.4	230	2.1	590,583	67,285	11.4	6,573	1.1
2023/24	11,206	1,880	16.8	146	1.3	604,738	68,098	11.3	4,417	0.7

Percent of Self-Identified Aboriginal Students



Note:

"SIA in Year" - the student self-identified as Aboriginal in this year

"SIA Only in Other Year(s)" - the student did not self-identify as Aboriginal in this year, but did so in at least 1 other year

"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

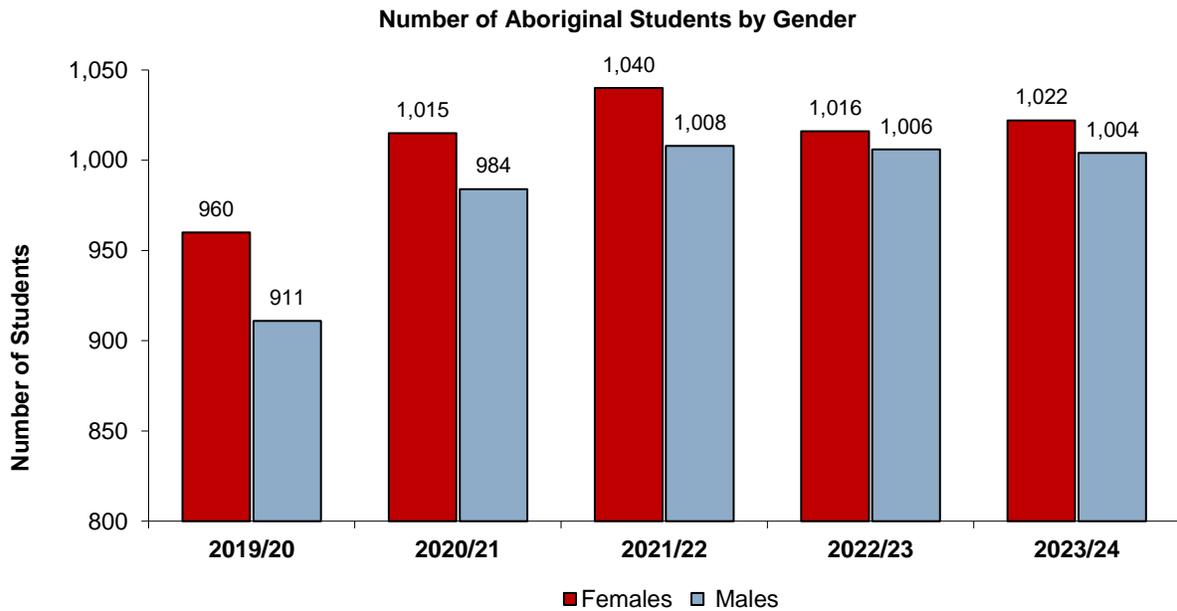
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (ECC) and the First Nations Education Steering Committee (FNESC) agreed to report on the educational achievement of all students who “ever” identified themselves as Aboriginal. In ECC’s standard reports, students are categorized as Aboriginal if they self-identified as Aboriginal at any point during their time in K-12.

This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

* Public schools only

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District					Province *			
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2019/20	9,571	1,871	19.5	960	10.0	911	9.5	75,655	37,515	38,140
2020/21	10,480	1,999	19.1	1,015	9.7	984	9.4	73,750	36,654	37,096
2021/22	10,863	2,048	18.9	1,040	9.6	1,008	9.3	74,654	37,107	37,547
2022/23	10,921	2,022	18.5	1,016	9.3	1,006	9.2	73,858	36,624	37,234
2023/24	11,206	2,026	18.1	1,022	9.1	1,004	9.0	72,515	35,995	36,520



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

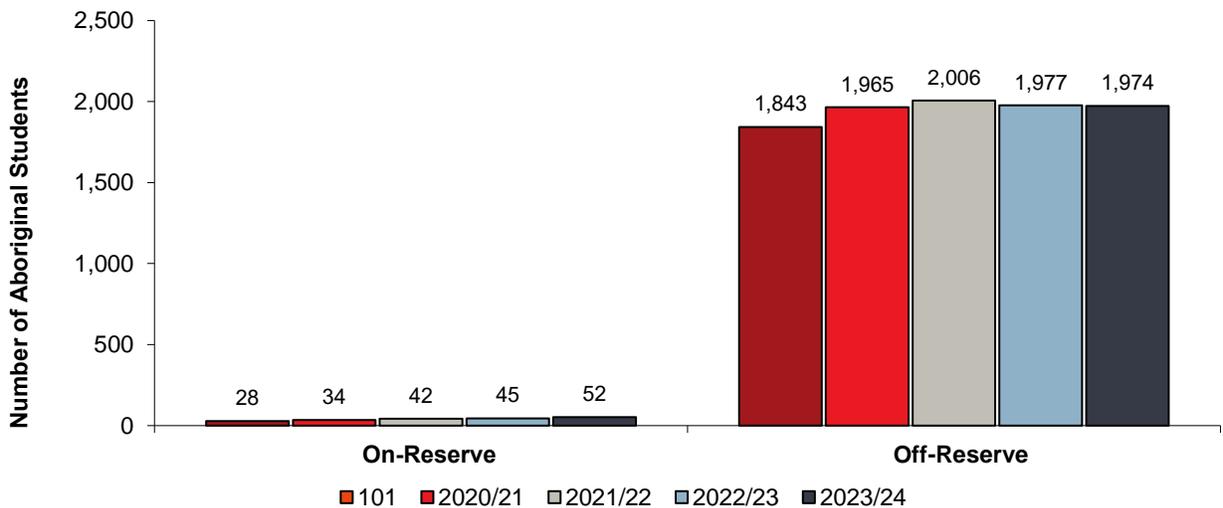
September Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2019/20	1,871	Msk	Msk	28	951	892	1,843	8,209	67,446
2020/21	1,999	14	20	34	1,001	964	1,965	7,754	65,996
2021/22	2,048	19	23	42	1,021	985	2,006	7,992	66,662
2022/23	2,022	23	22	45	993	984	1,977	8,074	65,784
2023/24	2,026	23	29	52	999	975	1,974	8,127	64,388

February Count

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2019/20	1,829	Msk	Msk	24	922	883	1,805	8,056	67,371
2020/21	2,012	17	20	37	1,016	959	1,975	7,713	65,958
2021/22	2,044	21	24	45	1,011	988	1,999	7,916	66,147
2022/23	2,004	22	20	42	975	987	1,962	8,001	65,503
2023/24	2,076	32	32	64	1,022	990	2,012	8,035	63,986

Number of Aboriginal Students, On or Off-Reserve (September Count)

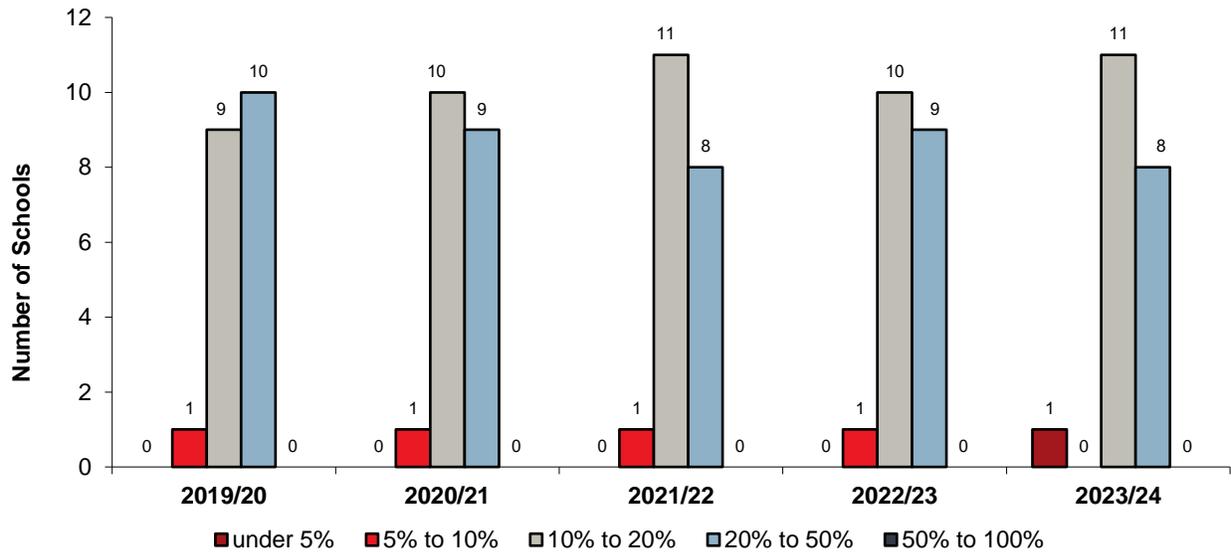


* Public schools only

NUMBER OF STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2019/20	20	0	1	9	10	0	1,386	370	212	322	386	96
2020/21	20	0	1	10	9	0	1,395	380	214	331	370	100
2021/22	20	0	1	11	8	0	1,402	387	239	335	344	97
2022/23	20	0	1	10	9	0	1,409	409	245	326	338	91
2023/24	20	1	0	11	8	0	1,409	431	241	316	332	89

Number of Standard Public Schools with Aboriginal Students (%) - School District

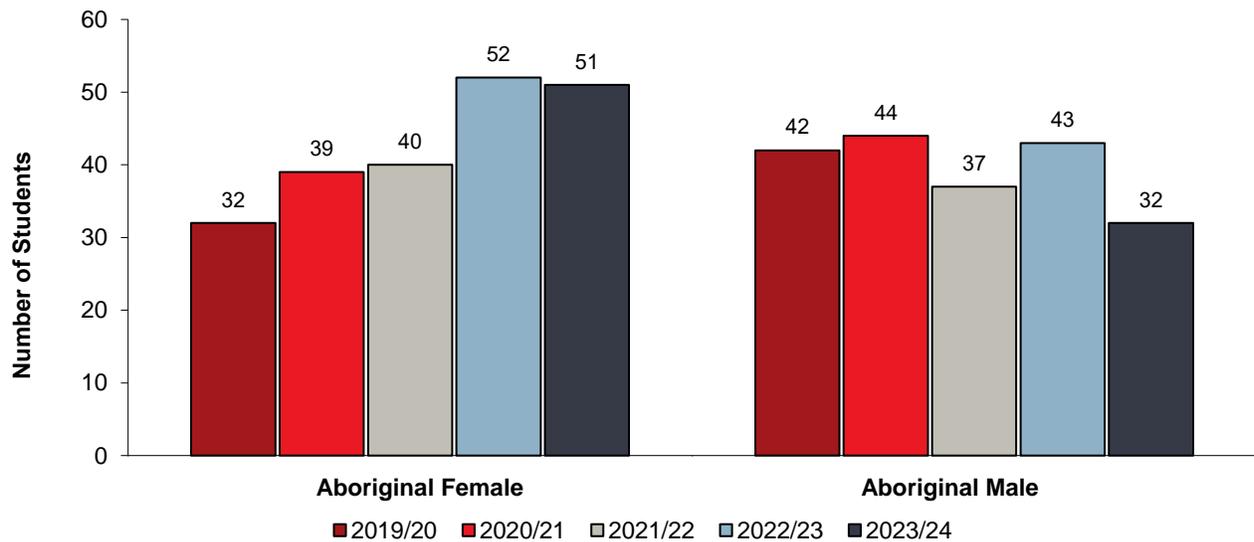


* Public schools only

STUDENTS IN ALTERNATE PROGRAMS

School Year	All Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2019/20	183	32	42	74	65	44	109	1,580	1,508	2,114	2,525
2020/21	184	39	44	83	64	37	101	1,430	1,327	1,778	1,830
2021/22	169	40	37	77	57	35	92	1,455	1,265	1,758	1,630
2022/23	180	52	43	95	48	37	85	1,524	1,268	1,997	1,739
2023/24	176	51	32	83	54	39	93	1,577	1,250	2,066	1,828

Number of Aboriginal Students in Alternate Programs - School District



* Public schools only

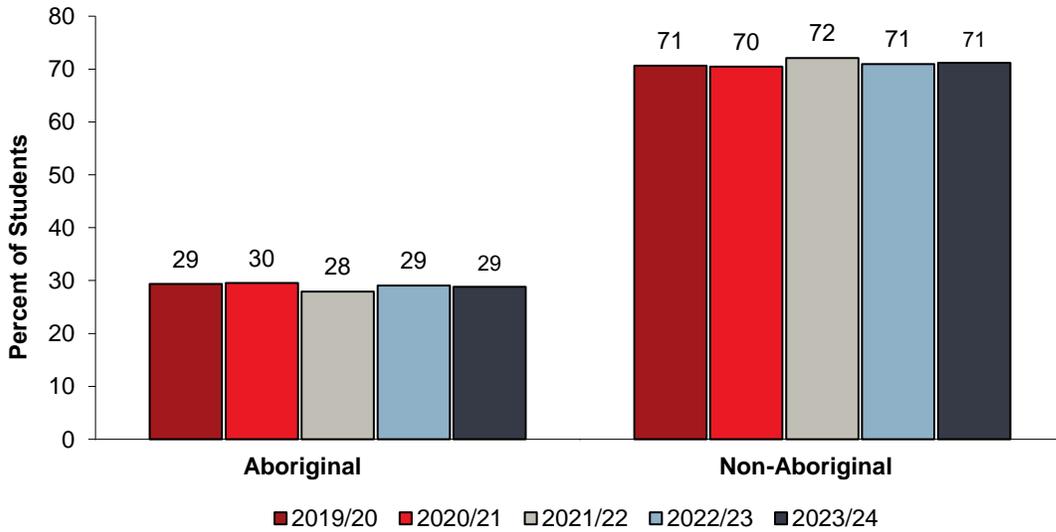
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

The Ministry is aligning language with the United Nations Convention on the Rights of Persons with Disabilities, and Human Rights legislation, where “persons with disabilities” is the terminology used. Within the K-12 context, “Students with Disabilities or Diverse Abilities” will replace the term “Special Needs”.

Students with Disabilities or Diverse Abilities may require additional support and accommodations to enable them to access and participate in educational programs. The Ministry has the vision to provide inclusive and responsive learning environments that recognize the value of diversity and provide equity of access, opportunity and outcome for all students including students with disabilities or diverse abilities.

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2019/20	947	278	29	669	71
2020/21	904	267	30	637	70
2021/22	1,010	282	28	728	72
2022/23	1,060	308	29	752	71
2023/24	1,132	326	29	806	71

**Percent of Students with Disabilities or Diverse Abilities
(12 Designations)**

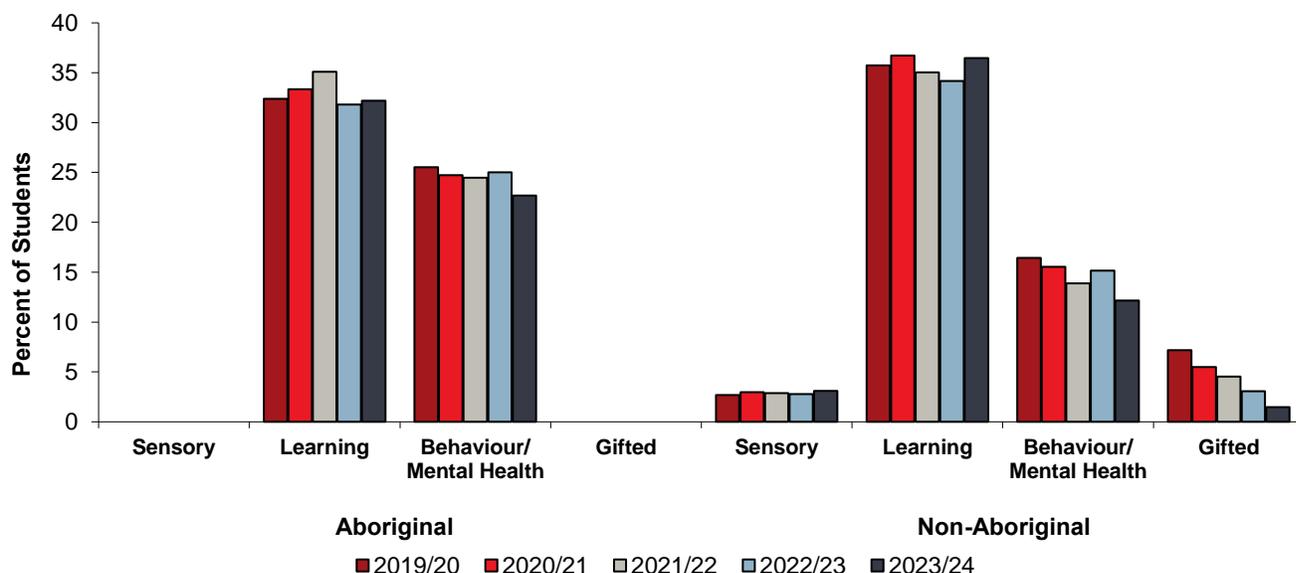


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

Sensory Designation include E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Designation includes Q (Learning Disability); Behaviour/Mental Health Designations include H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted Designation includes P (Gifted).

School Year	Sensory Designation		Learning Designation				Behaviour/Mental Health Designations				Gifted Designation							
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %				
2019/20	278	669	Msk	Msk	18	3	90	32	239	36	71	26	110	16	Msk	Msk	48	7
2020/21	267	637	Msk	Msk	19	3	89	33	234	37	66	25	99	16	Msk	Msk	35	5
2021/22	282	728	Msk	Msk	21	3	99	35	255	35	69	24	101	14	Msk	Msk	33	5
2022/23	308	752	Msk	Msk	21	3	98	32	257	34	77	25	114	15	Msk	Msk	23	3
2023/24	326	806	Msk	Msk	25	3	105	32	294	36	74	23	98	12	Msk	Msk	12	1

Percent of Students with Disabilities or Diverse Abilities (Selected Designations)



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATIONS

Behaviour/Mental Health Designations include H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

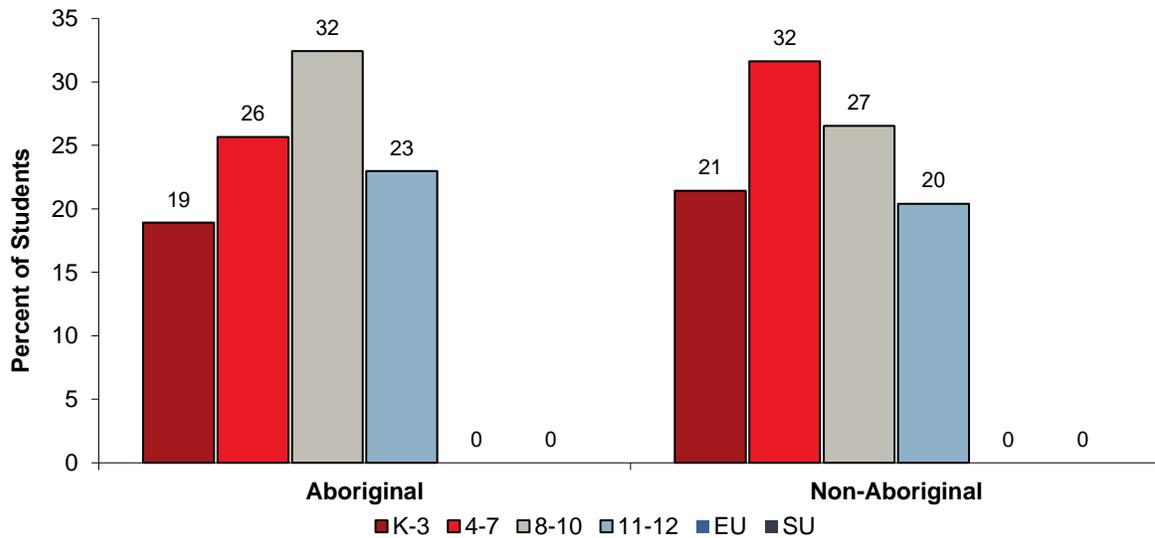
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2019/20	71	11	15	35	49	14	20	11	15	0	0	0	0
2020/21	66	12	18	31	47	13	20	10	15	0	0	0	0
2021/22	69	12	17	30	43	15	22	12	17	0	0	0	0
2022/23	77	19	25	25	32	23	30	10	13	0	0	0	0
2023/24	74	14	19	19	26	24	32	17	23	0	0	0	0

Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2019/20	110	30	27	38	35	18	16	24	22	0	0	0	0
2020/21	99	16	16	50	51	20	20	13	13	0	0	0	0
2021/22	101	14	14	40	40	33	33	14	14	0	0	0	0
2022/23	114	31	27	30	26	35	31	18	16	0	0	0	0
2023/24	98	21	21	31	32	26	27	20	20	0	0	0	0

**Percent of Students with Behaviour/Mental Health Designations
Grade Distribution 2023/24**



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING/LITERACY, GRADE 4

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. As a result of this shift, one of the three constructed response questions was modified to allow for a personal student response. While it remains possible to compare the Literacy results of the FSA 2021/22 to past Reading results - as this shift is not expected to significantly impact overall proficiency levels - direct comparison of the third constructed response item in the item level reports is not recommended. In addition to proficiency level results, year-to-year comparison of Literacy/Reading selected response comprehension questions is possible. Specifically, the Reading selected response comprehension questions from 2017/18 onward may be compared to the Literacy selected response comprehension questions. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially effecting results.

FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

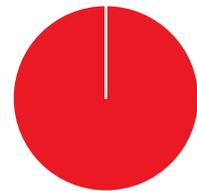
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	133	79	Msk	Msk	75	56	Msk	Msk
2020/21	115	70	Msk	Msk	76	66	Msk	Msk
2021/22	118	77	Msk	Msk	75	64	Msk	Msk
2022/23	107	69	Msk	Msk	69	64	Msk	Msk
2023/24	102	72	54	53	Msk	Msk	Msk	Msk

Grade 4: Aboriginal

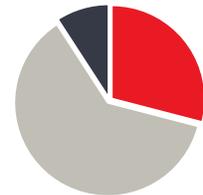


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

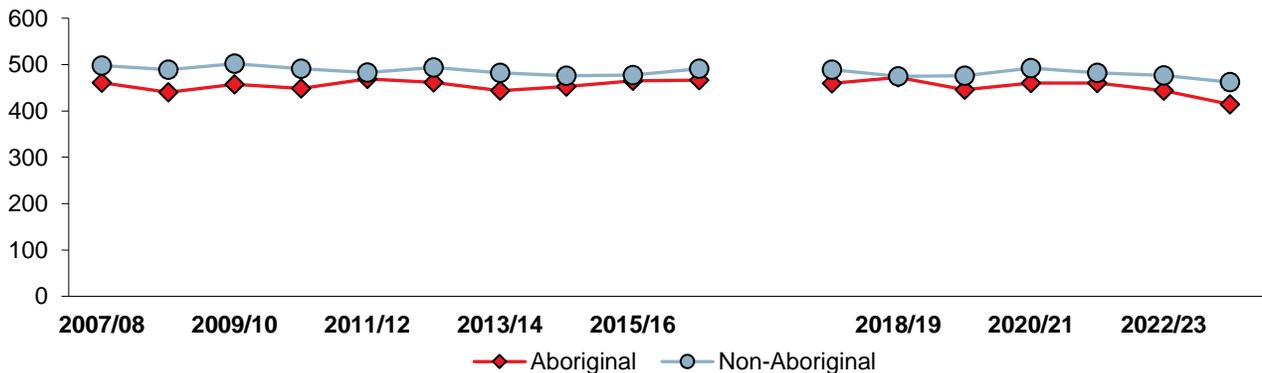
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	422	78	90	21	291	69	41	10
2020/21	442	72	77	17	300	68	65	15
2021/22	468	79	115	25	320	68	40	9
2022/23	477	81	120	25	310	65	47	10
2023/24	513	75	149	29	317	62	47	9

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

BC Residents

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FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

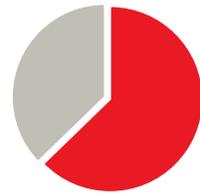
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<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	130	77	Msk	Msk	70	54	Msk	Msk
2020/21	115	70	Msk	Msk	67	58	Msk	Msk
2021/22	121	79	Msk	Msk	63	52	Msk	Msk
2022/23	109	71	Msk	Msk	61	56	Msk	Msk
2023/24	102	72	64	63	38	37	0	0

Grade 4: Aboriginal

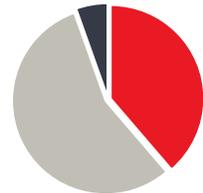


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

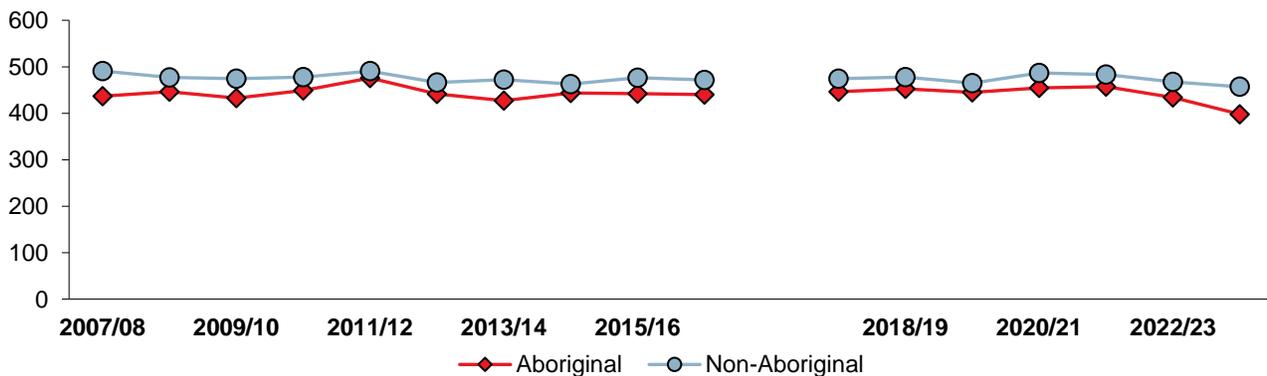
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	420	78	135	32	261	62	24	6
2020/21	445	72	124	28	286	64	35	8
2021/22	468	79	154	33	287	61	34	7
2022/23	478	81	164	34	286	60	28	6
2023/24	514	75	199	39	287	56	28	5

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING/LITERACY, GRADE 7

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. As a result of this shift, one of the three constructed response questions was modified to allow for a personal student response. While it remains possible to compare the Literacy results of the FSA 2021/22 to past Reading results - as this shift is not expected to significantly impact overall proficiency levels - direct comparison of the third constructed response item in the item level reports is not recommended. In addition to proficiency level results, year-to-year comparison of Literacy/Reading selected response comprehension questions is possible. Specifically, the Reading selected response comprehension questions from 2017/18 onward may be compared to the Literacy selected response comprehension questions. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially effecting results.

FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

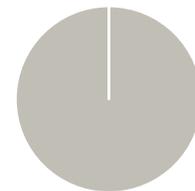
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<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	123	83	Msk	Msk	78	63	Msk	Msk
2020/21	109	70	Msk	Msk	70	64	Msk	Msk
2021/22	117	77	Msk	Msk	68	58	Msk	Msk
2022/23	131	77	61	47	70	53	0	0
2023/24	121	77	Msk	Msk	69	57	Msk	Msk

Grade 7: Aboriginal

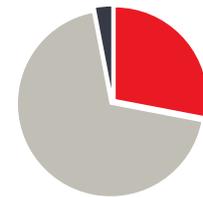


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

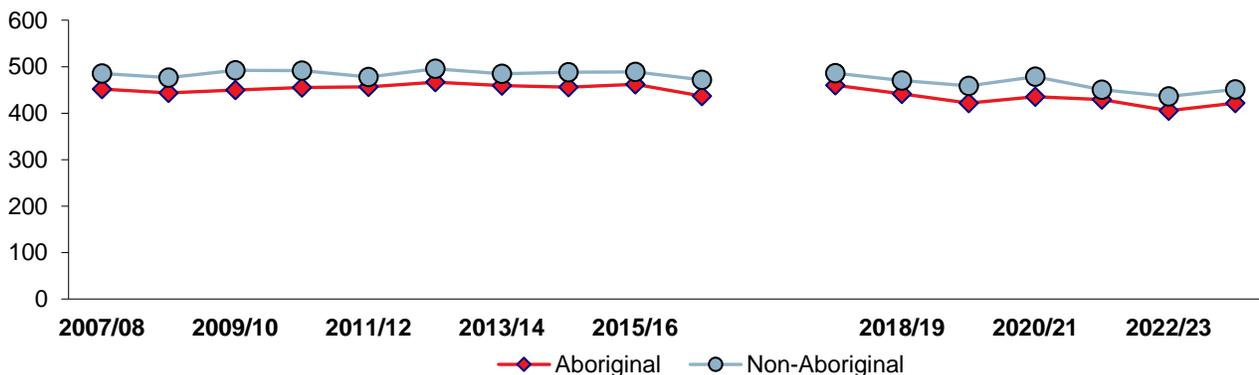
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	420	79	114	27	283	67	23	5
2020/21	425	68	73	17	336	79	16	4
2021/22	440	77	Msk	Msk	307	70	Msk	Msk
2022/23	459	77	Msk	Msk	298	65	Msk	Msk
2023/24	532	84	149	28	367	69	16	3

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading/Literacy



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially effecting results.

FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

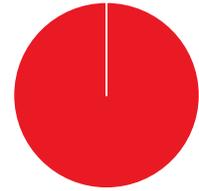
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	126	85	75	60	Msk	Msk	Msk	Msk
2020/21	110	71	Msk	Msk	64	58	Msk	Msk
2021/22	121	80	59	49	Msk	Msk	Msk	Msk
2022/23	136	80	77	57	Msk	Msk	Msk	Msk
2023/24	125	79	62	50	Msk	Msk	Msk	Msk

Grade 7: Aboriginal

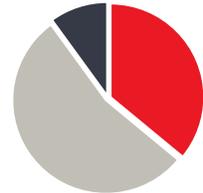


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

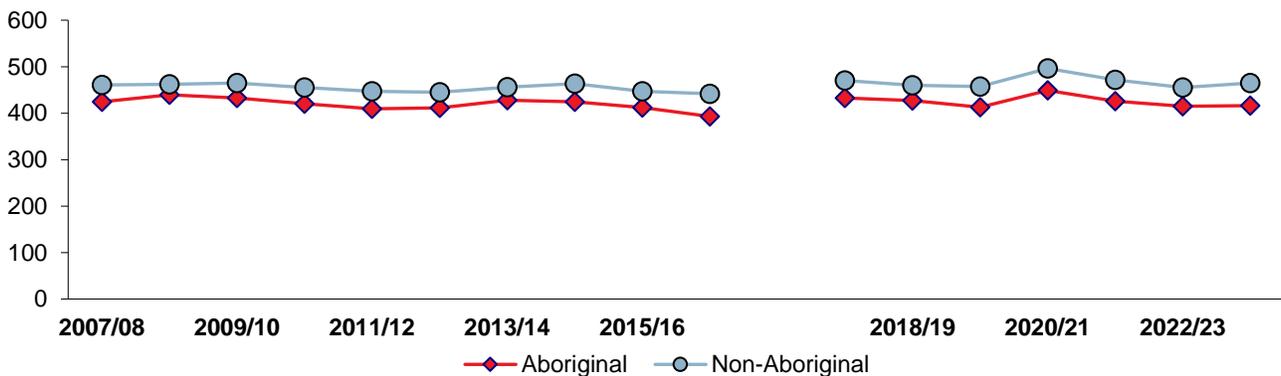
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	427	81	156	37	243	57	28	7
2020/21	435	70	111	26	267	61	57	13
2021/22	443	77	150	34	258	58	38	9
2022/23	463	78	194	42	231	50	38	8
2023/24	539	85	194	36	291	54	54	10

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

BC Residents

The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. It is a graduation requirement and students take the assessment in their Grade 10 year. The assessment focuses on the application of mathematical concepts learned across multiple subjects from Kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes: interpret, apply, solve, analyze and communicate. For further information, please visit: <https://curriculum.gov.bc.ca/assessment/grade-10-numeracy-assessment>

Participation Rate (new):

Denominator: All grade 10 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 10 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).

Numerator: Count of students from the denominator who took Numeracy 10 assessment in a specific school year.

Performance Indicators (new):

Denominator: Include all students who took Numeracy 10 in a school year regardless of their grades.

(Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).

2019/20 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	24	49	16	33	21	43	Msk	Msk	Msk	Msk
Non-Aboriginal	38	289	60	21	107	37	112	39	10	3

2020/21 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	68	152	47	31	63	41	Msk	Msk	Msk	Msk
Non-Aboriginal	74	711	120	17	295	41	276	39	20	3

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	72	137	Msk	Msk	49	36	45	33	Msk	Msk
Non-Aboriginal	74	510	70	14	211	41	194	38	35	7

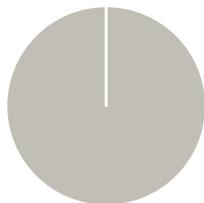
2022/23 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	70	125	Msk	Msk	56	45	42	34	Msk	Msk
Non-Aboriginal	84	587	56	10	228	39	242	41	61	10

2023/24 Grade 10

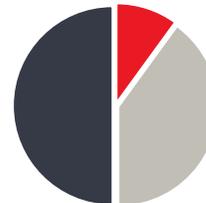
Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	70	138	Msk	Msk	62	45	39	28	Msk	Msk
Non-Aboriginal	83	603	62	10	242	40	253	42	46	8

Numeracy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Numeracy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 10 LITERACY ASSESSMENT

BC Residents

The Grade 10 Literacy Assessment is a provincial assessment that assesses student proficiency in Literacy. This assessment was introduced in 2019/20 school year. It is a graduation requirement and students take the assessment in their Grade 10 year. It assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. The assessment is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10. It also assesses the ability of students to communicate their ideas. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/literacy-assessment/grade-10-literacy-assessment>

Participation Rate (new):

Denominator: All grade 10 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 10 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).

Numerator: Count of students from the denominator who took Literacy 10 assessment in a specific school year.

Performance Indicators (new):

Denominator: Include all students who took Literacy 10 in a school year regardless of their grades.

(Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).

2019/20 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	37	50	Msk	Msk	12	24	31	62	Msk	Msk
Non-Aboriginal	39	211	Msk	Msk	37	18	142	67	Msk	Msk

2020/21 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	71	127	Msk	Msk	35	28	82	65	Msk	Msk
Non-Aboriginal	76	672	13	2	138	21	455	68	66	10

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	68	132	Msk	Msk	38	29	76	58	Msk	Msk
Non-Aboriginal	74	512	11	2	103	20	354	69	44	9

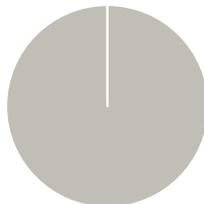
2022/23 Grade 10

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	72	130	Msk	Msk	34	26	82	63	Msk	Msk
Non-Aboriginal	85	569	24	4	108	19	375	66	62	11

2023/24 Grade 10

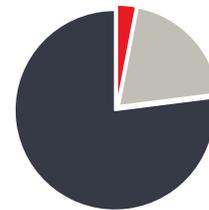
Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	71	138	Msk	Msk	47	34	77	56	Msk	Msk
Non-Aboriginal	85	593	15	3	118	20	400	67	60	10

Literacy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 12 LITERACY ASSESSMENT

BC Residents

The Grade 12 Literacy Assessment is a provincial measure that assesses student proficiency in Literacy. It is a graduation requirement and completed during students' Grade 12 year. This assessment was introduced in 2021/22 school year. It assesses a students' ability to use critical and reflective thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas, or those found in the texts. The assessment is not based on a particular subject matter or course, but rather on learning across multiple subjects from kindergarten to Grade 12. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/literacy-assessment/grade-12-literacy-assessment>

Participation Rate (new):

Denominator: All grade 12 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 12 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).

Numerator: Count of students from the denominator who took Literacy 12 assessment in a specific school year.

Performance Indicators (new):

Denominator: Include all students who took Literacy 12 in a school year regardless of their grades.

(Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).

2021/22 Grade 12

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	62	95	Msk	Msk	24	25	59	62	Msk	Msk
Non-Aboriginal	57	503	Msk	Msk	79	16	344	68	Msk	Msk

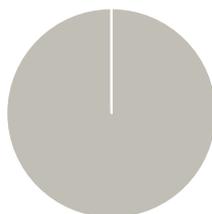
2022/23 Grade 12

Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	54	90	0	0	Msk	Msk	69	77	Msk	Msk
Non-Aboriginal	60	481	Msk	Msk	89	19	311	65	Msk	Msk

2023/24 Grade 12

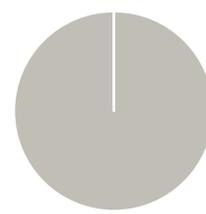
Demographic Group	Participation %	Writers #	Performance							
			Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	61	112	Msk	Msk	32	29	63	56	Msk	Msk
Non-Aboriginal	70	524	Msk	Msk	107	20	330	63	Msk	Msk

Literacy 12 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

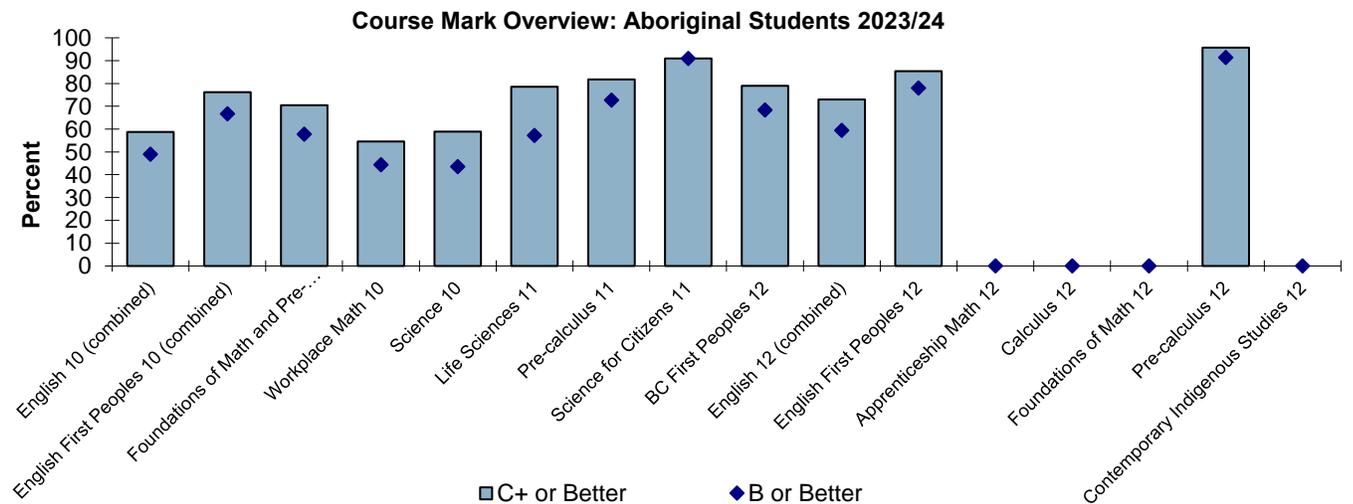
COURSE MARK RESULTS 2023/24: OVERVIEW

BC Residents

British Columbia's redesigned curriculum brings together two features that most educators agree are essential for 21st-century learning: a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. These approaches complement each other because of their common focus on active engagement of students. The redesign of curriculum maintains a focus on sound foundations of literacy and numeracy while supporting the development of citizens who are capable thinkers and communicators, and who are personally and socially competent in all areas of their lives.

When drafting curricula, the First Peoples Principles of Learning provided a crucial lens for teacher teams, and all curriculum teams included Aboriginal representation. The teams put great effort into embedding Aboriginal knowledge and worldviews in curriculum in authentic and meaningful ways. Curriculum material was reviewed by Ministry staff as well as by Aboriginal teachers and other experts such as the First Nations Education Steering Committee (FNESC).

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better #	%	B or Better #	%	Course Mark Count #	C+ or Better #	%	B or Better #	%
English 10 (combined)*	276	162	59	135	49	1,178	977	83	880	75
English First Peoples 10 (combined)*	21	16	76	14	67	55	37	67	29	53
Foundations of Math and Pre-calculus 10	71	50	70	41	58	455	375	82	336	74
Workplace Math 10	88	48	55	39	44	177	99	56	71	40
Science 10	124	73	59	54	44	594	433	73	385	65
Life Sciences 11	56	44	79	32	57	262	235	90	217	83
Pre-calculus 11	44	36	82	32	73	343	300	87	277	81
Science for Citizens 11	11	10	91	10	91	21	19	90	16	76
BC First Peoples 12	19	15	79	13	68	52	44	85	38	73
English 12 (combined)*	96	70	73	57	59	522	443	85	385	74
English First Peoples 12	41	35	85	32	78	106	87	82	79	75
Apprenticeship Math 12	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
Calculus 12	Msk	Msk	Msk	Msk	Msk	62	57	92	56	90
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	40	36	90	35	88
Pre-calculus 12	23	22	96	21	91	198	178	90	167	84
Contemporary Indigenous Studies 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk



Note:

For combined courses (as marked), the course mark count will be greater than the student count.
 English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.
 English First Peoples 10 (combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.
 English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

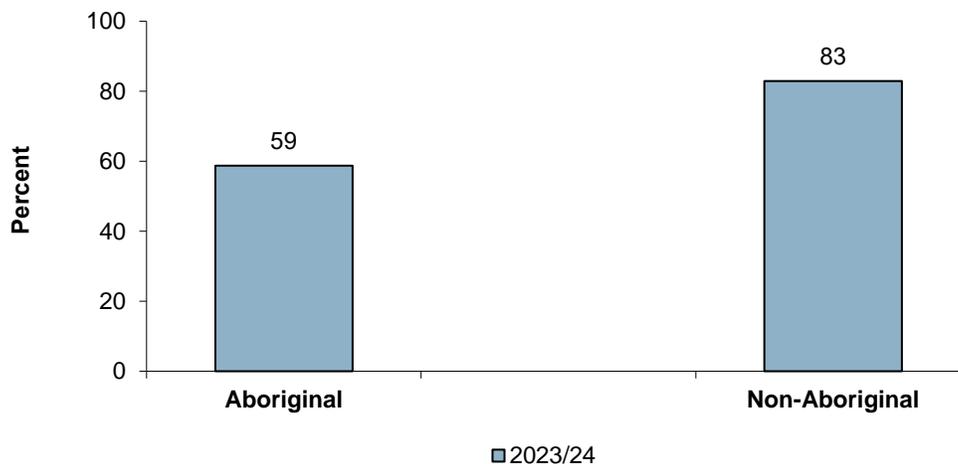
COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	201	137	68	111	55	1,015	778	77	665	66
2020/21	225	150	67	121	54	1,039	855	82	755	73
2021/22	240	175	73	148	62	1,041	818	79	702	67
2022/23	247	165	67	136	55	1,088	921	85	829	76
2023/24	276	162	59	135	49	1,178	977	83	880	75

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	201	143	182	19	1,015	559	938	77	
2020/21	225	134	206	19	1,039	600	956	83	
2021/22	240	166	225	15	1,041	616	940	101	
2022/23	247	170	223	24	1,088	623	1,012	76	
2023/24	276	179	253	23	1,178	656	1,095	83	

English 10 (combined): C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.
 English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.
 These courses carry 2 credits each and students are expected to take 2 courses.

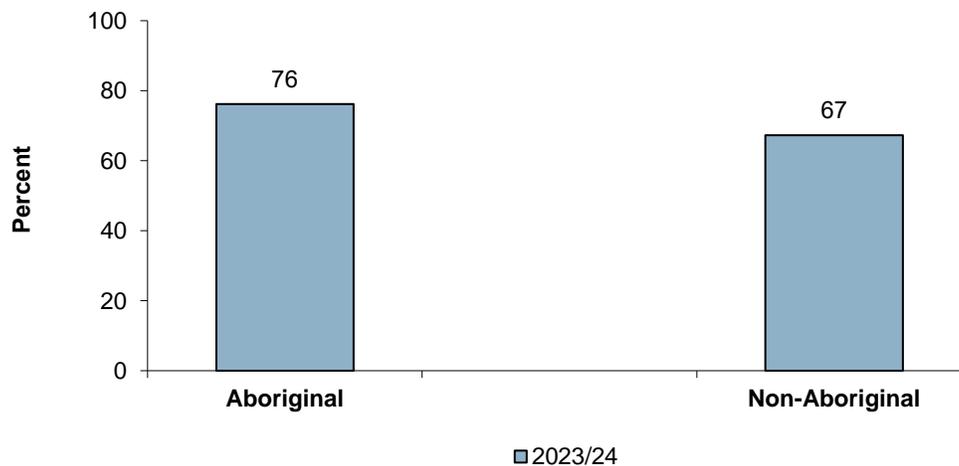
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	14	Msk	Msk	Msk	Msk	12	10	83	Msk	Msk
2020/21	10	Msk	Msk	Msk	Msk	31	30	97	26	84
2022/23	27	23	85	23	85	40	28	70	21	53
2022/23	32	12	38	12	38	53	28	53	24	45
2023/24	21	16	76	14	67	55	37	67	29	53

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count			
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #		
2019/20	14	143	Msk	Msk	12	559	Msk	Msk		
2020/21	10	134	Msk	Msk	31	600	Msk	Msk		
2022/23	27	166	Msk	Msk	40	616	Msk	Msk		
2022/23	32	170	Msk	Msk	53	623	Msk	Msk		
2023/24	21	179	Msk	Msk	55	656	Msk	Msk		

English First Peoples 10 (combined): C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.
 English First Peoples 10 (Combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.
 These courses carry 2 credits each and students are expected to take 2 courses.

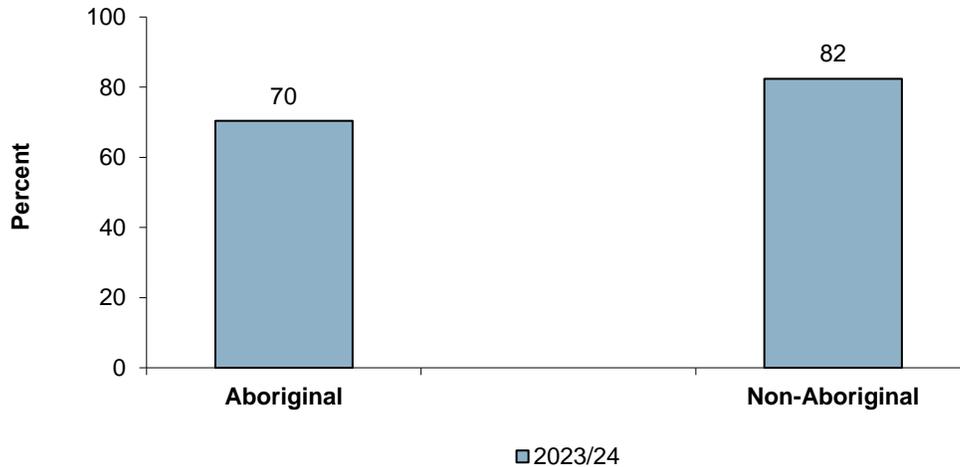
COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	52	34	65	28	54	373	282	76	252	68
2020/21	56	38	68	32	57	391	308	79	277	71
2022/23	76	53	70	47	62	424	313	74	269	63
2022/23	78	51	65	45	58	450	344	76	304	68
2023/24	71	50	70	41	58	455	375	82	336	74

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	52	143	Msk	Msk	373	559	331	42	
2020/21	56	134	Msk	Msk	391	600	352	39	
2022/23	76	166	Msk	Msk	424	616	379	45	
2022/23	78	170	67	11	450	623	392	58	
2023/24	71	179	Msk	Msk	455	656	411	44	

Foundations of Math and Pre-calculus 10: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

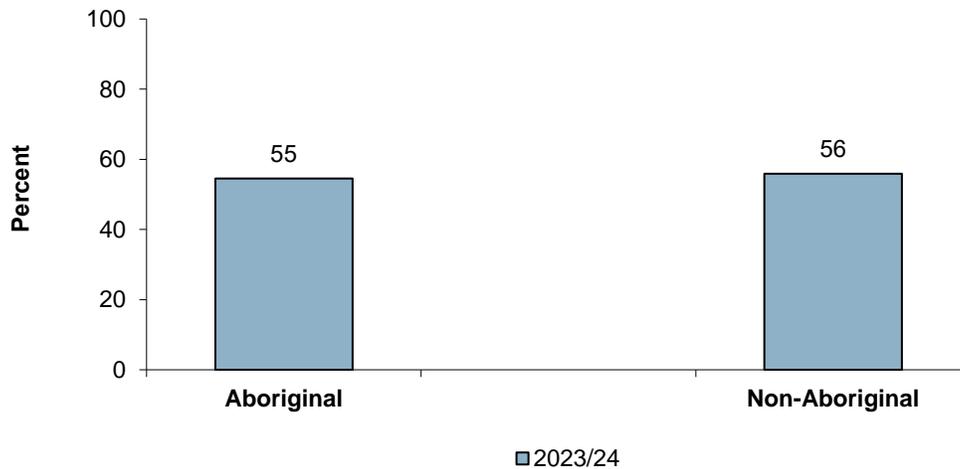
COURSE MARKS: WORKPLACE MATH 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	51	28	55	20	39	152	89	59	73	48
2020/21	67	41	61	38	57	161	119	74	97	60
2022/23	70	43	61	30	43	164	120	73	102	62
2022/23	69	29	42	24	35	170	106	62	92	54
2023/24	88	48	55	39	44	177	99	56	71	40

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	51	143	Msk	Msk	152	559	121	31	
2020/21	67	134	47	20	161	600	118	43	
2022/23	70	166	54	16	164	616	130	34	
2022/23	69	170	47	22	170	623	138	32	
2023/24	88	179	67	21	177	656	145	32	

Workplace Math 10: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

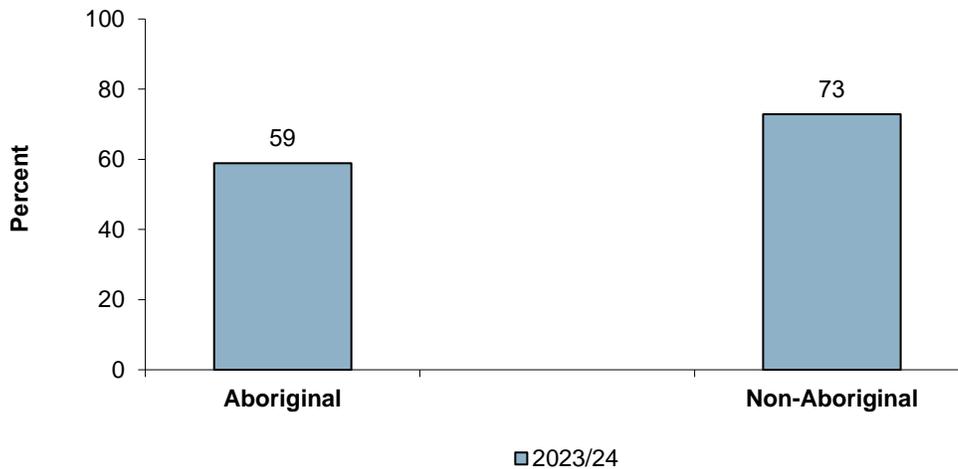
COURSE MARKS: SCIENCE 10

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	102	73	72	55	54	490	405	83	364	74
2020/21	102	64	63	56	55	502	403	80	367	73
2022/23	116	79	68	66	57	526	397	75	343	65
2022/23	138	86	62	71	51	557	449	81	404	73
2023/24	124	73	59	54	44	594	433	73	385	65

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 10 Students * #	Course Mark Count		Course Mark Count #	Total Gr 10 Students * #	Course Mark Count			
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #		
2019/20	102	143	Msk	Msk	490	559	462	28		
2020/21	102	134	Msk	Msk	502	600	470	32		
2022/23	116	166	Msk	Msk	526	616	488	38		
2022/23	138	170	123	15	557	623	520	37		
2023/24	124	179	114	10	594	656	549	45		

Science 10: C+ or Better



Note:

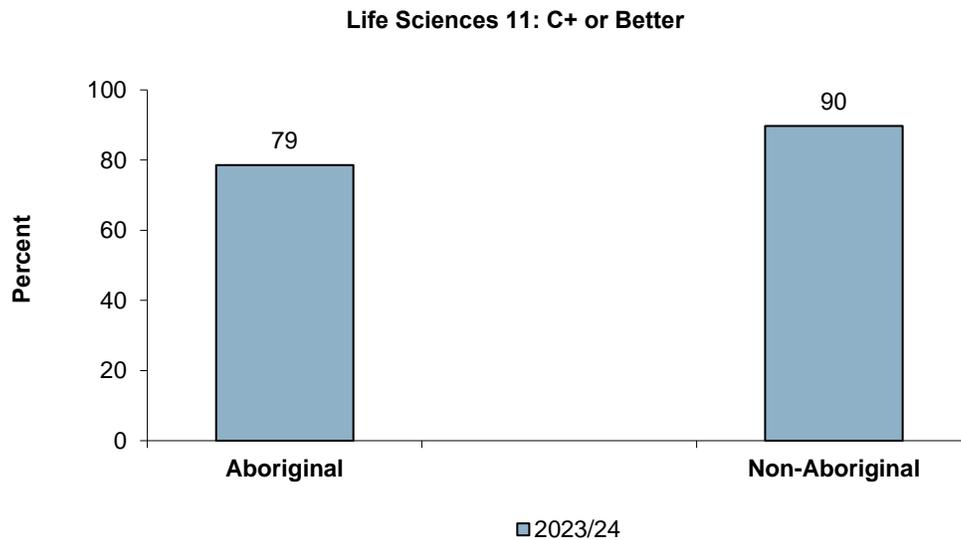
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: LIFE SCIENCES 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	33	24	73	20	61	215	179	83	157	73
2020/21	49	42	86	38	78	251	210	84	198	79
2022/23	30	22	73	21	70	221	180	81	167	76
2022/23	38	27	71	22	58	231	196	85	182	79
2023/24	56	44	79	32	57	262	235	90	217	83

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	Total Gr 11 Students * #	Course Mark Count		Course Mark Count #	Total Gr 11 Students * #	Course Mark Count			
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #		
2019/20	33	161	Msk	Msk	215	650	190	25		
2020/21	49	200	Msk	Msk	251	898	216	35		
2022/23	30	200	Msk	Msk	221	962	187	34		
2022/23	38	196	Msk	Msk	231	786	193	38		
2023/24	56	217	Msk	Msk	262	893	236	26		



Note:

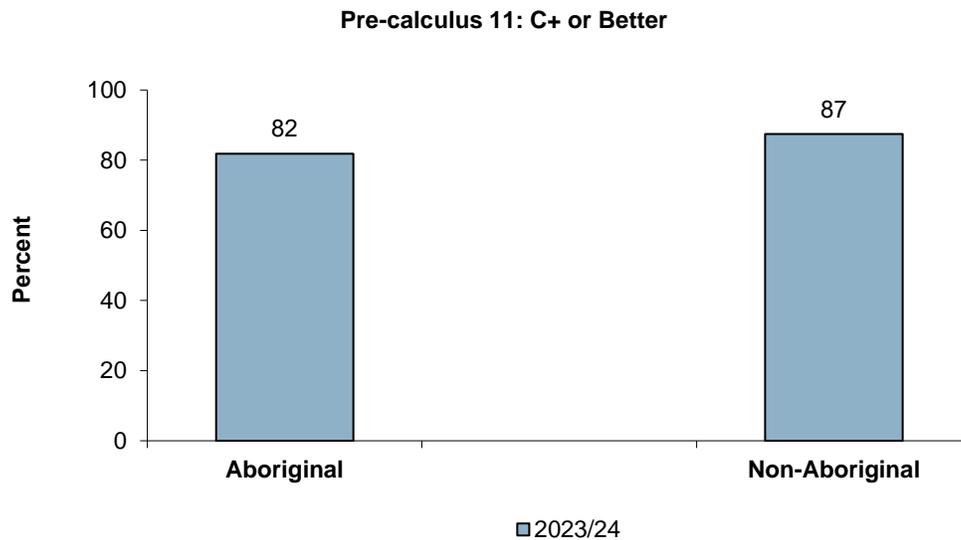
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	29	23	79	18	62	276	230	83	218	79
2020/21	34	32	94	26	76	291	261	90	247	85
2022/23	35	25	71	20	57	290	243	84	215	74
2022/23	43	32	74	25	58	276	234	85	209	76
2023/24	44	36	82	32	73	343	300	87	277	81

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11 Students * #	Course Mark Count		Course Mark Count #	Total Gr 11 Students * #	Course Mark Count		
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #	
2019/20	29	161	Msk	Msk	276	650	225	51	
2020/21	34	200	Msk	Msk	291	898	243	48	
2022/23	35	200	Msk	Msk	290	962	247	43	
2022/23	43	196	Msk	Msk	276	786	213	63	
2023/24	44	217	Msk	Msk	343	893	276	67	



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

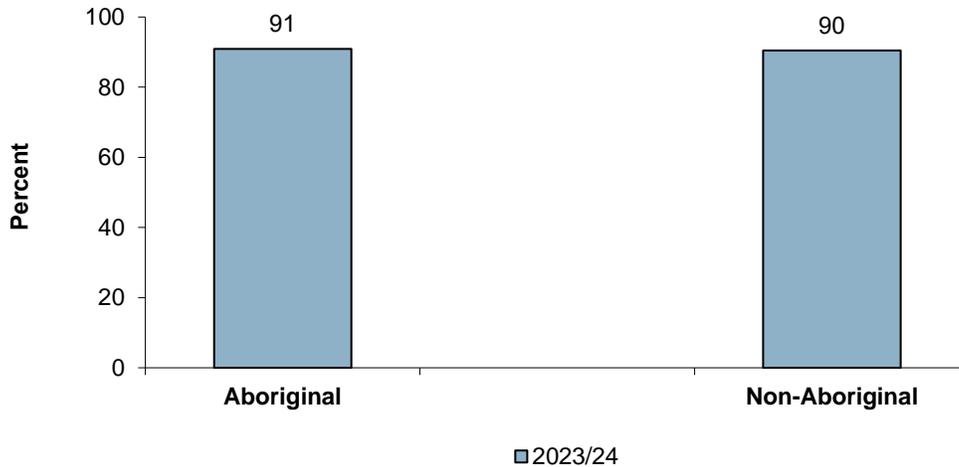
COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	30	22	73	18	60
2020/21	13	Msk	Msk	Msk	Msk	37	31	84	22	59
2022/23	Msk	Msk	Msk	Msk	Msk	25	16	64	16	64
2022/23	Msk	Msk	Msk	Msk	Msk	23	22	96	15	65
2023/24	11	10	91	10	91	21	19	90	16	76

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
			Gr 11 #	Non-Gr 11 #			Gr 11 #	Non-Gr 11 #	
2019/20	Msk	161	Msk	Msk	30	650	20	10	
2020/21	13	200	Msk	Msk	37	898	Msk	Msk	
2022/23	Msk	200	Msk	Msk	25	962	Msk	Msk	
2022/23	Msk	196	Msk	Msk	23	786	Msk	Msk	
2023/24	11	217	Msk	Msk	21	893	Msk	Msk	

Science for Citizens 11: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

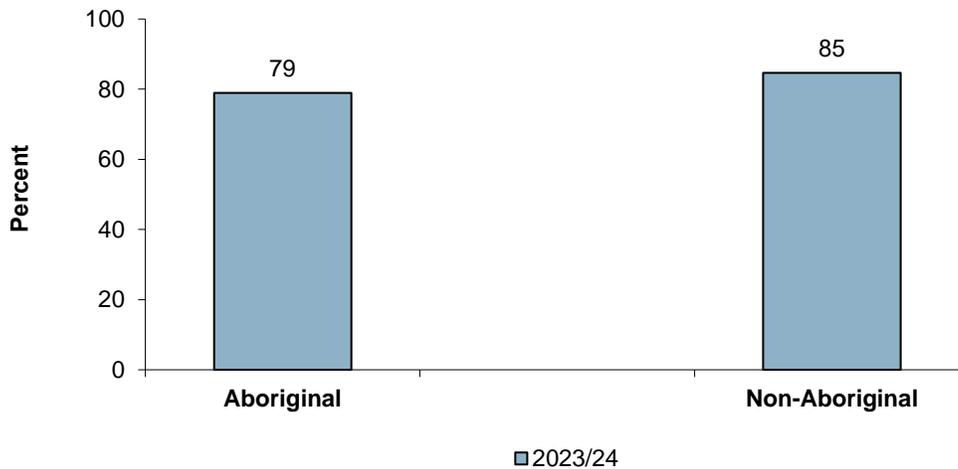
COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	16	12	75	11	69	13	Msk	Msk	Msk	Msk
2020/21	11	Msk	Msk	Msk	Msk	21	16	76	12	57
2020/21	Msk	Msk	Msk	Msk	Msk	28	23	82	17	61
2022/23	18	15	83	15	83	27	19	70	19	70
2023/24	19	15	79	13	68	52	44	85	38	73

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	16	191	Msk	Msk	13	1,016	Msk	Msk	
2020/21	11	195	Msk	Msk	21	971	11	10	
2022/23	Msk	165	Msk	Msk	28	899	10	18	
2022/23	18	200	Msk	Msk	27	1,096	11	16	
2023/24	19	233	Msk	Msk	52	1,148	33	19	

BC First Peoples 12: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

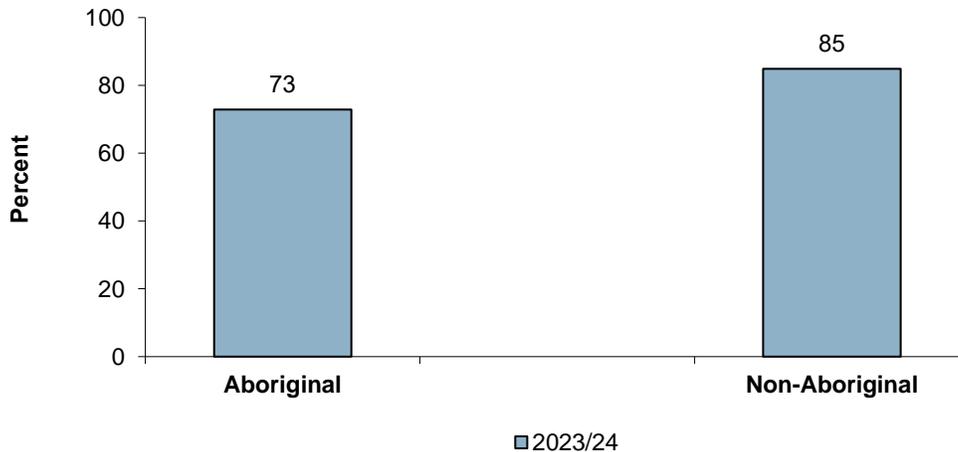
COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	92	54	59	41	45	489	404	83	352	72
2020/21	94	66	70	56	60	497	381	77	322	65
2022/23	78	58	74	42	54	568	458	81	398	70
2022/23	103	73	71	52	50	580	470	81	414	71
2023/24	96	70	73	57	59	522	443	85	385	74

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students * #	Course Mark Count		Course Mark Count #	Total Gr 12 Students * #	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	92	191	79	13	489	1,016	437	52	
2020/21	94	195	73	21	497	971	414	83	
2022/23	78	165	66	12	568	899	465	103	
2022/23	103	200	92	11	580	1,096	506	74	
2023/24	96	233	Msk	Msk	522	1,148	453	69	

English 12 (combined): C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated. English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

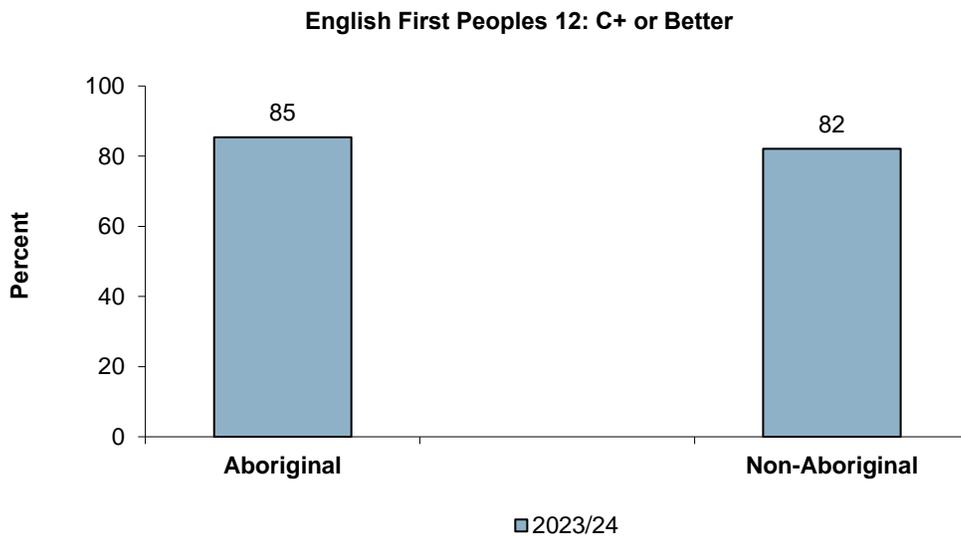
English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	11	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	13	Msk	Msk	Msk	Msk	17	14	82	10	59
2022/23	23	18	78	17	74	28	24	86	23	82
2022/23	16	15	94	12	75	21	20	95	18	86
2023/24	41	35	85	32	78	106	87	82	79	75

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students * #	Course Mark Count		Course Mark Count #	Total Gr 12 Students * #	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	11	191	Msk	Msk	Msk	1,016	Msk	Msk	
2020/21	13	195	13	0	17	971	Msk	Msk	
2022/23	23	165	23	0	28	899	Msk	Msk	
2022/23	16	200	Msk	Msk	21	1,096	Msk	Msk	
2023/24	41	233	Msk	Msk	106	1,148	93	13	



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated. English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

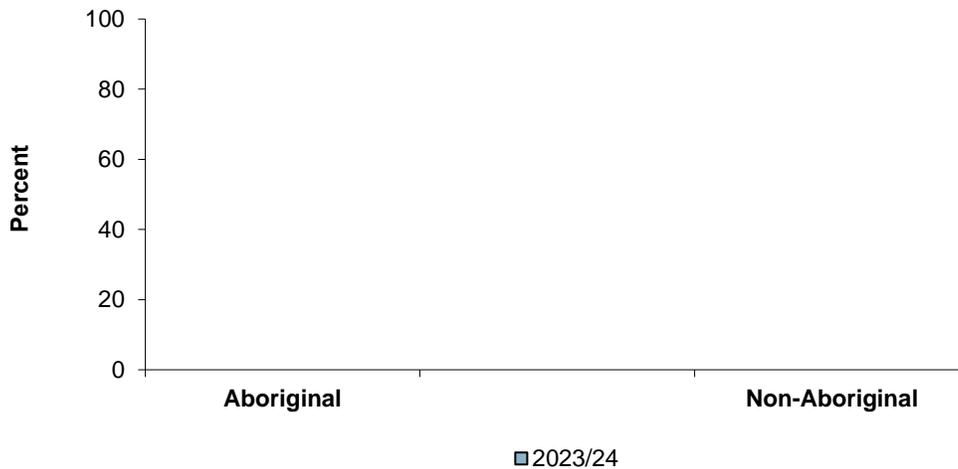
COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	-	-	-	-	-	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	Msk	191	Msk	Msk	Msk	1,016	Msk	Msk	
2020/21	-	195	-	-	-	971	-	-	
2022/23	Msk	165	Msk	Msk	Msk	899	Msk	Msk	
2022/23	-	200	-	-	Msk	1,096	Msk	Msk	
2023/24	Msk	233	Msk	Msk	-	1,148	-	-	

Apprenticeship Math 12: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

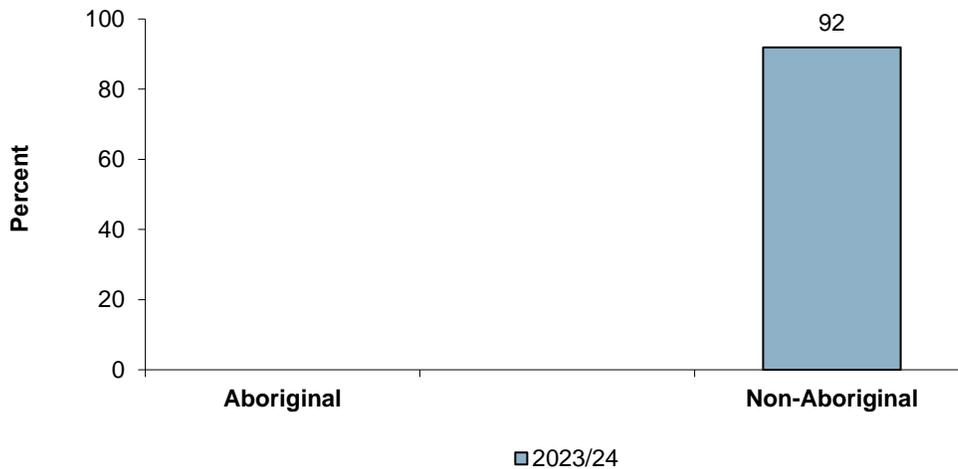
COURSE MARKS: CALCULUS 12

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C+ or Better		B or Better		C+ or Better		B or Better		
		#	%	#	%	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	63	62	98	62	98
2020/21	Msk	Msk	Msk	Msk	Msk	54	53	98	51	94
2022/23	Msk	Msk	Msk	Msk	Msk	68	66	97	64	94
2022/23	Msk	Msk	Msk	Msk	Msk	72	67	93	63	88
2023/24	Msk	Msk	Msk	Msk	Msk	62	57	92	56	90

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 12 Students *	Course Mark Count		Total Gr 12 Students *	Course Mark Count			
		#	Gr 12 #	Non-Gr 12 #	#	Gr 12 #	Non-Gr 12 #		
2019/20	Msk	191	Msk	Msk	63	1,016	Msk	Msk	
2020/21	Msk	195	Msk	Msk	54	971	Msk	Msk	
2022/23	Msk	165	Msk	Msk	68	899	Msk	Msk	
2022/23	Msk	200	Msk	Msk	72	1,096	Msk	Msk	
2023/24	Msk	233	Msk	Msk	62	1,148	Msk	Msk	

Calculus 12: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

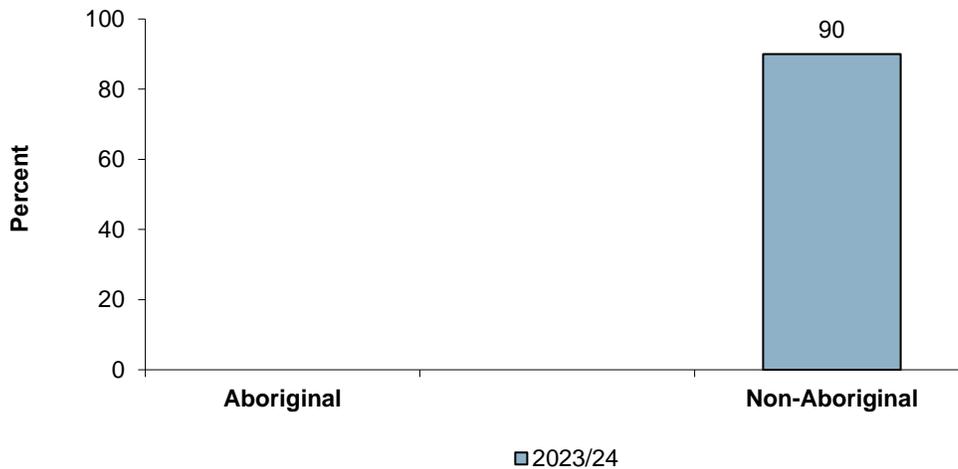
COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal				
		C+ or Better		B or Better		C+ or Better		B or Better		
		#	%	#	%	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	57	50	88	46	81
2020/21	10	Msk	Msk	Msk	Msk	55	54	98	50	91
2022/23	Msk	Msk	Msk	Msk	Msk	63	45	71	43	68
2022/23	Msk	Msk	Msk	Msk	Msk	53	42	79	37	70
2023/24	Msk	Msk	Msk	Msk	Msk	40	36	90	35	88

School Year	Course Mark Count #	Aboriginal				Non-Aboriginal			
		Total Gr 12 Students *	Course Mark Count		Total Gr 12 Students *	Course Mark Count			
			Gr 12 #	Non-Gr 12 #		Gr 12 #	Non-Gr 12 #		
2019/20	Msk	191	Msk	Msk	57	1,016	46	11	
2020/21	10	195	Msk	Msk	55	971	40	15	
2022/23	Msk	165	Msk	Msk	63	899	41	22	
2022/23	Msk	200	Msk	Msk	53	1,096	Msk	Msk	
2023/24	Msk	233	Msk	Msk	40	1,148	Msk	Msk	

Foundations of Math 12: C+ or Better



Note:

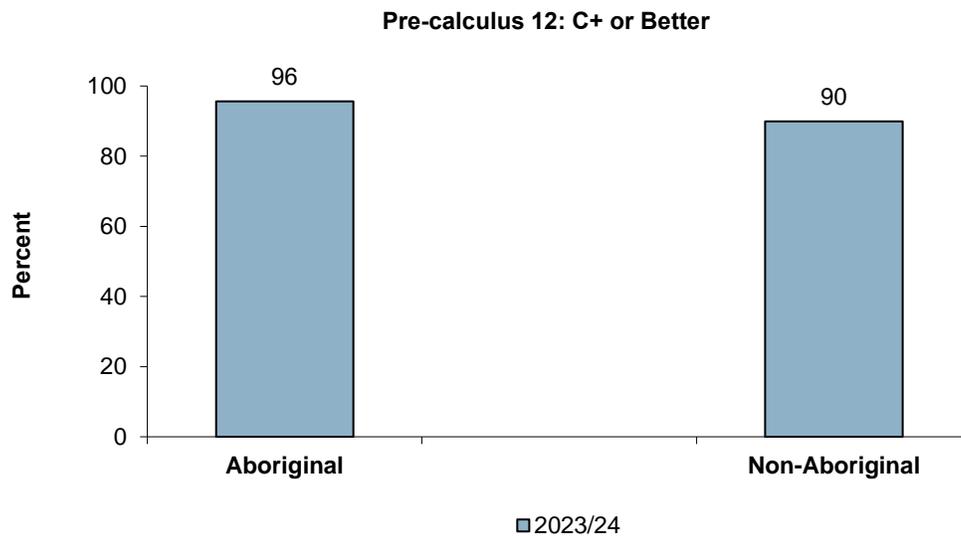
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	25	19	76	16	64	178	164	92	154	87
2020/21	13	11	85	10	77	175	160	91	143	82
2022/23	17	14	82	13	76	195	183	94	175	90
2022/23	18	14	78	11	61	218	185	85	171	78
2023/24	23	22	96	21	91	198	178	90	167	84

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	25	191	Msk	Msk	178	1,016	151	27	
2020/21	13	195	Msk	Msk	175	971	151	24	
2022/23	17	165	Msk	Msk	195	899	168	27	
2022/23	18	200	Msk	Msk	218	1,096	193	25	
2023/24	23	233	Msk	Msk	198	1,148	165	33	



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

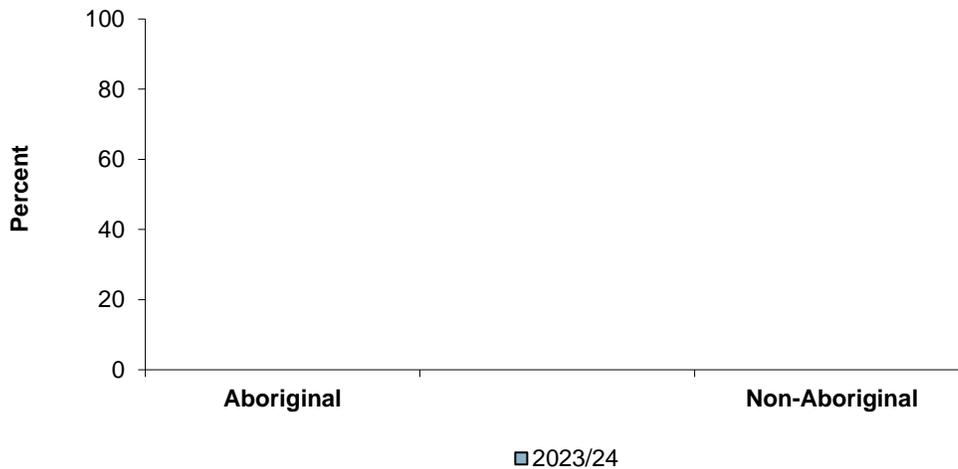
COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	-	191	-	-	-	1,016	-	-	
2020/21	-	195	-	-	-	971	-	-	
2022/23	-	165	-	-	-	899	-	-	
2022/23	Msk	200	Msk	Msk	Msk	1,096	Msk	Msk	
2023/24	Msk	233	Msk	Msk	Msk	1,148	Msk	Msk	

Contemporary Indigenous Studies 12: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

FIRST NATIONS LANGUAGES COURSES (GRADE 10-12) 2019/20 - 2023/24

BC Residents

There are many First Nations languages in British Columbia for which curricula have been developed and Ministry approved through the Provincial Languages Template development process.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

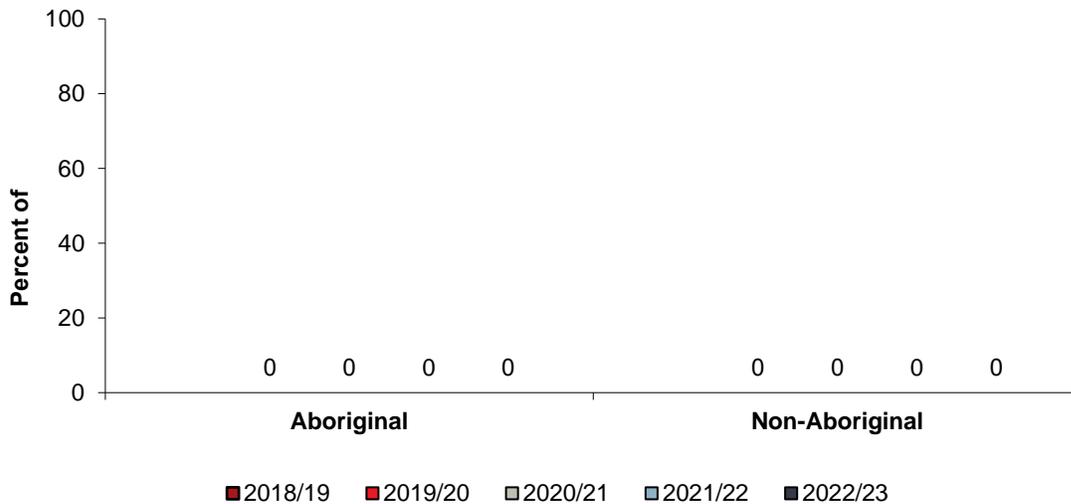
There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2023/24 school year are omitted from the following list. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

	Aboriginal					Non-Aboriginal				
	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2020/21	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2021/22	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-
2023/24	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

List of First Nations Languages Courses in District:

Heiltsuk , Hul'q'umi'num', Nuučaan̓ut & Secwepemctsin

First Nations Languages Courses: C+ or Better



Note:

- ' represents No data

The First Nations languages in this report are listed as they are represented in Integrated Resource Packages submitted to the Ministry of Education and Child Care for curriculum approval. The Ministry acknowledges that the spelling for these languages may not reflect how a First Nation currently represents their language.

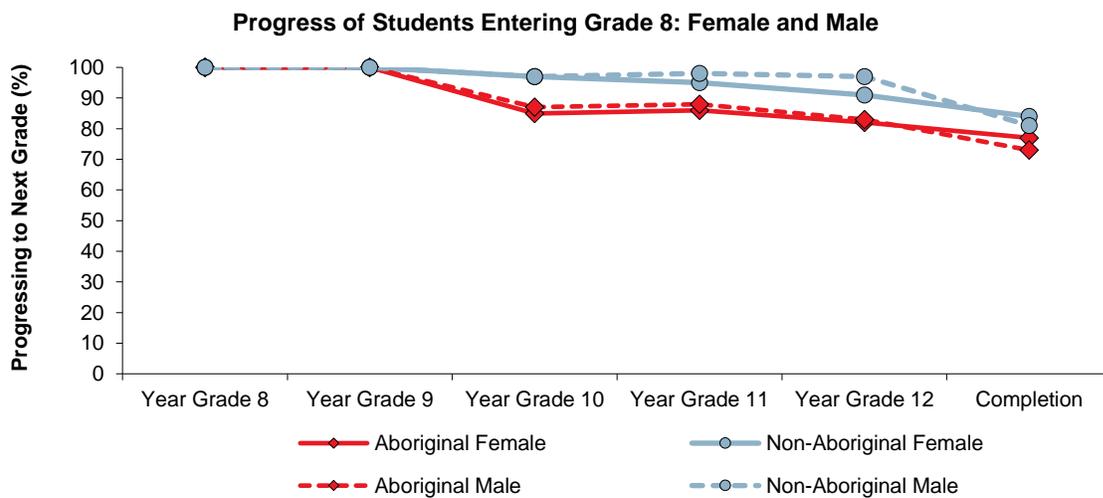
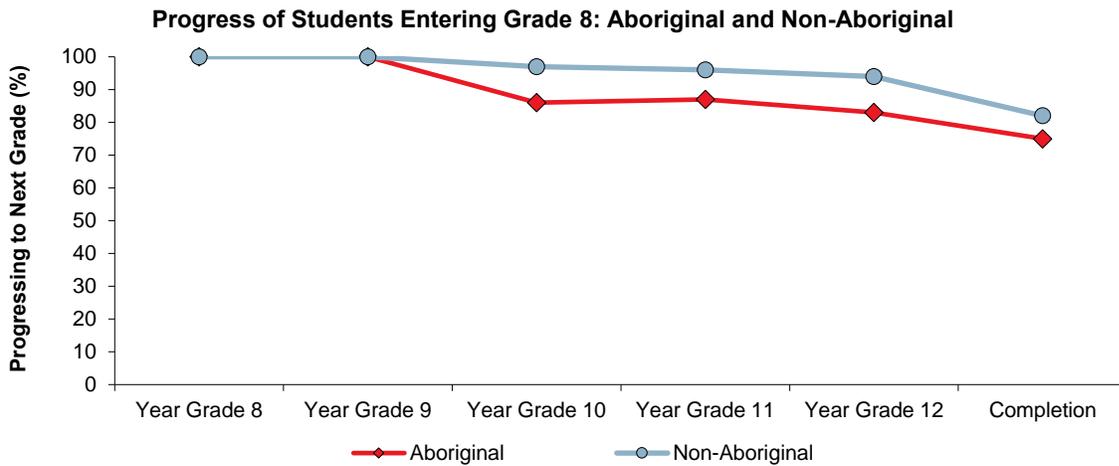
PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

The data represent a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in the new district's cohort information. (Grade transition includes transitions to a higher grade in any BC Public or Independent school.)

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2018

School Year	Year	Aboriginal			Non-Aboriginal		
		Total %	Female %	Male %	Total %	Female %	Male %
2018/19	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	100	100	100	100
	Grade 10	86	85	87	97	97	97
	Grade 11	87	86	88	96	95	98
	Grade 12	83	82	83	94	91	97
2023/24	Completion	75	77	73	82	84	81



FIVE-YEAR COMPLETION RATE, 2019/20 - 2023/24

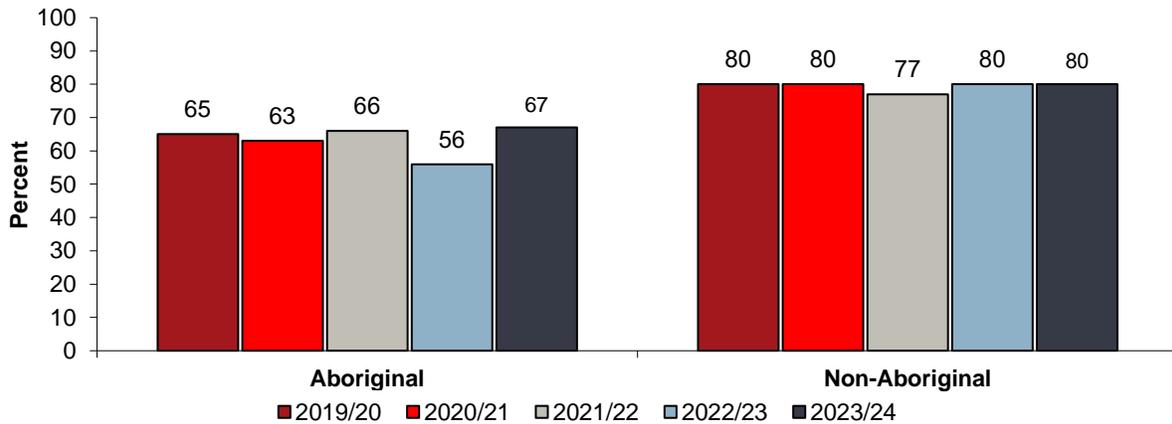
BC Residents

The five-year completion rate is the percent of Grade 8 students who graduate with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood"), within five years from the first time they enrol in Grade 8, adjusted for migration in and out of BC. It is not the inverse of a "dropout rate" as students may graduate after the five-year period.

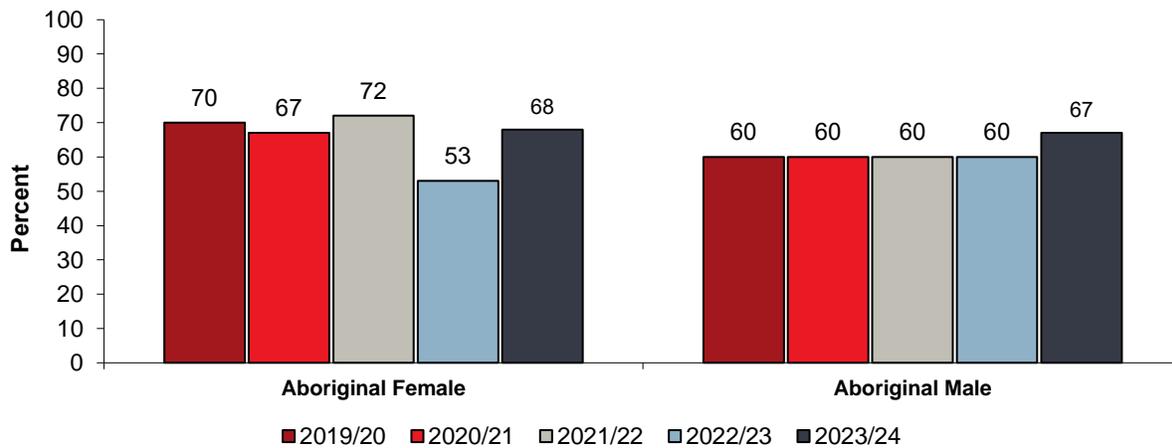
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	65	70	60	80	85	75
2020/21	63	67	60	80	79	80
2021/22	66	72	60	77	74	81
2022/23	56	53	60	80	81	79
2023/24	67	68	67	80	78	81

Five-year Completion Rate: Aboriginal and Non-Aboriginal



Five-year Completion Rate: Aboriginal Female and Aboriginal Male



SIX-YEAR COMPLETION RATE, 2019/20 - 2023/24

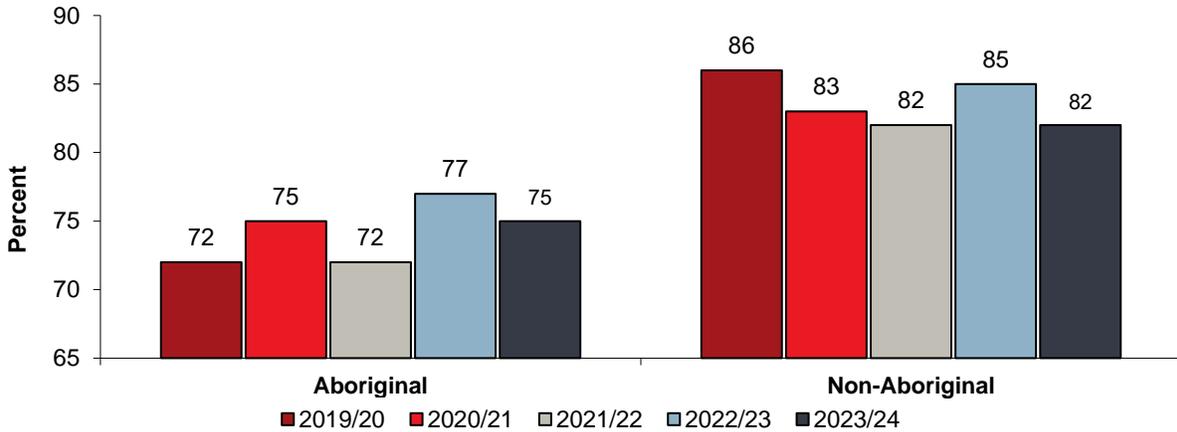
BC Residents

The six-year completion rate is the percent of Grade 8 students who graduate, with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of BC. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

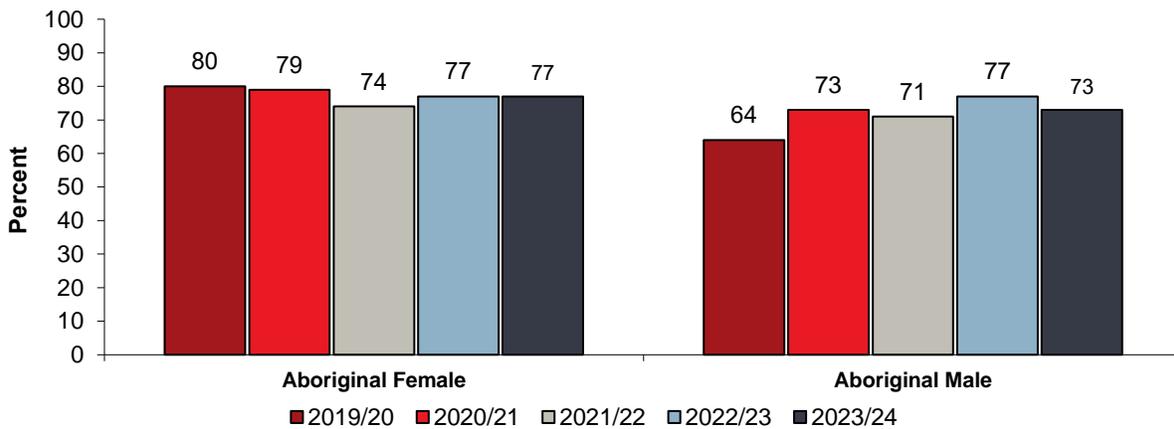
SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	72	80	64	86	88	84
2020/21	75	79	73	83	83	83
2021/22	72	74	71	82	80	84
2022/23	77	77	77	85	86	84
2023/24	75	77	73	82	84	81

Six-year Completion Rate: Aboriginal and Non-Aboriginal



Six-year Completion Rate: Aboriginal Female and Aboriginal Male



* When the six-year rate is reported, numbers for prior school years are not updated. When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated.

SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

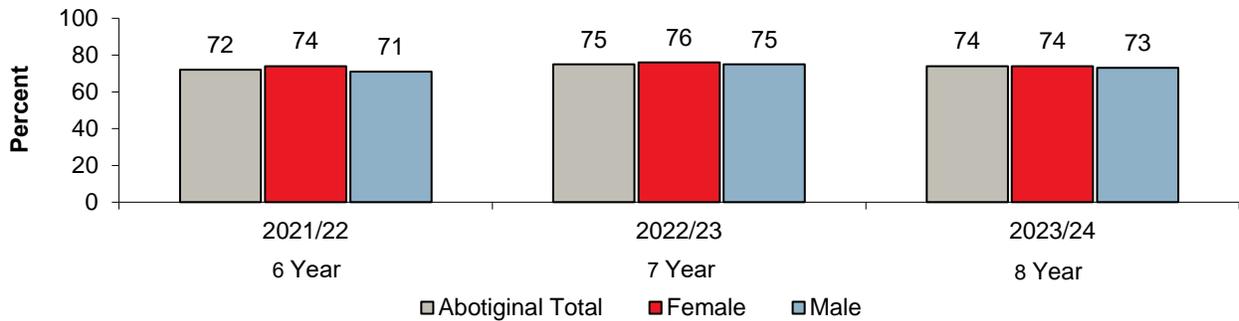
BC Residents

The student cohort start year is the year a student enters Grade 8 for the first time. The 2017/18 and 2018/19 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

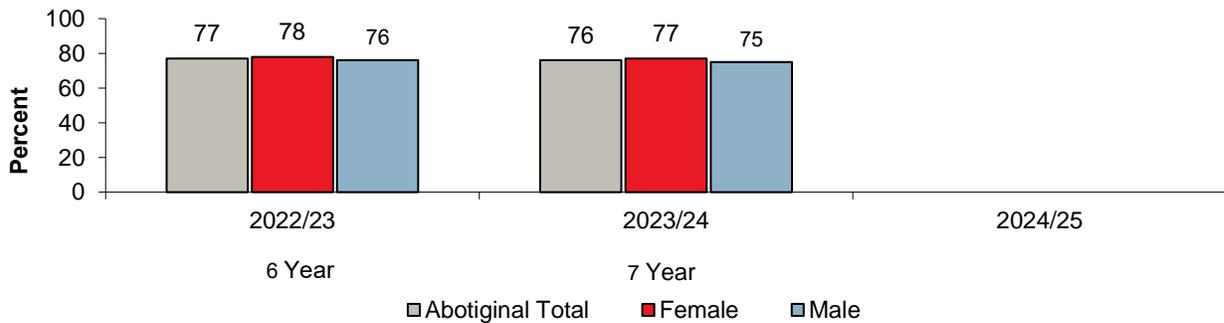
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

Student Cohort Start Year	Six-year Completion Rate			Seven-year Completion Rate			Eight-year Completion Rate		
	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %
2016/17	72	74	71	75	76	75	74	74	73
2017/18	77	78	76	76	77	75	-	-	-
2018/19	75	77	73	-	-	-	-	-	-

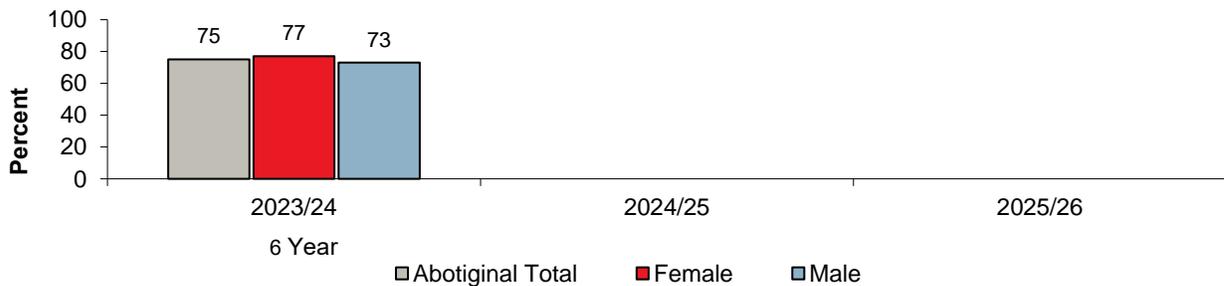
Six-, Seven- and Eight-year Aboriginal Completion Rates, 2016/17 Cohort



Six-, Seven- and Eight-year Aboriginal Completion Rates, 2017/18 Cohort



Six-, Seven- and Eight-year Aboriginal Completion Rates, 2018/19 Cohort



* When the six-year rate is reported, numbers for prior school years are not updated. When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated.

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

The School Completion Certificate or "Evergreen" Certificate was developed in the 2006/07 school year. It was a Ministry response to parents and educators who wanted to better celebrate students, primarily those with special learning needs and individual education plans, who had succeeded in meeting the goals of their educational program other than graduation.

The Certificate of Graduation or "Dogwood Diploma" issued upon successful completion of the provincial graduation requirements.

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2019/20	177	Msk	Msk	923	12	1
2020/21	171	Msk	Msk	863	Msk	Msk
2021/22	147	Msk	Msk	812	10	1
2022/23	182	Msk	Msk	975	Msk	Msk
2023/24	208	Msk	Msk	982	Msk	Msk

BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2019/20	177	71	40	923	425	46
2020/21	171	83	49	863	393	46
2021/22	147	71	48	812	452	56
2022/23	182	95	52	975	484	50
2023/24	208	97	47	982	469	48

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

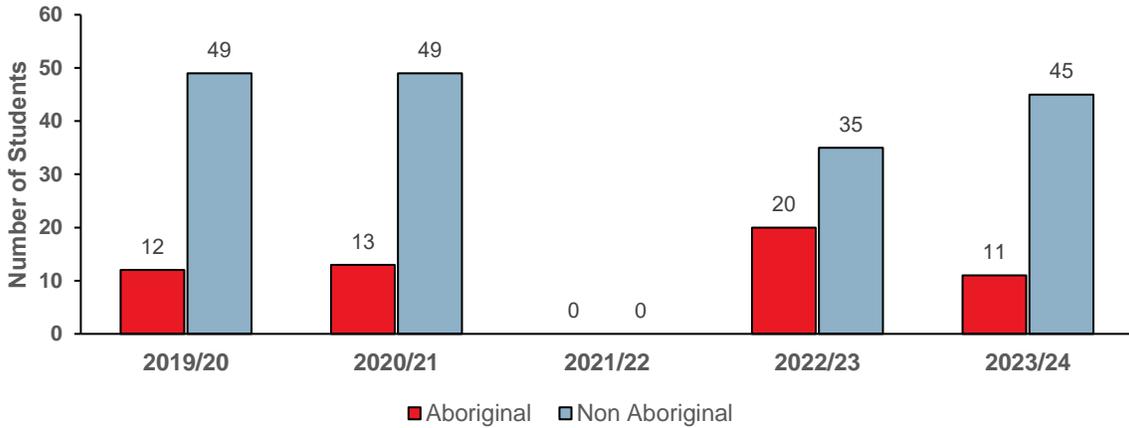
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in BC schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website:

<https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

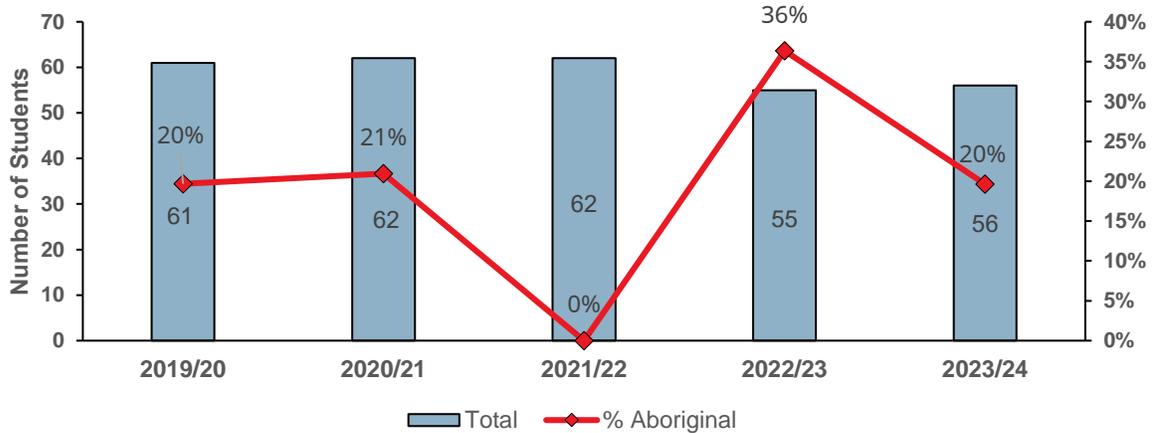
NUMBER OF ADULT DOGWOOD

School Year	Total	Aboriginal		Non-Aboriginal	
	#	#	%	#	%
2019/20	61	12	20	49	80
2020/21	62	13	21	49	79
2021/22	62	Msk	Msk	Msk	Msk
2022/23	55	20	36	35	64
2023/24	56	11	20	45	80

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in BC schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website:

<https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

(Students from Long Term PRP and Youth Custody are excluded.)

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2019/20	Msk	Msk	Msk	31	-	-	Msk	61
2020/21	Msk	Msk	Msk	33	-	-	Msk	63
2021/22	Msk	Msk	Msk	25	-	-	-	64
2022/23	Msk	Msk	60	40	-	-	Msk	54
2023/24	Msk	Msk	Msk	29	-	-	Msk	58

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2019/20	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	-	-
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	Msk	Msk	Msk	Msk	Msk	Msk

NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
	2019/20	10	20	14	29	25
2020/21	12	24	14	29	23	47
2021/22	Msk	Msk	18	33	28	51
2022/23	10	29	Msk	Msk	18	51
2023/24	12	27	12	27	21	47

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

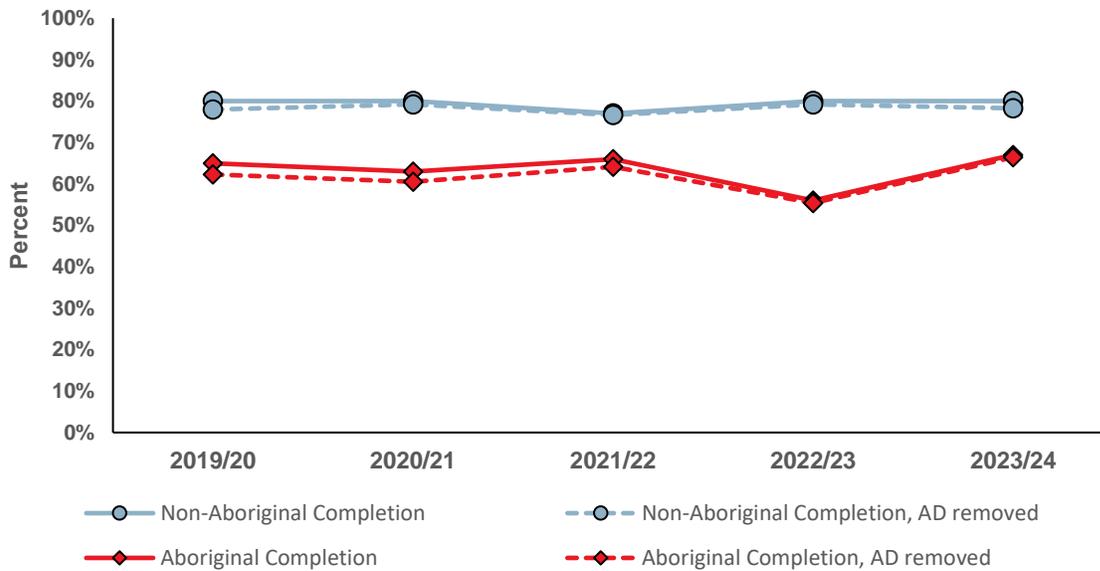
The five-year completion rate is the percent of Grade 8 students who graduate with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of BC. The following chart re-calculates the completion rate without the Adult Dogwood recipients.

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2019/20	65	-3	62	80	-2	78
2020/21	63	-3	60	80	-1	79
2021/22	66	-2	64	77	0	77
2022/23	56	-1	55	80	-1	79
2023/24	67	-1	66	80	-2	78

Five-year Completion Rate - Adult Dogwood Contribution



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

BC Residents

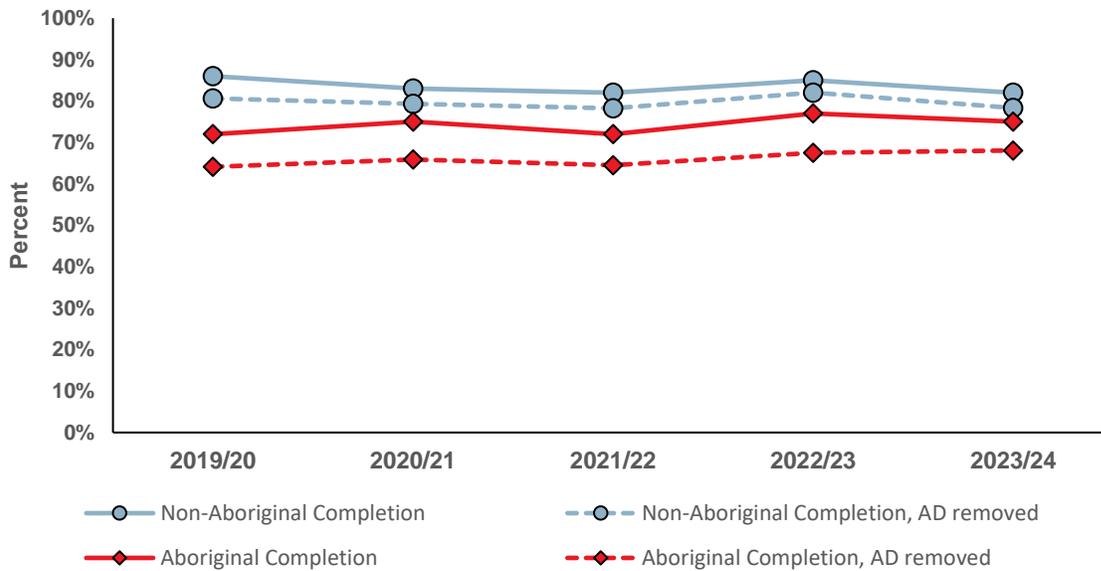
The six-year completion rate is the percent of Grade 8 students who graduate with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood") within six years from the first time they enrol in Grade 8, adjust for migration in and out of BC. The following chart re-calculates the completion rate without the Adult Dogwood recipients.

SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2019/20	72	-8	64	86	-5	81
2020/21	75	-9	66	83	-4	79
2021/22	72	-7	65	82	-4	78
2022/23	77	-10	67	85	-3	82
2023/24	75	-7	68	82	-4	78

Six-year Completion Rate - Adult Dogwood Contribution



EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

BC Residents

In this report, Children and Youth living out of parental home under a legal arrangement refers to a child who has a legal arrangement with the Ministry of Children and Family Development (MCFD) or an Indigenous Child and Family Service Agency (ICFSA). This includes children that are in the custody, care, or guardianship of a director under the Child, Family and Community Service Act or a director of adoption designated under the Adoption Act (In Care), those who have a Youth Agreement or are receiving Youth Services (Youth Services), and those that are under Kinship Care (colloquially known as "Out of Care").

These three groups are combined into an All Legal Groups cohort, which count all students in the individual groups only once regardless of how many arrangements they have in each group.

The CYIC dataset was obtained from the MCFD in the fall of each year and matched with the student achievement data in the Education Data Warehouse. The following numbers are different from the CYIC numbers reported in the MCFD website that include more age groupings and more categories. The MCFD also uses "In Year" instead of "Ever" to report the CYIC data. Please note that there is incomplete data for children who were only identified as CYIC from birth to age 5 (i.e. former CYIC who were never in the care of the MCFD while enrolled in the BC school system). Approximately 60% of CYIC who were only in care from birth to age 5 are captured in this dataset."

[MCFD website: https://mcf.gov.bc.ca/reporting/services/child-protection/permanency-for-children-and-youth/performance-indicators/children-in-care](https://mcf.gov.bc.ca/reporting/services/child-protection/permanency-for-children-and-youth/performance-indicators/children-in-care)

ALL LEGAL GROUPS (EVER)

School Year	Total	Aboriginal		Non Aboriginal	
	All Legal Groups #	All Legal Groups #	%	All Legal Groups #	%
2018/19	322	150	47	172	53
2019/20	329	171	52	158	48
2020/21	343	186	54	157	46
2021/22	327	184	56	143	44
2022/23	293	165	56	128	44

ABORIGINAL ALL LEGAL GROUPS (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	Aboriginal Total	Aboriginal	
	September #	All Legal Groups #	%
2018/19	1,776	150	8
2019/20	1,871	171	9
2020/21	1,999	186	9
2021/22	2,048	184	9
2022/23	2,022	165	8

ALL LEGAL GROUPS (EVER) SIX-YEAR COMPLETION RATE - DOGWOOD ONLY

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups %	Total %	Female %	Male %	Total %	Female %	Male %
2018/19	28	Msk	Msk	0	Msk	Msk	Msk
2019/20	36	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	48	Msk	Msk	Msk	Msk	Msk	Msk

ALL LEGAL GROUPS (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups %	Total %	Female %	Male %	Total %	Female %	Male %
2018/19	87	Msk	Msk	Msk	88	Msk	Msk
2019/20	95	Msk	Msk	Msk	93	Msk	Msk
2020/21	93	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	91	Msk	Msk	Msk	86	Msk	Msk
2022/23	100	100	Msk	Msk	100	Msk	Msk

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

In recent years, some BC post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

The data structure has been changed to match the reported data used in the Student Transitions Project. The project uses personal education numbers (PENs) to track BC student data across both K-12 and public post-secondary education systems. Includes Grade 12 graduates who received a BC Certificate of Graduation ("Dogwood") only. Data in this page will be masked due to the terms of the Information Sharing Agreement (ISA) in place with the Student Transitions Project.

For more information, please visit the website: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Transition to Community Colleges

Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	83	100	23	27.7	10	12.0	Msk	Msk	Msk	Msk
	2019/20	69	100	23	33.3	Msk	Msk	Msk	Msk		
	2020/21	83	100	21	25.3	Msk	Msk				
	2021/22	69	100	12	17.4						
Non-Aboriginal	2018/19	409	100	97	23.7	31	7.6	19	4.6	Msk	Msk
	2019/20	404	100	106	26.2	43	10.6	17	4.2		
	2020/21	384	100	100	26.0	24	6.3				
	2021/22	432	100	89	20.6						

GRADE 12 GRADUATES ENTERING INSTITUTES

Transition to Institutes

Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	83	100	-	-	Msk	Msk	-	-	-	-
	2019/20	69	100	-	-	-	-	-	-		
	2020/21	83	100	-	-	-	-				
	2021/22	69	100	-	-						
Non-Aboriginal	2018/19	409	100	Msk	Msk	Msk	Msk	-	-	Msk	Msk
	2019/20	404	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2020/21	384	100	Msk	Msk	Msk	Msk				
	2021/22	432	100	11	2.5						

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

In recent years, some BC post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

The data structure has been changed to match the reported data used in the Student Transitions Project. The project uses personal education numbers (PENs) to track BC student data across both K-12 and public post-secondary education systems. Includes Grade 12 graduates who received a BC Certificate of Graduation ("Dogwood") only. Data in this page will be masked due to the terms of the Information Sharing Agreement (ISA) in place with the Student Transitions Project.

For more information, please visit the website: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Transition to Research-Intensive Universities

Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	83	100	Msk	Msk	-	-	-	-	-	-
	2019/20	69	100	Msk	Msk	Msk	Msk	-	-	-	-
	2020/21	83	100	Msk	Msk	Msk	Msk				
	2021/22	69	100	Msk	Msk						
Non-Aboriginal	2018/19	409	100	70	17.1	10	2.4	Msk	Msk	-	-
	2019/20	404	100	59	14.6	Msk	Msk	Msk	Msk		
	2020/21	384	100	37	9.6	Msk	Msk				
	2021/22	432	100	50	11.6						

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Transition to Teaching-Intensive Universities

Demographic Group		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	83	100	Msk	Msk	Msk	Msk	-	-	-	-
	2019/20	69	100	Msk	Msk	-	-	-	-		
	2020/21	83	100	Msk	Msk	Msk	Msk				
	2021/22	69	100	Msk	Msk						
Non-Aboriginal	2018/19	409	100	11	2.7	Msk	Msk	Msk	Msk	Msk	Msk
	2019/20	404	100	24	5.9	Msk	Msk	Msk	Msk		
	2020/21	384	100	26	6.8	Msk	Msk				
	2021/22	432	100	22	5.1						

STUDENT LEARNING SURVEY RESULTS, 2019/20 - 2023/24

The Student Learning Survey is an annual province-wide census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative even at the school level.

Some students do not complete surveys. Overall the response rates are around 75% for elementary grades and around 50% for secondary grades.

Some demographic information is taken from survey questions (e.g. grade level). The Aboriginal ancestry question is skipped by fewer than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

The following is a subset of questions from the Student Learning Survey. These questions were selected because they help to provide students' perspectives regarding their sense of belonging. For more information on the provincial Student Learning Survey, please visit: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>

CAVEAT

With the focus on modernizing learning, there is a pressing need for information about the contexts that determines outcomes. Consequently, the Ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change, the survey has been called the "Student Learning Survey" since 2016/17.

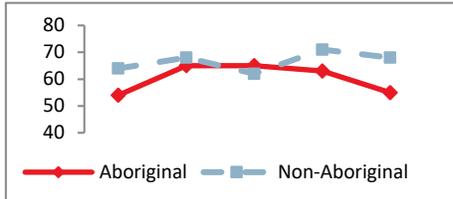
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

Report users should carefully compare any results after 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

The suspension of in-class instruction from mid-March to the end of May 2020 under the direction of the Provincial Health Officer in response to the COVID-19 pandemic resulted in a reduced number of respondents for the 2019/20 Student Learning Survey administration.

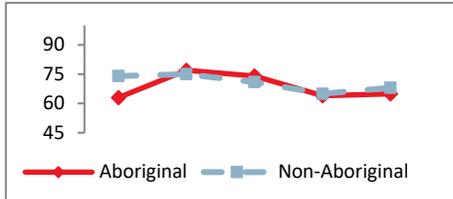
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



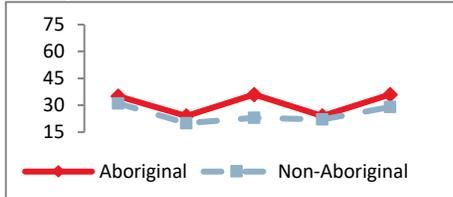
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	95	51	54	292	186	64
2020/21	101	66	65	394	267	68
2021/22	97	63	65	404	252	62
2022/23	99	62	63	417	295	71
2023/24	88	48	55	434	294	68

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	94	59	63	294	217	74
2020/21	101	78	77	396	296	75
2021/22	98	73	74	408	291	71
2022/23	100	64	64	420	274	65
2023/24	89	58	65	435	296	68

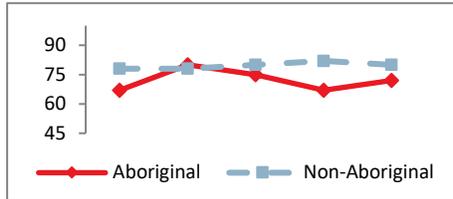
Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	91	32	35	290	90	31
2020/21	95	23	24	386	78	20
2021/22	95	34	36	400	92	23
2022/23	95	23	24	415	92	22
2023/24	84	30	36	428	125	29

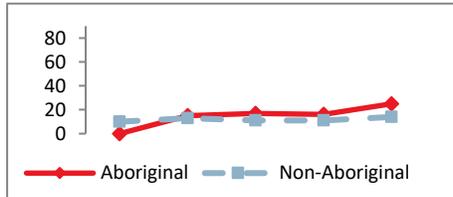
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



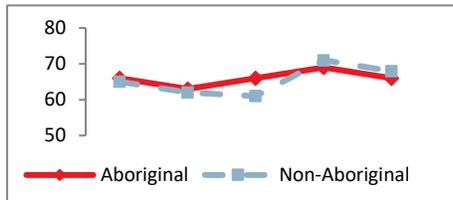
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	79	53	67	307	239	78
2020/21	87	70	80	407	319	78
2021/22	77	58	75	420	338	80
2022/23	87	58	67	428	349	82
2023/24	81	58	72	438	351	80

Have you ever felt bullied at school?



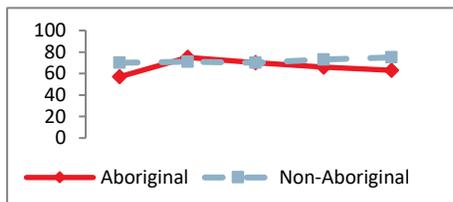
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	77	Msk	Msk	305	30	10
2020/21	86	13	15	408	51	13
2021/22	77	13	17	420	47	11
2022/23	87	14	16	428	49	11
2023/24	79	20	25	439	63	14

How many adults do you think care about you at your school? (Percentage responding 2 adults or more.)



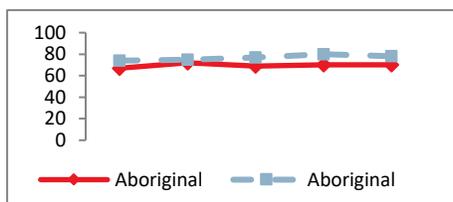
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	Two adults or more		Gr 4 Respondents #	Two adults or more	
	#	#	%	#	#	%
2019/20	95	63	66	292	189	65
2020/21	102	64	63	395	245	62
2021/22	98	65	66	408	247	61
2022/23	99	68	69	419	296	71
2023/24	89	59	66	431	291	68

I am happy at my school.



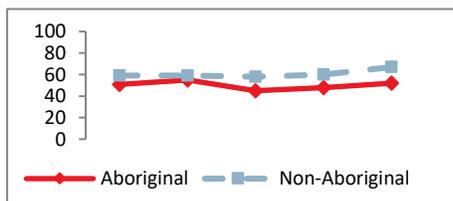
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	93	53	57	294	207	70
2020/21	100	75	75	392	279	71
2021/22	99	69	70	407	284	70
2022/23	100	66	66	418	306	73
2023/24	89	56	63	432	323	75

Do you feel welcome at your school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	94	63	67	292	217	74
2020/21	102	73	72	394	295	75
2021/22	98	68	69	406	313	77
2022/23	101	71	70	419	336	80
2023/24	89	62	70	436	342	78

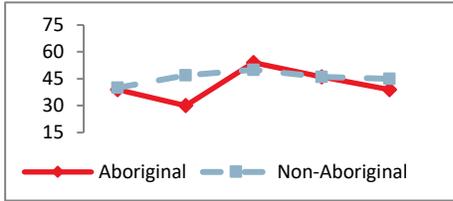
Is school a place where you feel like you belong?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	94	48	51	295	175	59
2020/21	101	56	55	396	232	59
2021/22	97	44	45	407	237	58
2022/23	101	48	48	418	251	60
2023/24	88	46	52	433	291	67

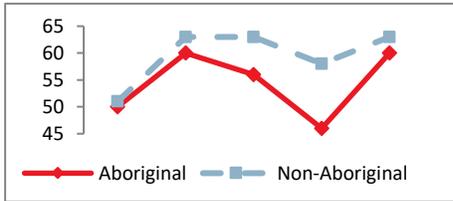
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



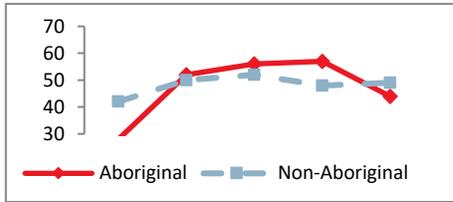
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	102	40	39	319	128	40
2020/21	89	27	30	406	192	47
2021/22	110	59	54	406	202	50
2022/23	112	51	46	423	194	46
2023/24	99	39	39	407	185	45

Do adults in the school treat all students fairly?



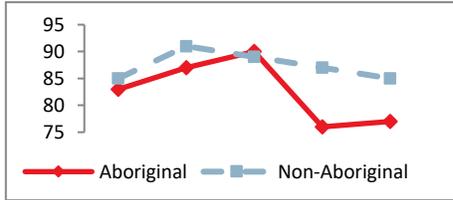
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	103	52	50	320	163	51
2020/21	89	53	60	407	258	63
2021/22	110	62	56	409	258	63
2022/23	114	53	46	424	247	58
2023/24	101	61	60	408	255	63

How many teachers help you with your schoolwork when you need it?



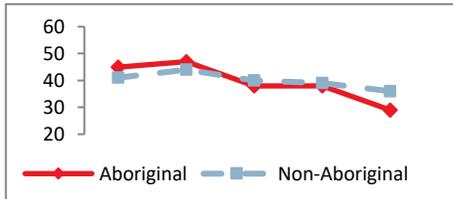
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	Two teachers or more		Gr 7 Respondents	Two teachers or more	
	#	#	%	#	#	%
2019/20	103	29	28	307	128	42
2020/21	87	45	52	394	198	50
2021/22	106	59	56	408	212	52
2022/23	113	64	57	424	203	48
2023/24	99	44	44	405	200	49

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	101	84	83	311	263	85
2020/21	86	75	87	399	362	91
2021/22	105	94	90	402	359	89
2022/23	111	84	76	411	358	87
2023/24	96	74	77	400	341	85

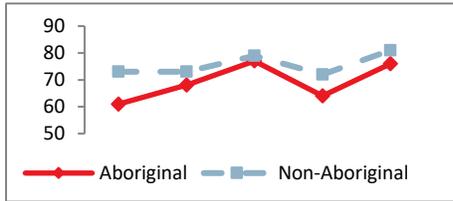
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	102	46	45	314	130	41
2020/21	88	41	47	404	179	44
2021/22	104	40	38	405	163	40
2022/23	112	42	38	418	163	39
2023/24	100	29	29	404	144	36

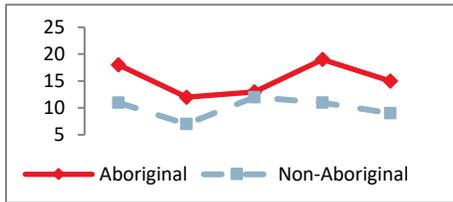
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



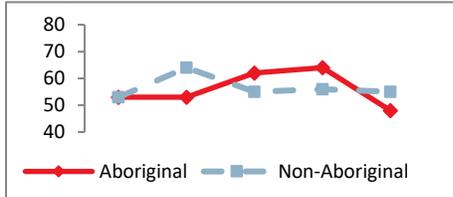
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	93	57	61	321	233	73
2020/21	82	56	68	417	305	73
2021/22	104	80	77	415	327	79
2022/23	108	69	64	431	311	72
2023/24	97	74	76	411	331	81

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



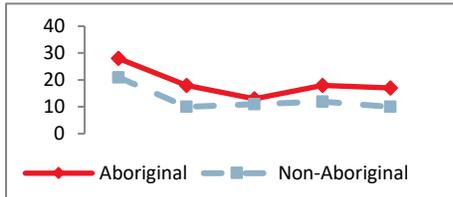
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	95	17	18	322	35	11
2020/21	82	10	12	417	29	7
2021/22	104	13	13	416	50	12
2022/23	108	21	19	431	46	11
2023/24	97	15	15	412	39	9

How many adults at your school care about you? (Percentage responding 2 adults or more.)



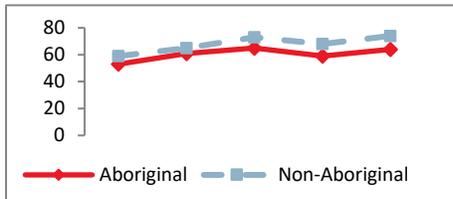
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	Two adults or more		Gr 7 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	100	53	53	319	170	53
2020/21	89	47	53	407	260	64
2021/22	110	68	62	407	224	55
2022/23	113	72	64	423	235	56
2023/24	100	48	48	407	225	55

I would like to go to a different school.



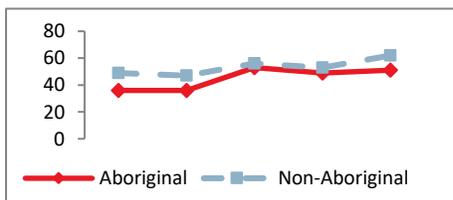
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	102	29	28	317	66	21
2020/21	89	16	18	407	42	10
2021/22	109	14	13	407	45	11
2022/23	114	20	18	423	49	12
2023/24	101	17	17	409	41	10

Do you feel welcome at your school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	103	55	53	320	188	59
2020/21	88	54	61	405	264	65
2021/22	110	71	65	409	299	73
2022/23	114	67	59	424	290	68
2023/24	100	64	64	408	303	74

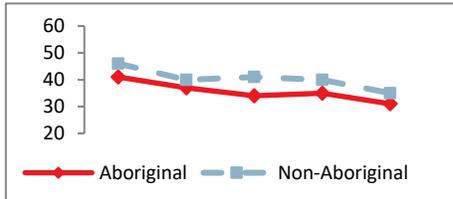
Is school a place where you feel like you belong?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	102	37	36	319	157	49
2020/21	88	32	36	407	193	47
2021/22	110	58	53	407	227	56
2022/23	113	55	49	423	226	53
2023/24	99	50	51	403	251	62

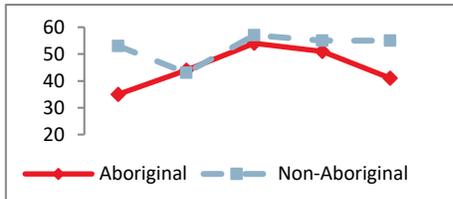
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



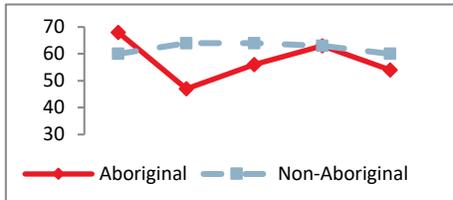
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	34	14	41	239	110	46
2020/21	62	23	37	327	130	40
2021/22	83	28	34	357	145	41
2022/23	85	30	35	387	154	40
2023/24	70	22	31	365	127	35

Do adults in the school treat all students fairly?



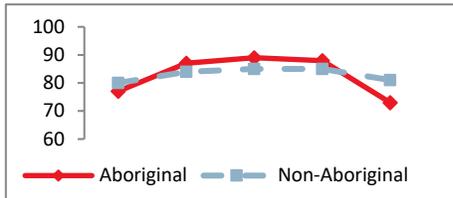
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	34	12	35	241	128	53
2020/21	62	27	44	329	141	43
2021/22	84	45	54	357	204	57
2022/23	85	43	51	387	213	55
2023/24	70	29	41	366	203	55

How many teachers help you with your schoolwork when you need it?



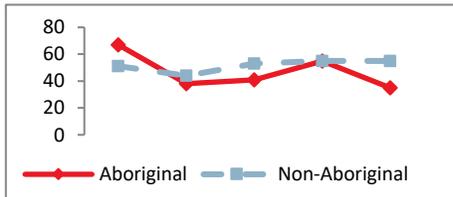
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two teachers or more		Gr 10 Respondents #	Two teachers or more	
	#	#	%	#	#	%
2019/20	34	23	68	232	139	60
2020/21	62	29	47	308	196	64
2021/22	84	47	56	356	227	64
2022/23	82	52	63	384	243	63
2023/24	70	38	54	366	220	60

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	30	23	77	237	189	80
2020/21	61	53	87	327	275	84
2021/22	83	74	89	350	298	85
2022/23	78	69	88	377	319	85
2023/24	67	49	73	355	287	81

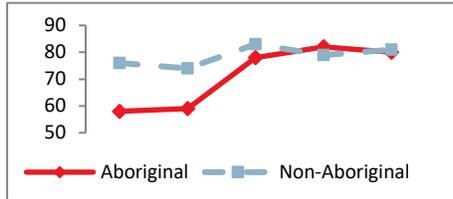
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	33	22	67	240	122	51
2020/21	61	23	38	328	145	44
2021/22	83	34	41	356	189	53
2022/23	82	45	55	384	211	55
2023/24	68	24	35	366	203	55

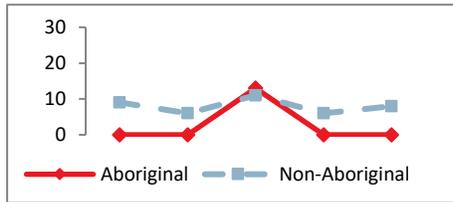
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



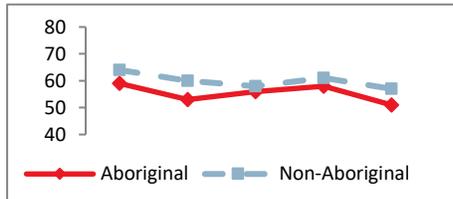
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	33	19	58	241	184	76
2020/21	61	36	59	328	244	74
2021/22	80	62	78	360	297	83
2022/23	76	62	82	388	305	79
2023/24	69	55	80	365	296	81

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



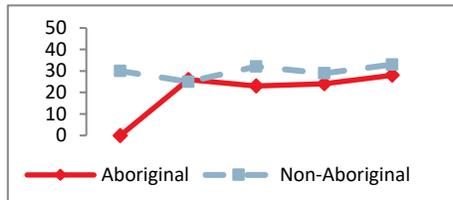
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	33	Msk	Msk	240	21	9
2020/21	61	Msk	Msk	327	20	6
2021/22	79	10	13	361	38	11
2022/23	76	Msk	Msk	392	23	6
2023/24	69	Msk	Msk	365	28	8

How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)



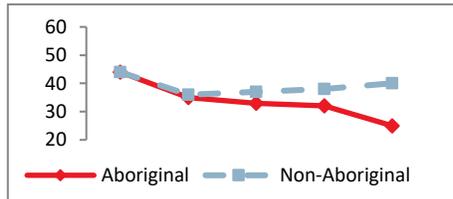
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more		Gr 10 Respondents #	Two adults or more	
	#	#	%	#	#	%
2019/20	34	20	59	242	154	64
2020/21	62	33	53	329	197	60
2021/22	84	47	56	356	205	58
2022/23	84	49	58	388	237	61
2023/24	71	36	51	367	209	57

Are you satisfied that school is preparing you for a job in the future?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	32	Msk	Msk	237	70	30
2020/21	62	16	26	328	81	25
2021/22	82	19	23	353	114	32
2022/23	79	19	24	382	110	29
2023/24	67	19	28	361	118	33

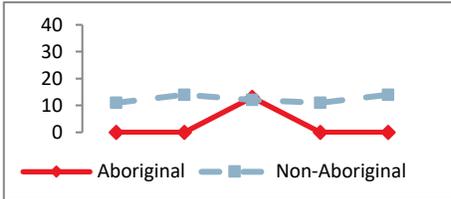
Are you satisfied that school is preparing you for post-secondary education?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	32	14	44	237	104	44
2020/21	62	22	35	328	117	36
2021/22	81	27	33	351	129	37
2022/23	78	25	32	383	147	38
2023/24	67	17	25	361	144	40

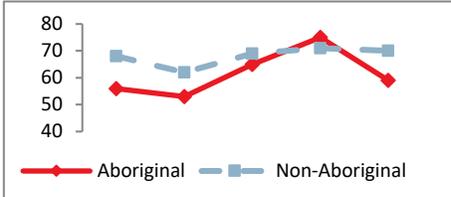
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

I would like to go to a different school.



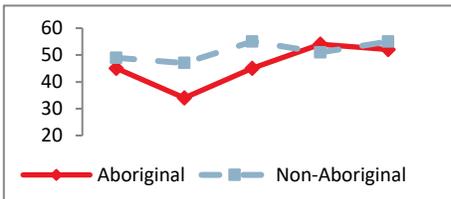
School Year	Aboriginal				Non-Aboriginal			
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times			
		#	%		#	%		
2019/20	34	Msk	Msk	241	26	11		
2020/21	61	Msk	Msk	326	45	14		
2021/22	84	11	13	355	43	12		
2022/23	82	Msk	Msk	386	41	11		
2023/24	70	Msk	Msk	366	52	14		

Do you feel welcome at your school?



School Year	Aboriginal				Non-Aboriginal			
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times			
		#	%		#	%		
2019/20	34	19	56	239	162	68		
2020/21	62	33	53	327	203	62		
2021/22	84	55	65	357	248	69		
2022/23	84	63	75	388	275	71		
2023/24	70	41	59	365	256	70		

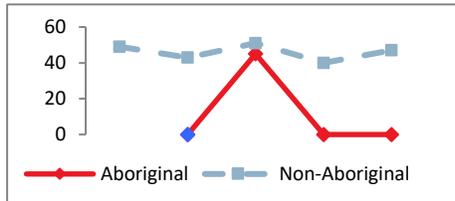
Is school a place where you feel like you belong?



School Year	Aboriginal				Non-Aboriginal			
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times			
		#	%		#	%		
2019/20	33	15	45	241	117	49		
2020/21	62	21	34	329	153	47		
2021/22	84	38	45	354	195	55		
2022/23	84	45	54	386	196	51		
2023/24	71	37	52	362	198	55		

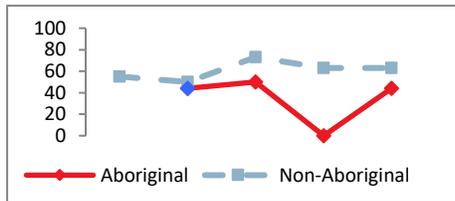
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



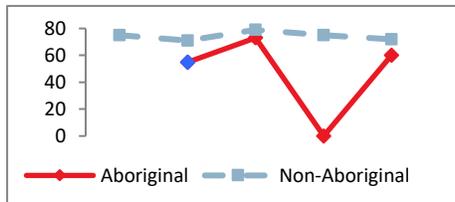
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	87	43	49
2020/21	36	Msk	Msk	196	84	43
2021/22	22	10	45	189	97	51
2022/23	15	Msk	Msk	149	60	40
2023/24	25	Msk	Msk	174	81	47

Do adults in the school treat all students fairly?



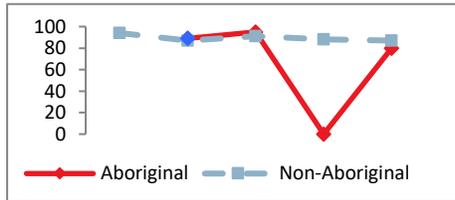
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	87	48	55
2020/21	36	16	44	197	99	50
2021/22	22	11	50	189	138	73
2022/23	15	Msk	Msk	149	94	63
2023/24	25	11	44	174	110	63

How many teachers help you with your schoolwork when you need it?



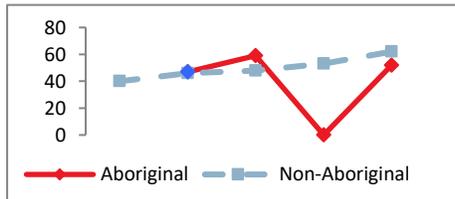
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	Two teachers or more		Gr 12 Respondents	Two teachers or more	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	84	63	75
2020/21	33	18	55	195	138	71
2021/22	22	16	73	189	150	79
2022/23	14	Msk	Msk	149	112	75
2023/24	25	15	60	172	124	72

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	87	82	94
2020/21	35	31	89	195	169	87
2021/22	22	21	95	185	169	91
2022/23	14	Msk	Msk	144	126	88
2023/24	25	20	80	171	149	87

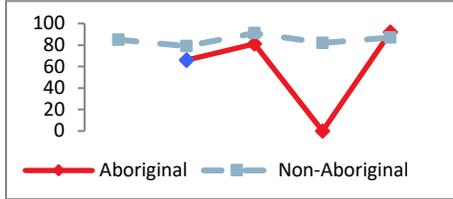
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	87	35	40
2020/21	36	17	47	194	90	46
2021/22	22	13	59	189	90	48
2022/23	14	Msk	Msk	145	77	53
2023/24	25	13	52	173	108	62

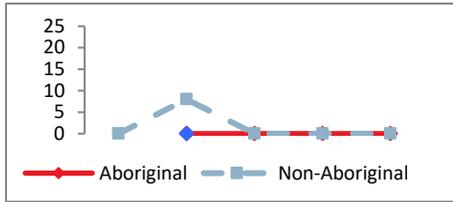
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



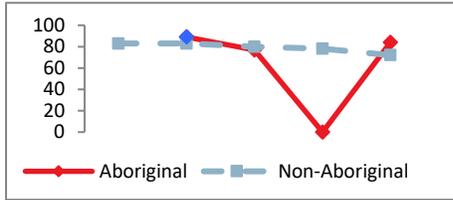
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	87	74	85
2020/21	35	23	66	197	155	79
2021/22	21	17	81	190	173	91
2022/23	15	Msk	Msk	149	122	82
2023/24	25	23	92	174	151	87

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



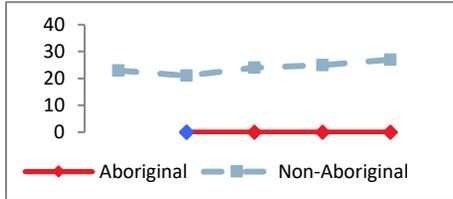
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	87	Msk	Msk
2020/21	36	Msk	Msk	198	16	8
2021/22	21	Msk	Msk	190	Msk	Msk
2022/23	15	Msk	Msk	148	Msk	Msk
2023/24	25	Msk	Msk	174	Msk	Msk

How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)



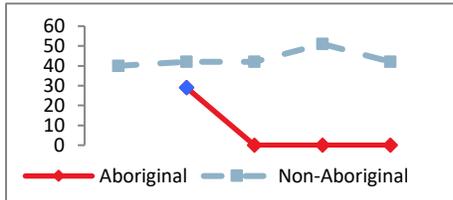
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	87	72	83
2020/21	36	32	89	198	164	83
2021/22	22	17	77	189	152	80
2022/23	15	Msk	Msk	149	116	78
2023/24	25	21	84	173	124	72

Are you satisfied that school is preparing you for a job in the future?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	87	20	23
2020/21	35	Msk	Msk	194	41	21
2021/22	22	Msk	Msk	186	44	24
2022/23	14	Msk	Msk	142	36	25
2023/24	25	Msk	Msk	172	46	27

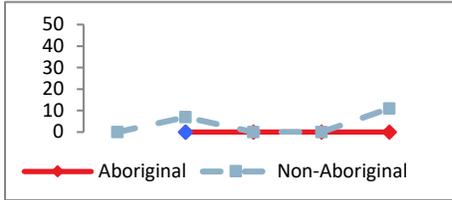
Are you satisfied that school is preparing you for post-secondary education?



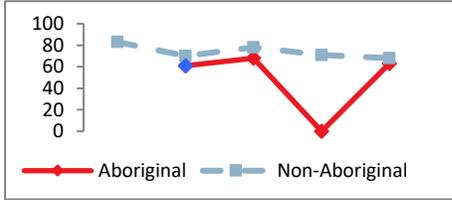
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	Msk	Msk	Msk	87	35	40
2020/21	35	10	29	194	81	42
2021/22	22	Msk	Msk	187	78	42
2022/23	14	Msk	Msk	142	72	51
2023/24	25	Msk	Msk	172	72	42

STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

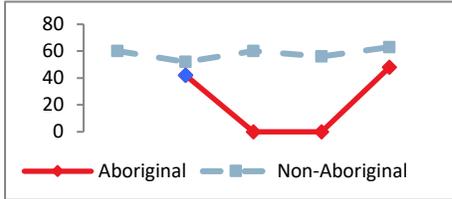
I would like to go to a different school.



Do you feel welcome at your school?



Is school a place where you feel like you belong?



Aboriginal

Non-Aboriginal

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#		#	%	#	#	%	
2019/20	Msk		Msk	Msk	86		Msk	Msk
2020/21	36		0	0	197		13	7
2021/22	22		Msk	Msk	189		Msk	Msk
2022/23	15		Msk	Msk	150		Msk	Msk
2023/24	25		Msk	Msk	173		19	11

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#		#	%	#	#	%	
2019/20	Msk		Msk	Msk	87		72	83
2020/21	36		22	61	196		137	70
2021/22	22		15	68	188		147	78
2022/23	15		Msk	Msk	149		106	71
2023/24	24		15	63	174		119	68

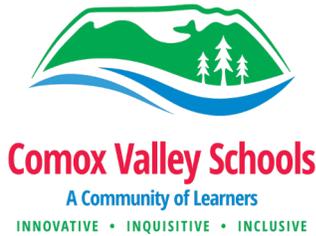
School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#		#	%	#	#	%	
2019/20	Msk		Msk	Msk	87		52	60
2020/21	36		15	42	196		101	52
2021/22	22		Msk	Msk	189		113	60
2022/23	15		Msk	Msk	149		83	56
2023/24	25		12	48	174		109	63

GLOSSARY

GLOSSARY ITEM	DEFINITION
Aboriginal Student	A student who has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit). Aboriginal ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Aboriginal will be considered Aboriginal from the 2003/04 school year forward. Status Indians are Aboriginal people who meet the requirements of the Indian Act and who are registered under the Act.
Alternate Programs	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment). Programs must be offered in separate facilities.
Children and Youth in care	Children and Youth living out of parental home under a legal arrangement refers to a child who has a legal arrangement with the Ministry of Children and Family Development (MCFD) or an Indigenous Child and Family Service Agency (ICFSA). This includes children that are in the custody, care, or guardianship of a director under the Child, Family and Community Service Act or a director of adoption designated under the Adoption Act (In Care), those who have a Youth Agreement or are receiving Youth Services (Youth Services), and those that are under Kinship Care (colloquially known as "Out of Care").
Course Mark	The result achieved by student, as assigned by the teacher at the school level, in a particular course.
Eligible Grade 12 Graduation Rate	The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Eligible to graduate reporting only includes Dogwood (BC Secondary Graduation Diploma), and does not include Adult Dogwood (BC Adult Graduation Diploma) or Evergreen (BC School Completion Certificate).
Enrolment	A record of a student, reported to the Ministry, entering into an educational program offered by a BC Board of Education, Francophone Education Authority or BC Certified Independent Schools (including Offshore Schools). A student may be recorded and counted as an enrolment in more than one school. Enrolment counts include the records of all adults and school-age persons who are enrolled in the BC K-12 system. Registered homeschooled children are not considered an enrolment.
Graduation	A Certificate of Graduation is awarded by the Ministry of Education and Child Care upon successful completion of the BC Provincial Graduation Requirements.
Headcount	A count of unique individuals, rather than enrolments.
Hyphen	A hyphen (-) is used in two situations: 1. The data are not available (for example, the Foundation Skills Assessment report provides information on a range of years that may include years "in the future"), so a hyphen is used. 2. The data describe an outcome (such as a percent or rate) where the underlying number of students or enrolments is zero (0). For example, consider a Grade 12 class that has no students enrolled in an ELL program. When reporting the percent of Grade 12 ELL students who achieved a C+ or better in math, it is not appropriate to report any math outcomes for ELL students, so a hyphen is used.
Msk	Abbreviation for Mask, which indicates that the information has been suppressed to protect personal information. The Ministry Masking Policy is intended to prevent the possibility of associating statistical data with an identifiable individual. To protect the privacy of individuals, very small population numbers must be suppressed (masked) when the Ministry reports or otherwise publicly releases aggregated data. For more information please refer to: https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations
Off-Reserve Aboriginal Student	Includes only Aboriginal students who live off a reserve and attend a BC public school.

On-Reserve Aboriginal Student	Includes only Aboriginal students who live on a reserve and attend a BC public school.
Participant (Foundation Skills Assessment)	A student who responded meaningfully to at least one question in the assessment.
Participation Rate (Foundation Skills Assessment)	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
Participation Rate (Graduation Assessment)	Denominator: All grade 10 or 12 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 10 or 12 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count). Numerator: Count of students from the denominator who took the assessment in a specific school year.
Performance (Foundation Skills Assessment)	In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are: <ul style="list-style-type: none"> • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • On Track - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning
Performance (Graduation Assessment)	Provincial graduation assessments use a four-level proficiency levels for reporting student achievement results: <ul style="list-style-type: none"> • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • Developing - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Proficient - students demonstrate a complete understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning Denominator: Include all students who took the assessment in a school year regardless of their grades. (Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).
Public School	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board of education. Types of public schools include Standard Schools, Short-term and Long-term Provincial Resource Programs, Youth Custody, Continuing Education Centres, Alternate Programs and Online Learning Programs.
Resident (student)	Resident students are those for which the Ministry of Education and Child Care will provide operating grant funding to boards of education or eligible independent schools. The ministry provides operating grant funding for: <ul style="list-style-type: none"> • Children who, along with their guardian(s), are ordinarily resident in British Columbia • Children who are deemed ordinarily resident in BC under the School Regulation • Other children who meet criteria set out in the Eligibility of Students for Operating Grant Funding policy
School District	A geographic area in British Columbia constituted as a district under the School Act. There are currently 59 school districts and one Francophone Education Authority.
School Year	The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.

Six-year Completion Rate	<p>The proportion of students who graduate, with a BC Certificate of Graduation ("Dogwood") or BC Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia. A six-year rate provides students with an additional year beyond the five years required to move through Grades 8-12.</p> <p>Six-year completion rates are not produced at the school level, as outmigration adjustments (to account for students leaving the province) cannot be estimated from Ministry data. The district in which a student last attended school in Years 1 through 6 is assigned to the district cohort from which the Six-year Completion Rate is determined.</p> <p>In this report, when the six-year rate is reported, numbers for prior school years are not updated. When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated.</p>
Students with Disabilities or Diverse Abilities (Selected Designations)	<p>Selected designations include the following:</p> <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R)
Students with Disabilities or Diverse Abilities	<p>Category A – Physically Dependent Category B – Deafblind Category C – Moderate to Profound Intellectual Disability Category D – Physical Disability / Chronic Health Impairment Category E – Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism Spectrum Disorder Category H – Intensive Behaviour Interventions / Serious Mental Illness Category K – Mild Intellectual Disability Category P – Gifted Category Q – Learning Disability (formerly Category J) Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p>
Student	<p>A person, of any age, who is reported by a BC Board of Education, Francophone Education Authority or BC-certified Independent school (including offshore schools), as enrolling in and receiving educational services.</p>
Student Cohort	<p>A group of students who share particular characteristics and who are tracked over a period of time.</p>



BRIEFING NOTE

TO: Board of Education **DATE:** February 25, 2025
FROM: Joe Heslip, Associate Superintendent
RE: Board/Authority Authorized (BAA) course

Purpose

To bring forward one Board/Authority Authorized course for review and approval.

Background

One Board/Authority Authorized course is being brought forward for review. If approved, this proposed course entitled *Romance Languages 11* will be offered at Georges P. Vanier Secondary School.

Analysis

This is an inquiry-based course designed for students to explore Romance languages and the diverse cultures they represent. Students will explore how language connects people to their cultural roots and identities. This course includes direct, indirect, interactive, and blended instruction, group work, and provides multiple opportunities for guest speakers including Indigenous language holders. While this course primarily focuses on the origins of Romance languages, the content highlights the preservation of Indigenous languages and the importance of reviving them. *Romance Languages 11* is a 4-credit offering with 120 hours of instruction, that fosters the development of the Core Competencies and the knowledge and skills of the educated citizen.

Detailed information regarding this course is included in the board package.

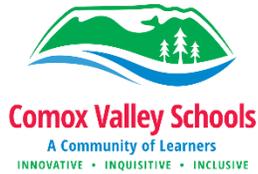
Recommendation

THAT the Board of Education of School District 71 (Comox Valley) approve the Board/Authority Authorized (BAA) Course as presented in this briefing note dated February 25, 2025.

Respectfully submitted,

Joe Heslip

Associate Superintendent



Romance Languages 11

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71
Developed by: Sophie Demers and Kristie Keyworth	Date Developed: December 2024
School Name: Georges P. Vanier Secondary School	Principal's Name: Julie Shields
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Romance Languages 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

It is recommended that students enrolling in this course have a passion for Romance languages, travel, culture and a general interest in careers where Romance languages are highly recommended.

Special Training, Facilities or Equipment Required:

It is encouraged that teachers have a Romance language, inquiry and humanities background to teach this course.

Course Synopsis:

This is an inquiry-based course designed for students to explore Romance languages and the diverse cultures they represent. Through the lens of travel and cultural exploration, students will learn key language skills while discovering the history, customs, traditions, and regional diversity of Romance-speaking countries. The focus will be on practical language use in travel scenarios, cultural immersion, and understanding how language shapes identity and communication.

Goals and Rationale:

The Romance Languages 11 course is designed to introduce students to the rich diversity of Spanish, French, Italian and Portuguese cultures through language and travel. By examining key cultural aspects such as festivals, food, music, and historical landmarks, students will build practical language skills to navigate real-world travel scenarios. Students will explore how language connects people to their cultural roots and identities. The goals are to strengthen the language department, ignite a love for languages, enhance communication skills, and deepen understanding of how language shapes global connections and cultural exploration.

Indigenous Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. This course directly relates to learning about the connections between what they are learning and their growth as individuals. Students work with the local and global community that they are a part of. An appreciation of cultural diversity is central to learning. Students are contributors to their community and grow their interpersonal relationships throughout the course.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students reflect on their learning and personal goals throughout the course.
- Learning involves recognizing the consequences of ones' actions. Students learn the importance of their responsibility when working with others during group activities.
- Learning involves generational roles and responsibilities. Students learn that there are others (local and global community members) who have a vast amount of knowledge that they can learn from. Students also learn their role and the responsibilities that come with that role when working with others.
- Learning involves patience and time. Students learn that changes may take a long time to happen. If they are patient and willing to try new things without the expectation that things will happen right now, they will see the benefits of being resilient.
- Learning languages requires exploration of one's identity. Students continuously reflect on their learning journey while learning about different cultures and various career options.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. Students are taught the necessity and importance of confidentiality and the importance of respecting various cultural practices and traditions.

BIG IDEAS

<p>Language shapes our understanding of culture and identity.</p>	<p>Exploration of language and culture fosters a deeper understanding of the world.</p>	<p>Cultural traditions and practices are transmitted through language.</p>	<p>Languages are tools for connection and communication.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating:</p> <ul style="list-style-type: none"> Acquire essential language skills for travel and communication. Analyze cultural differences and the role language plays in diverse perspectives and identities. Gain an understanding of the four major Romance languages and their cultural significance. Learn essential language skills for navigating travel scenarios in Romance-speaking countries. Learn about key landmarks and travel destinations in Romance-speaking countries. <p>Personal and social awareness:</p> <ul style="list-style-type: none"> Students will develop cultural sensitivity and global awareness by understanding the role of language in shaping cultural identity. Understand cultural traditions, history, and contemporary issues in Romance-speaking countries. Understand the impact of language on tourism, including languages barriers and cultural nuances. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Origins and evolution of Romance language. Brief overview of the countries that speak these languages. Language family tree: roots and the evolution into distinct languages. Importance of each language in a global context. Know basic vocabulary for travelling and career aspirations. Basic pronunciation and cultural tips for four Romance languages of choice. History and significance of cultural traditions. Learn the significance of cultural protocols. How language is used to celebrate and preserve traditions. Language and customer service: Hotels, restaurants, and transportation. Case studies on how language influences both the tourist and international employee experience. Cultural tourism and career advancement in the age of globalization Preservation of Indigenous languages and the importance of reviving them.

- Engage with diverse **perspectives**, collaborate in group projects, and foster empathy through cultural exploration.
- Promote **personal growth** through self-reflection, setting language learning goals, and recognizing the global impact of learning Romance languages.
- Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and cultural knowledge.

Curricular Competencies – Elaborations

Students are expected to do the following:

Thinking and communicating:

- **Language skills:** learn languages to enhance one's career and travel aspirations (vocabulary, grammar, speaking, listening, writing, reading and cultural appreciation).
- **Cultural practices and languages:** learn local languages and idioms, study non-verbal communication, engage with local traditions with language, research language immersion programs, attend cultural practices and events using the language, understand the difference between formal and informal language, explore proverbial wisdom, study regional dialects and accents, learn about multilingual societies, explore food related terms and food customs.
- **Diverse perspectives and identities:** promote language diversity, explore cultural contexts, respect identity through language, observe body language, gesture, and visual languages, use digital and multimodal platforms, compare different languages, discuss how multilingual speakers switch between languages or dialects, and reflect on language self-awareness.
- **Cultural significance:** explore, analyze, and discuss linguistic relativity, cultural expression, language and social hierarchy, languages as carriers of identity and heritage, bilingualism versus multilingualism, language and gender roles, language and humour, language and ceremony, and the role of language shaping worldviews.
- **Key Landmarks and travel destinations:** present and share findings of famous landmarks and travel destinations. For example, Sagrada Familia, Alhambra, Running of the Bulls (Spain), Eiffel Tower, Mont Saint Michel, the Louvre (France), Colosseum, Venice, Pompeii (Italy), Lisbon, Porto, Azores Islands (Portugal)

Personal and social awareness:

- **Cultural traditions:** cultural celebrations and holidays, traditional storytelling, greetings and social etiquette, cultural identity and language, cultural traditions in the arts, intercultural communication, inclusive language (SOGI), and religious practices and language.
- **Impact of language on tourism:** language and customer service: hotels, restaurants, and transportation. Cultural etiquette and norms (eg. Tipping practices, greetings, gift-giving), case studies on how language influences the tourist experience. Language preservation and cultural tourism in the age of globalization.
- **Perspectives:** cultural identity and language, cultural sensitivity, language and self-expression, language and social structures, language and power, multilingualism and social cohesion, language and cognitive development, empathy through language, historical and political perspectives, self-awareness through language, critical language awareness, language and globalization, and language and technology.
- **Personal goals:** create career and travel goals, explore careers in translation and interpretation, explore careers in education, research various cultural exchanges or humanitarian work, investigate the meaning of global citizenship, observe cross-cultural communication, and design an action plan.
- **Language barriers and cultural nuances:** discover vocabulary differences, grammar and syntax, accent and pronunciation, non-verbal communication, contextual communication styles, politeness and formality, directness versus indirectness, taboos and sensitive topics, reflection and adaptations, and time perception.

- **Travel and career scenarios:** simulate a “travel or career experience” by role-playing scenarios using the learned language skills (e.g., at a restaurant, at a tourist site, asking for directions).

Content – Elaborations

- **Evolution of Romance language:** timeline, changes in phonetics and pronunciation, sociolinguistic influences on language change, language family tree project, the role of writing in language evolution, language and technology, and the evolution of syntax.
- **Brief overview:** region(s) spoken, number of speakers, language family, alphabet/script, phonetics/pronunciation, grammar, history, role in society, dialects and variants, regional influence, examples of basic phrases, interesting facts, and resources.
- **Roots and the evolution:** language family tree project (Latin roots), discuss evolution into distinct languages
- **Global context:** Romance language policies in global politics, media and advertising, the effects and impacts of the spread of Romance languages.
- **Basic vocabulary:** greetings, farewells, polite expressions, asking for directions, ordering food, shopping, key verbs, transportation, lodging, and sightseeing.
- **Cultural tips:** gestures, body language, facial expressions, greetings, formality and address, punctuality, respect of cultural norms, avoidance of stereotypes, humour, idioms, expressions, think in the language, appreciate word usage, humility, active listening, connecting, and being respectful.
- **Cultural Traditions:** exploring a variety of festivals like La Tomatina (Spain), Carnival (Brazil), Bastille Day (France), Siena Palio (Italy), Feste de Santa Maria (Portugal), along with traditional foods, how language is being used to celebrate and preserve traditions, and folk music and dances.
- **Cultural Protocols:** tipping practices, greeting, gift-giving
- **Preserve traditions:** oral traditions, storytelling, rituals and ceremony, language as a vehicle for identity, cultural expressions, literature and folklore, religious texts, language revitalization efforts, language schools and programs.
- **Customer service:** hotels, restaurants, transportation, tours, museums, markets.
- **Influences:** multilingual signage, cultural sensitivity training for staff, translation apps and devices, improved accessibility, cultural engagement, higher customer satisfaction, challenges, career growth opportunities, cultural exchange.
- **Globalization:** immersive cultural experiences, intercultural dialogue, networking opportunities, building cross-cultural competence, tourism careers, cultural appropriation, responsible tourism, global job market.
- **Preservation:** reviving Indigenous languages, effects of colonialism on languages and identity, language revitalization programs, community initiatives, language classes and resources, and conversations with an Elder about local celebrations, traditions, storytelling, and protocols.

Recommended Instructional Components:

- Direct instruction: introductory sessions, overview of the course, student language profiles, and language foundations.
- Indirect instruction: through daily experiences within the classroom.
- Interactive instruction: actively engage with students as they are doing a task (pause, question, and reflect).
- Independent instruction: independent research and inquiry on Romance languages, cultures, careers, and travel opportunities.
- Modelling: students model protocols for cultural respect and appreciation within the school community.
- Group work: throughout the day students may work in groups to complete tasks.
- Seminar-based instruction: directed at building cross-curricular connections with students.
- Guest speakers: Indigenous language holders, Romance language students, travel agencies, Canadians living abroad, and people working in careers that require two or more Romance languages.
- Blended instruction: learning management systems such as Brightspace to develop project-based learning.

Assessment and Evaluation:

- **Language Skills Assessment:** Games and fun assignments to test vocabulary, speaking, listening, and writing skills.
- **Cultural Research Project:** Group or individual inquiry project on Romance language-speaking country, exploring language, culture, and travel destinations.
- **Final Presentation:** Research, create and present a travel itinerary for a Romance-speaking country, a film/project showcasing a cultural tradition, landmark, food of Romance language-speaking country.
- **Class Participation:** Active engagement in class discussions, group activities, and role-playing travel and career scenarios.
- **Reflection:** Reflective journals on what students have learned about language, culture, career and travel experiences.

Best Practices for Assessment: Goal setting, self-assessment, reflection, formative, summative, assessment FOR learning, knowing, doing, and understanding, conversations, observations and products.

Big Idea	Curricular Competencies	Content	Evidence Collected
<i>Language shapes our understanding of culture and identity.</i>	<ul style="list-style-type: none"> • Examine how language connects people to their cultural roots and influences their perspectives. • Explore different cultural practices and how language reflects these practices for travel and careers. • Gain an understanding of languages and their cultural significance. 	<p>Origins and evolution of language</p> <p>Brief overview of the countries that speak the languages</p> <p>Language family trees: roots and the evolution into distinct languages</p> <p>Importance of each language in a global context</p> <p>Indigenous languages and the importance of reviving them</p>	<ul style="list-style-type: none"> • Presentations: interviews and skits • Language, culture, identity posters • Reflective journals • Games and fun assignments
<i>Exploration of Languages and culture foster a deeper understanding of the world.</i>	<ul style="list-style-type: none"> • Analyze cultural differences and the role language plays in diverse perspectives and identities. • Explore cultural traditions that are central to Romance language-speaking countries. • Understand cultural traditions, history, and contemporary issues in our local and global community. 	<p>Festivals, music, and dance</p> <p>Traditional foods and their cultural significance</p> <p>How language is used to celebrate and preserve traditions</p> <p>Present a detailed cultural profile, including key phrases in the local language, a description of major landmarks, and cultural traditions</p>	<ul style="list-style-type: none"> • Student Self and Peer-Evaluation Interview • Group Project: Preserving Tradition • Language skills journal • Language and Culture photo-essay • Cultural Profile of a country: key phrases, local language, major landmarks, and cultural traditions

<p><i>Cultural traditions and practices are transmitted through language</i></p>	<ul style="list-style-type: none"> • Explore the influence that language plays on cultural traditions. • Understand the difference between formal and informal language. • Understand regional dialects and accents, learn about multilingual societies, • Explore food related terms and food customs. 	<p>Romance language idioms, non-verbal communication, local traditions with language, language immersion programs</p> <p>Importance of registers of language in Romance languages</p> <p>The cultural practices tied to specific holidays, cuisine, music and art</p> <p>Language preservation and cultural heritage</p>	<ul style="list-style-type: none"> • Song analysis • Idiomatic Expression assignment • Interview with Elders • Language and Identity collage
<p><i>Languages are tools for connection and communication.</i></p>	<ul style="list-style-type: none"> • Engage in meaningful conversations and interactions in Romance language, both in spoken and written forms. • Collaborate in groups to complete travel and career scenarios and research projects. • Engage in a final project that brings together cultural exploration and language learning. 	<p>Greetings, farewells, and polite expressions</p> <p>Communicating with people in Romance language-speaking country</p> <p>Asking for directions, ordering food, shopping, and basic travel vocabulary</p> <p>Key verbs and vocabulary for travelling (transportation, lodging, sightseeing)</p> <p>Basic pronunciation and cultural tips for languages of choice</p> <p>Research and create a travel itinerary (students choose one country to focus on) Simulate a “travel or career experience” by role-playing scenarios using the learned language skills (restaurant, tourist site, asking for directions, job site)</p>	<ul style="list-style-type: none"> • Multilingual travel guide • Cultural storytelling • Virtual exchange with pen pals • Role-playing travel and career scenarios • Class and group discussions • Travel Itinerary

Learning Resources:

- Textbooks and Workbooks: Language textbooks
- Online Platforms: Duolingo, Deep L, Word Reference, or other language learning tools
- Videos and Documentaries: Travel documentaries, or videos showcasing culture and landmarks
- Guest Speakers: Indigenous language teacher, or travel experts to discuss cultural traditions and travel tips.
- Cultural Materials: recipe books, music playlists, travel guides.

Additional Information:

This course is flexible and can be adapted to different lengths, formats, and educational levels. One can add more interactive elements like language games, discussions, and guest speakers (e.g., linguists or translators). This course can be modified to honour differentiation.



Comox Valley Schools

A Community of Learners

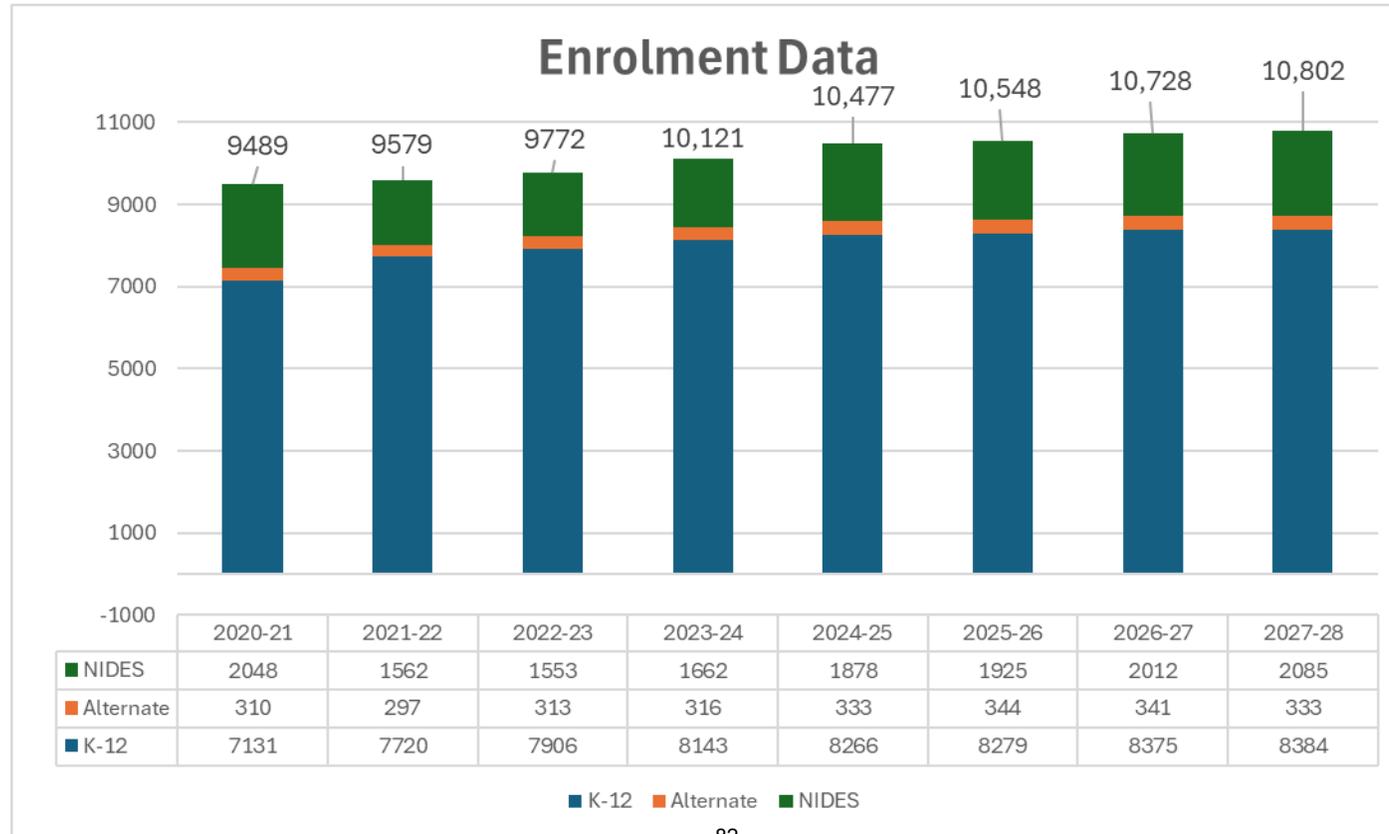
INNOVATIVE • INQUISITIVE • INCLUSIVE

SD71 Amended Annual Budget

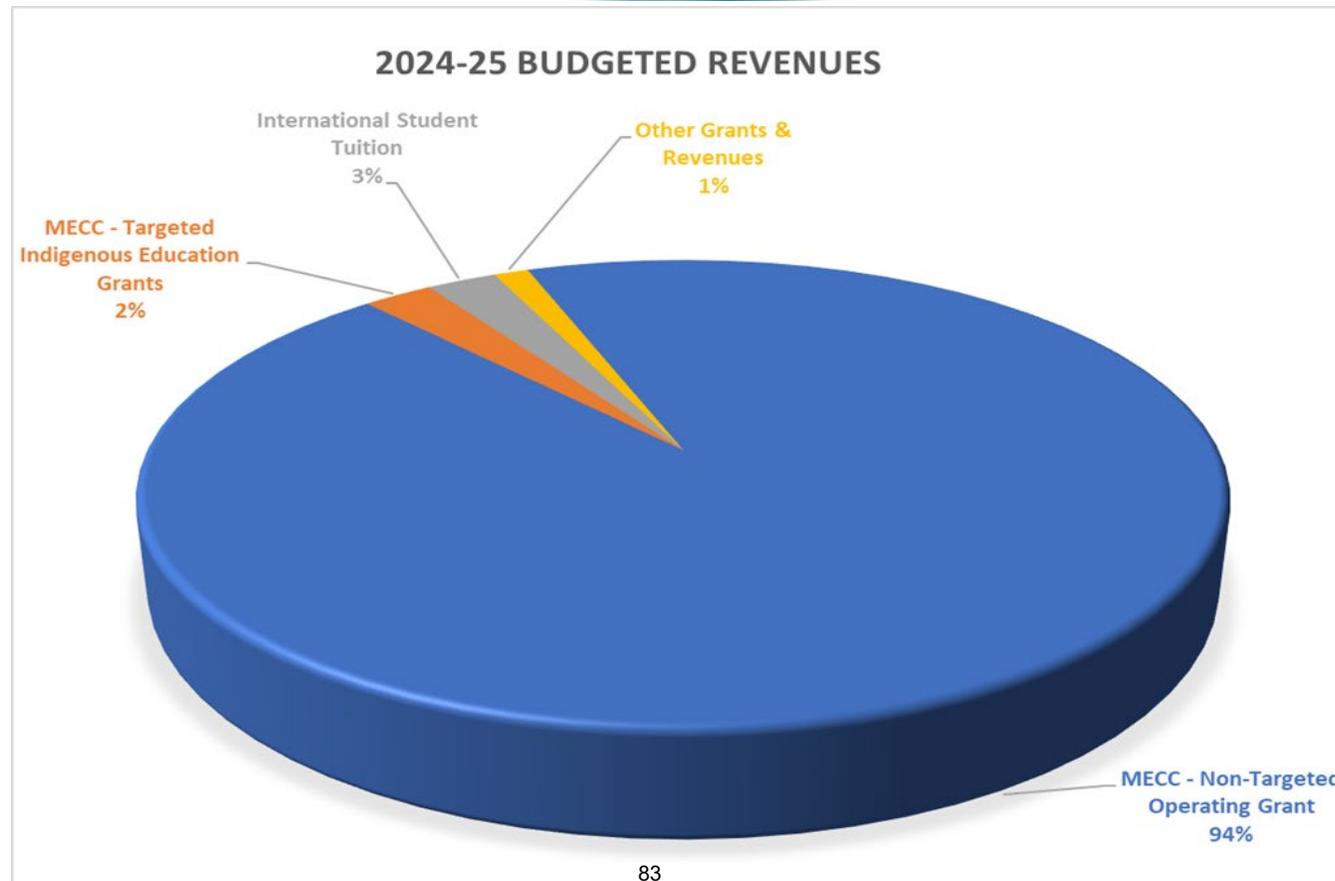
2024-25 SCHOOL YEAR

FEBRUARY 25, 2025

Enrolment



Operating Revenues



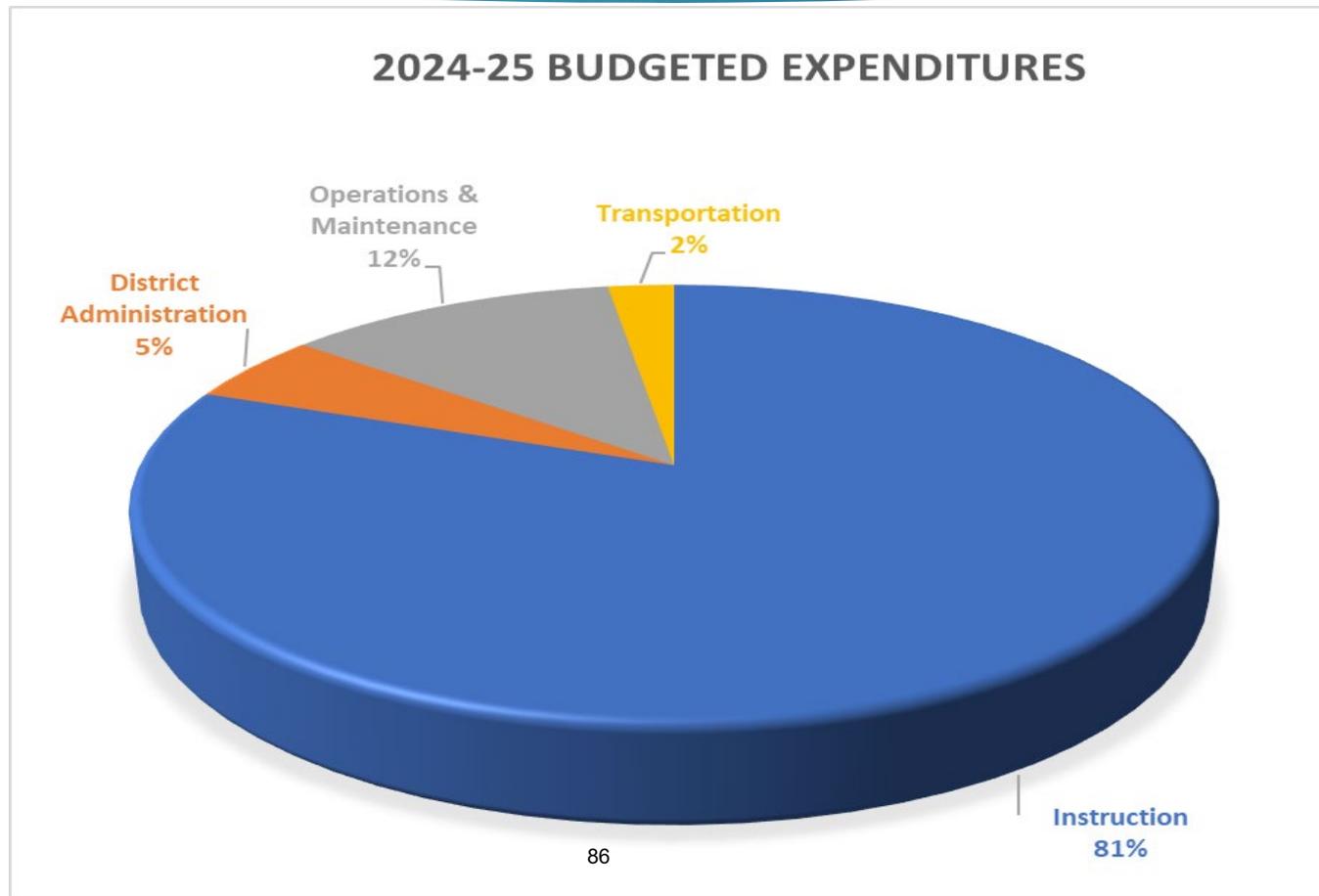
Operating Revenues

2024-25 Operating Revenues			
	Amended	Annual	Change
Provincial Grants - MECC	\$ 125,378,372	\$ 122,503,618	\$ 2,874,754
Provincial Grants - Other	197,600	222,000	- 24,400
International Tuition	3,176,750	3,176,750	-
Other Revenues	629,117	481,117	148,000
Rentals & Leases	170,000	160,000	10,000
Investment Income	690,000	690,000	-
Total Operating Revenues	\$ 130,241,839	\$ 127,233,485	\$ 3,008,354

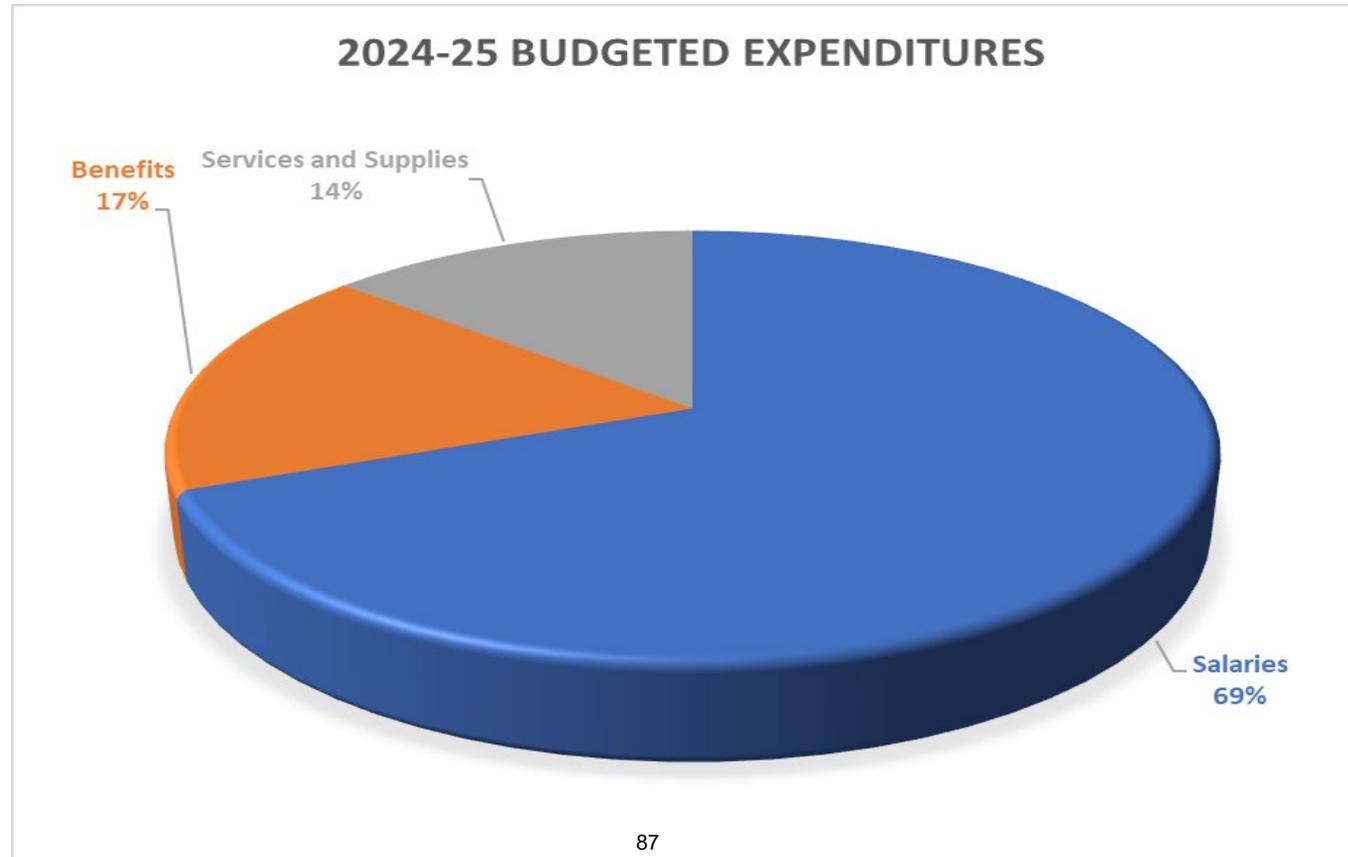
Operating Revenues - Enrolment

TABLE 3					
	Rate	2024/25 Annual Budget FTE	2024/25 Q1 FTE	Variance FTE	Change in Funding
Enrolment Based Funding					
Standard (Regular) schools	\$ 8,915	8441.000	8399.625	(41.375)	(368,858)
Continuing education	8,915	11.375	20.500	9.125	81,349
Alternate schools	8,915	171.000	179.000	8.000	71,320
Online Learning	7,200	1680.000	1877.938	197.938	1,425,150
Home Schooling	250	43.000	52.000	9.000	2,250
Course Challenges	279	4.000	3.000	-1.000	(279)
Total September Enrolment Based Funding		10350.375	10532.063	181.688	\$ 1,210,931
Unique Student Needs					
Level 1 Inclusive Education	\$ 50,730	3	4	1	50,730
Level 2 Inclusive Education	24,070	515	536	21	505,470
Level 3 Inclusive Education	12,160	80	83	3	36,480
English as a second language	1,795	200	198	(2)	(3,590)
Indigenous Education	1,770	1750	1781	31	54,870
Adult Education (Non Graduated)	5,690	18.50	25.44	6.94	39,474
Total September Unique Students Enrolment Based Funding		2566.500	2627.438	60.94	\$ 683,434
September Enrolment Grant Changes					\$ 1,894,366

How The Funds Are Spent



How The Funds Are Spent



Operating Salaries and Benefits

2024-25 Salaries and Benefits			
	Amended	Annual	Change
Salaries			
Teachers	\$ 52,303,040	\$ 51,894,494	\$ 408,546
Principals and Vice-Principals	7,031,214	6,782,503	248,711
Educational Assistants	8,540,663	8,323,151	217,512
Support Staff	11,959,926	11,507,153	452,773
Other Professionals	4,990,403	4,403,664	586,739
Substitutes	4,447,468	4,133,986	313,482
Total Salaries	\$ 89,272,714	\$ 87,044,951	\$ 2,227,763
Benefits	22,574,946	22,014,960	559,986
Total Salaries and Benefits	\$ 111,847,660	\$ 109,059,911	\$ 2,787,749

Operating Services and Supplies

2024-25 Services and Supplies			
	Amended	Annual	Change
Services	\$ 4,970,178	\$ 4,449,456	\$ 520,722
Student Transportation	3,011,326	2,940,633	70,693
Professional Development/Travel	1,122,173	1,083,540	38,633
Rentals and Leases	234,000	247,739	- 13,739
Dues and Fees	110,000	106,900	3,100
Insurance	263,915	236,550	27,365
Supplies	6,018,791	5,610,610	408,181
Utilities	2,499,500	2,462,860	36,640
Total Services and Supplies	\$ 18,229,883	\$ 17,138,288	\$ 1,091,595

2024-25 Amended Operating Budget

2024-25 Operating Budget			
	Amended	Annual	Change
Revenue	\$ 130,241,839	\$ 127,233,485	\$ 3,008,354
Expense	(130,077,543)	(126,198,199)	(3,879,344)
Capital Assets Purchased	(375,000)	(375,000)	-
Transfer to Local Capital	(1,885,000)	(1,460,000)	(425,000)
Budgeted Use of Prior Year Surplus	2,095,704	799,714	\$ 1,295,990
	\$ -	\$ -	\$ -

District Operating Contingency Reserve

Policy 18

ACCUMULATED OPERATING SURPLUS AND INTERNALLY RESTRICTED FUNDS

Unrestricted Operating Surplus (Contingency Reserve)

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

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



District
Operating Contingency
Reserve
2024-25 Amended Budget

\$3,186,379 = 2.67%



Special Purpose Funds

Schedule 3

Special Purpose Funds

- ▶ Annual Facility Grant
- ▶ Learning Improvement Fund
- ▶ Scholarships & Bursaries
- ▶ School Generated Funds
- ▶ Strong Start
- ▶ Ready, Set Learn
- ▶ OLEP
- ▶ Community LINK
- ▶ Classroom Enhancement Fund:
 - ▶ Overhead
 - ▶ Staffing
 - ▶ Remedies
- ▶ *First Nation Student Transportation*
- ▶ Mental Health in Schools
- ▶ Changing Results for Young Children
- ▶ SEY2KT (Early Years to Kindergarten)
- ▶ Early Care & Learning
- ▶ Feeding Futures
- ▶ Health Careers (Dual Credit) Grant
- ▶ Professional Development
- ▶ CVCF Student Travel
- ▶ ECE Dual Credit Program
- ▶ Student & Family Affordability
- ▶ Work Experience Enhancement Project (WorkEx)

Special Purpose Funds Analysis

2024-25 Special Purpose Funds Budget			
	Amended	Preliminary	Change
Revenue	\$ 21,545,816	\$ 19,754,987	\$ 1,790,829
Expenses	\$ (21,545,816)	\$ (19,754,987)	\$ (1,790,829)
Tangible Capital Assets	-	-	-
	\$ -	\$ -	\$ -



Capital Fund

Schedule 4

Local Capital Fund Reserves

Local Capital Transfers	
Prior Year Internally Restricted Surplus Transfers	\$ 425,000
Annual Local Capital Transfer Requirements	1,460,000
Total Local Capital Transfers	\$ 1,885,000

Board Strategic Priorities

Strategic Alignment

Reporting on the 2024-25 Amended Annual Budget aligns with the Boards Strategic Plan Value of **INTEGRITY**, by upholding high ethical standards through transparency, honesty and accountability.

The addition of a District-Vice-Principal of Indigenous Education, Indigenous Engagement and Knowledge Specialist, and commitment to transfer the cost of the Indigenous Education Elders and District Principal to Operating aligns with the Boards Strategic Plan Value of **TRUTH AND RECONCILIATION COMMITMENT**; as well as the Design Principle of **DECOLONIZING AND INDIGENIZING** - **\$331,646**.

The addition of the Behavioral Consultant, Registered Clinical Counsellor, District Principal of Diversity, Equity and Non-Discrimination, and additional Inclusive Educational Supports aligns with the Boards Strategic Plan Value of **SAFETY** and **EQUITY**; as well as the Design Principle of **INCLUSION** - **\$505,493**

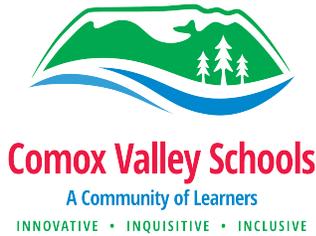
In-depth reviews of operational service and supply budgets and adjusting to ensure they are adequately funded to the expected and committed levels of service aligns with the Boards Strategic Plan Value of **SAFETY** - **\$362,439**

Budget Bylaw

	2025 Amended Annual Budget	2025 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	130,077,543	126,198,199
Operating - Tangible Capital Assets Purchased	375,000	375,000
Special Purpose Funds - Total Expense	21,545,816	19,754,987
Capital Fund - Total Expense	9,105,349	9,098,468
Capital Fund - Tangible Capital Assets Purchased from Local Capital	2,379,308	2,358,600
Total Budget Bylaw Amount	163,483,016	157,785,254

Recommendation

It is recommended that the Board of Education approve the Budget Bylaw Motions contained in the agenda package.



TO: Board of Education **DATE:** February 25, 2025
FROM: Carrie McVeigh, Secretary-Treasurer
RE: **Financial Update – 2024-25 Amended Annual Budget & Bylaw**

Introduction

In June of 2024, the Board approved the 2024-25 Preliminary Annual Budget. The Annual Budget was based on estimates of enrolment, funding and other revenue and expenditure factors. The 2024-25 Amended Annual Budget has been prepared in accordance with the Ministry of Education and Child Care (MECC) instructions. The Amended Annual Budget includes budgets for the operating fund, special purpose funds and the capital fund.

Background

The Ministry of Education and Child Care normally releases the recalculated grants based on actual September enrolment in early December each year to allow adequate time to prepare the Amended Budget for February 28th. This year there was a delay due to the election and the amounts were not released until January 28, 2025, impacting timelines to prepare the Amended Budget and report to the Board. The Ministry acknowledges the impact this delay has on Districts and is allowing an extension to March 28, 2025 to submit the Amended Budget this year.

This report provides an analysis of the changes to revenue and expenditure estimates included in the 2024-25 Amended Annual Budget. The updated revenue and expenditure estimates include revenue and expenditure changes resulting from changes in enrolment, appropriations of prior year internally restricted surplus, annual contractual salary increases, revenue changes announced by MECC including additional funds received for labour settlement, and other known changes to revenue and expenditures.

Operating Fund

Table 1 summarizes the changes between the 2024-25 Amended Annual Operating Budget and the 2024-25 Annual Operating Budget.

TABLE 1			
2024-25 Operating Budget			
	Amended	Annual	Change
Revenue	\$ 130,241,839	\$ 127,233,485	\$ 3,008,354
Expense	(130,077,543)	(126,198,199)	(3,879,344)
Capital Assets Purchased	(375,000)	(375,000)	-
Transfer to Local Capital	(1,885,000)	(1,460,000)	(425,000)
Budgeted Use of Prior Year Surplus	2,095,704	799,714	\$ 1,295,990
	\$ -	\$ -	\$ -

Operating Revenues

This school year has seen an increase in September enrolment over the District's original projections that were included in the Annual Operating Budget. The increased September enrolment and revenues of \$1.89M are offset by increased requirements for staffing and replacement costs, additional supports for unique learners, increased service and supply budgets, and a reduction in the reliance of unrestricted surplus to balance the budget. In addition, \$1.16M for labour settlement funding to cover the 1% cost of living adjustment that was announced after the annual budget was adopted and is offset by contractual salary increases. Changes to other revenue sources have been recorded and the 2024-25 Amended Annual Operating Budget is predicted to be balanced. The planned increase to the operating budget revenues is a total \$3.01M as summarized in Table 2.

TABLE 2			
2024-25 Operating Revenues			
	Amended	Annual	Change
Provincial Grants - MECC	\$ 125,378,372	\$ 122,503,618	\$ 2,874,754
Provincial Grants - Other	197,600	222,000	- 24,400
International Tuition	3,176,750	3,176,750	-
Other Revenues	629,117	481,117	148,000
Rentals & Leases	170,000	160,000	10,000
Investment Income	690,000	690,000	-
Total Operating Revenues	\$ 130,241,839	\$ 127,233,485	\$ 3,008,354

Enrolment based Funding

Table 3 below highlights the enrolment changes and the funding impact on the Ministry operating grant from the Annual Operating Budget. The change in funding is calculated by taking the change in student counts multiplied by the relevant funding rate for that category.

TABLE 3					
		2024/25 Annual	2024/25 Q1	Variance	Change in
	Rate	Budget FTE	FTE	FTE	Funding
Enrolment Based Funding					
Standard (Regular) schools	\$ 8,915	8441.000	8399.625	(41.375)	(368,858)
Continuing education	8,915	11.375	20.500	9.125	81,349
Alternate schools	8,915	171.000	179.000	8.000	71,320
Online Learning	7,200	1680.000	1877.938	197.938	1,425,150
Home Schooling	250	43.000	52.000	9.000	2,250
Course Challenges	279	4.000	3.000	-1.000	(279)
Total September Enrolment Based Funding		10350.375	10532.063	181.688	\$ 1,210,931
Unique Student Needs					
Level 1 Inclusive Education	\$ 50,730	3	4	1	50,730
Level 2 Inclusive Education	24,070	515	536	21	505,470
Level 3 Inclusive Education	12,160	80	83	3	36,480
English as a second language	1,795	200	198	(2)	(3,590)
Indigenous Education	1,770	1750	1781	31	54,870
Adult Education (Non Graduated)	5,690	18.50	25.44	6.94	39,474
Total September Unique Students Enrolment Based Funding		2566.500	2627.438	60.94	\$ 683,434
September Enrolment Grant Changes					\$ 1,894,366

The District experienced an increase in enrolment from the 2024-25 Annual Operating Budget at the September enrolment count. Total school age enrolment increased by 181.688 Full-Time Equivalent (FTE) and enrolment among students with unique needs increased by 25 FTE. English as a second language (ESL) enrolment decreased and the Indigenous Education enrolment increased by 31 FTE. Overall the increase to September enrolment based funding is \$1.89M.

Other Ministry Revenue Impacts

The District also experienced salary differential, labour settlement and other minor changes to grants in the January announcement. The supplement for salary differential provides additional funding to districts with higher average teacher salaries than the provincial average. The District average salary increased more than the Provincial average and experienced an increase in this supplement of \$197,865. The District also experienced some changes to other supplemental funding related to funding for Graduated Adults and timing differences when Integrated Child and Youth Team funds are received, which resulted in an overall decrease of \$371,644 lower than projected.

Tuition

Budgeted Tuition and Homestay fees have remained as originally forecasted on an estimated 195 FTE students.

Investment Income

The District is estimating no change to the investment income as Bank of Canada rate cuts were included in the initial forecasts.

Operating Revenues can be viewed in Schedule 2 and 2A of the Amended Annual Budget document.

Operating Expenses

Table 4 displays the changes to the Salaries and Benefits expenses of the Operating Fund.

TABLE 4			
2024-25 Salaries and Benefits			
	Amended	Annual	Change
Salaries			
Teachers	\$ 52,303,040	\$ 51,894,494	\$ 408,546
Principals and Vice-Principals	7,031,214	6,782,503	248,711
Educational Assistants	8,540,663	8,323,151	217,512
Support Staff	11,959,926	11,507,153	452,773
Other Professionals	4,990,403	4,403,664	586,739
Substitutes	4,447,468	4,133,986	313,482
Total Salaries	\$ 89,272,714	\$ 87,044,951	\$ 2,227,763
Benefits	22,574,946	22,014,960	559,986
Total Salaries and Benefits	\$ 111,847,660	\$ 109,059,911	\$ 2,787,749

The district has adjusted the teacher staffing budget and teachers teaching on call (TTOC) costs from the 2024-25 Annual Operating Budget. The increase in teacher costs are a result of adding the 1% contractual cost of living adjustment. Substitute costs for employee groups have been increased due to higher replacement costs to cover staff absences.

Support staff costs have increased as a result of adding the 1% contractual cost of living adjustment while ensuring assigned hours have been reconciled and rate increases have been recorded. Costs for supports for unique learners is also projected to increase as the number of designations are higher than projected.

Exempt staff increases have also been reconciled to the approved BCPSEA submission and exceeded the annual budget projection. Principals and Vice-Principals includes the addition of a new District Vice-Principal of Indigenous Education (.6fte funded by Operating .4fte targeted) and the addition of the term positions of District Principal of Diversity, Equity and Non-Discrimination and Indigenous Engagement and Knowledge Specialist which are funded in 2024-25 with one-time prior year surplus restrictions for strategic initiatives. Other Professionals includes the addition of a New Behavioral Consultant and Manager of Human Resources – Labour Relations since the annual budget was adopted. In addition a Registered Clinical Counsellor was added and is funded by the Ministry’s targeted Integrated Child and Youth Teams (ICY) funding.

Table 5 displays the changes to the Services and Supplies expenses of the Operating Fund.

TABLE 5			
2024-25 Services and Supplies			
	Amended	Annual	Change
Services	\$ 4,970,178	\$ 4,449,456	\$ 520,722
Student Transportation	3,011,326	2,940,633	70,693
Professional Development/Travel	1,122,173	1,083,540	38,633
Rentals and Leases	234,000	247,739	- 13,739
Dues and Fees	110,000	106,900	3,100
Insurance	263,915	236,550	27,365
Supplies	6,018,791	5,610,610	408,181
Utilities	2,499,500	2,462,860	36,640
Total Services and Supplies	\$ 18,229,883	\$ 17,138,288	\$ 1,091,595

As enrolment increases supply budgets for schools have increased. Inflationary pressures continue to impact all services and departments as we attempt to maintain the same level of services currently being provided. Staff have been doing detailed reviews and forecasts of departmental budgets over the fall and have adjusted as necessary. MECC has also recently notified that recoveries for both School Protection Plan Premiums and Digital services have increased by \$29,865 and \$36,640 respectively.

The amended budget also reflects approximately \$721K in one-time service and supply expenses that were not included in the annual budget. Surplus from the prior year was restricted to fund strategic initiatives, the Tribune Bay Business Case, Long Range Facility Planning, moving and renovations to Indigenous Education and Inclusive Education office spaces, and other contractual obligations.

Operating Expenditures can be viewed in Schedule 2B and 2C of the Amended Annual Budget document.

Accumulated Operating Surplus – Contingency Reserve

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

Policy 18 of the Board’s Policy Handbook states that the amount of unrestricted operating surplus at the end of a fiscal year should be a minimum of 1.5% and maximum of 3.0 % of actual Operating Expenses in the fiscal year (\$1.79M to \$3.58M) for the purpose of maintaining a Contingency Reserve. The Contingency Reserve is intended to be sufficient to reduce, to an appropriate level, financial risk that results from emergent operating issues and/or to offset unrealized revenues. The actual current

balance at the end of the fiscal 2023-24 year was \$2,386,033 and equates to 2% of operating expenses (actual 2023-24).

The 2024-25 annual budget utilized \$799,714 of unrestricted prior year surplus to balance the budget. The additional revenues and careful review of expenses has resulted in a reduction of the need to rely on prior year surplus in the 2024-25 amended budget and will increase the contingency reserve to the current balance shown on Schedule 1 of \$3.20M, which represents 2.67% of operating expenses (actual 2023-24)

Budgeted Accumulated Operating Surplus can be viewed in Schedule 1 on the Amended Annual Budget document.

Special Purpose Funds

TABLE 6			
2024-25 Special Purpose Funds Budget			
	Amended	Preliminary	Change
Revenue	\$ 21,545,816	\$ 19,754,987	\$ 1,790,829
Expenses	\$ (21,545,816)	\$ (19,754,987)	\$ (1,790,829)
Tangible Capital Assets	-		-
	\$ -	\$ -	\$ -

Special Purpose Funds includes funds received from both the MECC and other sources that have been designated for other purposes. There are 21 special purpose funds as shown on Schedule 3A of the Amended Annual Budget document (23 if you count the Classroom Enhancement Funds separately). The Amended Annual Budget includes the year-end rollovers (deferred revenues) along with the funds received. The Amended Annual Budget is forecasting a Deferred Revenue balance of \$1.87M at the end of 2024-25.

Overall, the increase in revenue of \$1,790,829 is mainly due to:

- An increase in the budgeted amount of school generated funds revenues of \$500,000
- An increase of \$843,888 in Classroom Enhancement Fund mainly due to remedies, contractual increases and labour settlement funding
- Additional planned Prior Year Carryover Surplus Spending \$75,294
- Additional Grants Received:
 - First Nation Student Transportation \$68,952
 - Early Care and Learning \$175,000
 - Early Childhood Education Dual Credit Program \$40,000
 - Official Languages in Education Programs (French Funding) \$66,737

The corresponding increase in expenditures of \$1,790,829 relates to increased staffing and service and supply expenditures related to the additional grants and school generated funds budgeted to be received.

Special Purpose Funds can be viewed in Schedule 3 and 3A on the Amended Annual Budget document.

Capital Fund

The Capital fund is made up of Invested in Tangible Assets balances and Local Capital Surplus. The overall change in the fund balance since the annual budget is minimal and is due to the following:

- An increase in the budgeted amortization of deferred capital revenue of \$3,277
- Recognition of investment income of approximately \$6,000
- An increase in the budgeted amortization of tangible capital assets of \$6,881

Local Capital Contributions

Annually, the operating budget includes transfers to the Local Capital Fund for the purchase of capital items that are not directly funded by the Ministry. The current budget contains contributions of \$1.46M primarily to support the purchase of and evergreening of technology for students and staff, as well as to refresh the district’s fleet of vehicles in the maintenance department, and furniture & equipment. The value of transfer has increased since the annual budget by the value of internally restricted surplus transfers at year end for Ministry and Local Government statutory project contributions.

Table 7 below provides the change in the transfer to local capital.

TABLE 7	
Local Capital Transfers	
Prior Year Internally Restricted Surplus Transfers	\$ 425,000
Annual Local Capital Transfer Requirements	1,460,000
Total Local Capital Transfers	\$ 1,885,000

Capital Funds and the acquisition of Tangible Capital Assets can be viewed in Schedule 4 of the Amended Annual Budget document.

Strategic Alignment

Reporting on the 2024-25 Amended Annual Budget aligns with the Boards Strategic Plan Value of **INTEGRITY**, by upholding high ethical standards through transparency, honesty and accountability.

The addition of a District-Vice-Principal of Indigenous Education, Indigenous Engagement and Knowledge Specialist, and commitment to transfer the cost of the Indigenous Education Elders and District Principal to Operating aligns with the Boards Strategic Plan Value of **TRUTH AND RECONCILIATION COMMITMENT**; as well as the Design Principle of **DECOLONIZING AND INDIGENIZING** - \$331,646.

The addition of the Behavioral Consultant, Registered Clinical Counsellor, District Principal of Diversity, Equity and Non-Discrimination, and additional Inclusive Educational Supports aligns with the Boards Strategic Plan Value of **SAFETY** and **EQUITY**; as well as the Design Principle of **INCLUSION** - **\$505,493**

In-depth reviews of operational service and supply budgets and adjusting to ensure they are adequately funded to the expected and committed levels of service aligns with the Boards Strategic Plan Value of **SAFETY** - **\$362,439**

Ministry Template and Bylaw

Pursuant to section 156 of the *School Act* (Accounting Practices), Boards of Education are required to prepare and submit budgets to the Minister, in the form, with the information, and at the time required by the Minister. Pursuant to section 111 of the *School Act* the annual budget of the Board of a school district must be in the form specified by the Minister. The annual budget must be prepared in accordance with the Accounting Practices Order, the Financial Planning and Reporting Policy and the K-12 Accumulated Operating Surplus Policy. The ministry's Excel template must be used to prepare the 2024-25 annual and amended budgets. Boards must prepare an amended budget and have it adopted by bylaw on or before February 28, as per section 113 of the *School Act* (Adoption of Budget) and submitted to the Ministry. For the 2024-25 school year, the deadline has been extended to March 28, 2025 to acknowledge the delay in release of the recalculated grant information.

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

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

The 2023-24 operating surplus and prior years' accumulated surpluses can be appropriated to finance expenses for 2024-25. Any budgeted appropriation of an operating surplus must be recorded on Schedule 2 – "Annual Budget – Operating Revenue and Expense" as "Budgeted Prior Year Surplus Appropriation". Appropriations should not include prior years' surpluses that will not be spent in 2024-25. "Accumulated" surplus is reflected in the annual financial statements of the district.

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

Recommendation

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

That the Board of Education of School District No. 71 (Comox Valley) adopt the 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.

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

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

Respectfully submitted,

Carrie McVeigh

Carrie McVeigh
Secretary-Treasurer

Appendix A - Operating Fund Continued	
Total Funding Updates	\$ 3,008,354
Annual Budget Appropriation Saved	-\$ 799,715
Cost Pressure Updates	
Staffing	
Manager of HR - Labour Relations	\$ 150,414
Behavioural Consultant	150,421
District Vice-Principal of Indigenous Education .6 FTE (.4 funded through targeted grant)	104,565
Registered Clinical Counsellor (funded ICY Grant)	139,514
Inclusive Education Supports	111,575
Substitutes/Replacement Increases	317,449
Trustee Wage Increases	6,062
Excluded Staff & PVP Increases	182,035
Teacher Wages Increases (1% COLA funded through labour settlement funding)	648,852
Teacher Benefit Plan Premium Increases	64,578
CUPE Wage Increases (1% COLA funded through labour settlement funding)	534,369
CUPE Wage Increases - Job Evaluations	22,544
CUPE - Assignment Updates	75,833
Reconcile to Teacher Staffing Matrix - Moved .4FTE to French Targeted Funding	- 86,107
Integrated Child and Youth Teams Staffing to be funded by appropriated surplus	- 396,742
Services & Supplies	
Indigenous Education Targeted Expenses - actual enrolment higher than projected (funded targeted grant)	54,870
Registered Clinical Counsellor - increased supply costs (funded ICY Grant)	29,746
Contracted Services - Legal Fees	100,000
Future Commitment for Indigenous Education	100,000
Software Licensing and Ministry Recoveries - Increased Enrolments	68,140
Health & Safety Department Adjustments	17,675
Custodial Supplies	100,000
Grounds Supplies	- 25,000
Annual Operations Services	97,333
Bussing Contract	70,693
Contracted Services - Learning Coaches and Specialist Supports NIDES Partner Programs	- 413,731
Remove annual budgeted contribution to Tribune Bay Society	- 20,000
Recruitment Services	45,000
Ministry Recovery - School Protection Plan Increases	29,865
Adjustments to Various Service and Supply Costs	1,738
Integrated Child and Youth Teams Service & Supplies to be funded by appropriated surplus	- 73,052
Total Cost Pressure Updates	\$ 2,208,639
Current Budget Position	\$ -

Attachment #1 – 2024-25 Draft Amended Annual Budget (Ministry Template) & Bylaw

Amended Annual Budget

School District No. 71 (Comox Valley)

June 30, 2025

School District No. 71 (Comox Valley)

June 30, 2025

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

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 71 (COMOX VALLEY) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 71 (Comox Valley) Amended Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$163,483,016 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE 25th DAY OF FEBRUARY, 2025;

READ A SECOND TIME THE 25th DAY OF FEBRUARY, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE 25th DAY OF FEBRUARY, 2025;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 71 (Comox Valley) Amended Annual Budget Bylaw 2024/2025, adopted by the Board the 25th DAY OF FEBRUARY, 2025.

Secretary Treasurer

School District No. 71 (Comox Valley)

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

	2025 Amended Annual Budget	2025 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	11,101,313	10,930,875
Adult	38,438	31,500
Total Ministry Operating Grant Funded FTE's	11,139,750	10,962,375
Revenues		
	\$	\$
Provincial Grants		
Ministry of Education and Child Care	143,749,188	139,593,605
Other	197,600	222,000
Tuition	3,176,750	3,176,750
Other Revenue	3,773,065	3,111,117
Rentals and Leases	170,000	160,000
Investment Income	766,052	764,000
Amortization of Deferred Capital Revenue	6,212,160	6,208,883
Total Revenue	158,044,815	153,236,355
Expenses		
Instruction	126,250,136	122,807,818
District Administration	6,591,139	5,604,627
Operations and Maintenance	24,776,899	23,672,572
Transportation and Housing	3,110,534	2,966,637
Total Expense	160,728,708	155,051,654
Net Revenue (Expense)	(2,683,893)	(1,815,299)
Budgeted Allocation (Retirement) of Surplus (Deficit)	2,095,704	799,714
Budgeted Surplus (Deficit), for the year	(588,189)	(1,015,585)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(588,189)	(1,015,585)
Budgeted Surplus (Deficit), for the year	(588,189)	(1,015,585)

School District No. 71 (Comox Valley)

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

	2025 Amended Annual Budget	2025 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	130,077,543	126,198,199
Operating - Tangible Capital Assets Purchased	375,000	375,000
Special Purpose Funds - Total Expense	21,545,816	19,754,987
Capital Fund - Total Expense	9,105,349	9,098,468
Capital Fund - Tangible Capital Assets Purchased from Local Capital	2,379,308	2,358,600
Total Budget Bylaw Amount	163,483,016	157,785,254

Approved by the Board

Signature of a member of the Board _____ Date _____

Signature of the Superintendent _____ Date _____

Signature of the Secretary/Treasurer _____ Date _____

DRAFT

School District No. 71 (Comox Valley)

Amended Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(2,683,893)</u>	<u>(1,815,299)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(375,000)	(375,000)
From Local Capital	(2,379,308)	(2,358,600)
From Deferred Capital Revenue	(11,737,428)	(11,289,555)
Total Acquisition of Tangible Capital Assets	<u>(14,491,736)</u>	<u>(14,023,155)</u>
Amortization of Tangible Capital Assets	<u>9,105,349</u>	9,098,468
Total Effect of change in Tangible Capital Assets	<u>(5,386,387)</u>	<u>(4,924,687)</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u>(8,070,280)</u>	<u>(6,739,986)</u>

School District No. 71 (Comox Valley)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
 Year Ended June 30, 2025

	Operating Fund	Special Purpose Fund	Capital Fund	2025 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	5,282,083	-	38,149,008	43,431,091
Changes for the year				
Net Revenue (Expense) for the year	164,296		(2,848,189)	(2,683,893)
Interfund Transfers				
Tangible Capital Assets Purchased	(375,000)		375,000	-
Local Capital	(1,885,000)		1,885,000	-
Net Changes for the year	(2,095,704)	-	(588,189)	(2,683,893)
Budgeted Accumulated Surplus (Deficit), end of year	3,186,379	-	37,560,819	40,747,198

School District No. 71 (Comox Valley)
 Amended Annual Budget - Operating Revenue and Expense
 Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	125,378,372	122,503,618
Other	197,600	222,000
Tuition	3,176,750	3,176,750
Other Revenue	629,117	481,117
Rentals and Leases	170,000	160,000
Investment Income	690,000	690,000
Total Revenue	130,241,839	127,233,485
Expenses		
Instruction	105,128,489	103,403,325
District Administration	6,591,139	5,604,627
Operations and Maintenance	15,321,056	14,223,610
Transportation and Housing	3,036,859	2,966,637
Total Expense	130,077,543	126,198,199
Net Revenue (Expense)	164,296	1,035,286
Budgeted Prior Year Surplus Appropriation	2,095,704	799,714
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(375,000)	(375,000)
Local Capital	(1,885,000)	(1,460,000)
Total Net Transfers	(2,260,000)	(1,835,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 71 (Comox Valley)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	123,099,733	121,013,384
ISC/LEA Recovery	(136,117)	(136,117)
Other Ministry of Education and Child Care Grants		
Pay Equity	451,831	451,831
Funding for Graduated Adults	115,223	135,000
Student Transportation Fund	421,375	421,375
Support Staff Benefits Grant	114,269	114,269
FSA Scorer Grant	15,214	12,964
Labour Settlement Funding	1,160,049	-
Integrated Child and Youth (ICY) Teams	136,795	490,912
Total Provincial Grants - Ministry of Education and Child Care	125,378,372	122,503,618
Provincial Grants - Other	197,600	222,000
Tuition		
International and Out of Province Students	3,176,750	3,176,750
Total Tuition	3,176,750	3,176,750
Other Revenues		
Funding from First Nations	136,117	136,117
Miscellaneous		
Instructional Cafeteria	135,000	135,000
Miscellaneous	358,000	210,000
Total Other Revenue	629,117	481,117
Rentals and Leases	170,000	160,000
Investment Income	690,000	690,000
Total Operating Revenue	130,241,839	127,233,485

School District No. 71 (Comox Valley)

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

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Salaries		
Teachers	52,303,040	51,894,494
Principals and Vice Principals	7,031,214	6,782,503
Educational Assistants	8,540,663	8,323,151
Support Staff	11,959,926	11,507,153
Other Professionals	4,990,403	4,403,664
Substitutes	4,447,468	4,133,986
Total Salaries	89,272,714	87,044,951
Employee Benefits	22,574,946	22,014,960
Total Salaries and Benefits	111,847,660	109,059,911
Services and Supplies		
Services	4,970,178	4,449,456
Student Transportation	3,011,326	2,940,633
Professional Development and Travel	1,122,173	1,083,540
Rentals and Leases	234,000	247,739
Dues and Fees	110,000	106,900
Insurance	263,915	236,550
Supplies	6,018,791	5,610,610
Utilities	2,499,500	2,462,860
Total Services and Supplies	18,229,883	17,138,288
Total Operating Expense	130,077,543	126,198,199

School District No. 71 (Comox Valley)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	42,158,786	1,305,580		62,000		2,944,523	46,470,889
1.03 Career Programs	781,711	102,629	44,044	213,403		17,500	1,159,287
1.07 Library Services	449,057			847,640		75,000	1,371,697
1.08 Counselling	1,972,644			105,612	332,175	15,759	2,426,190
1.10 Inclusive Education	5,154,135	306,985	7,110,136	392,478	338,422	502,170	13,804,326
1.20 Early Learning and Child Care	25,059			39,642		35,416	100,117
1.30 English Language Learning	350,826			39,581			390,407
1.31 Indigenous Education	338,297	220,885	1,386,483	230,903	147,738	1,500	2,325,806
1.41 School Administration		4,791,560		2,333,658		538,600	7,663,818
1.62 International and Out of Province Students	1,072,525	165,991		174,847	253,673	45,000	1,712,036
1.64 Other				211,739			211,739
Total Function 1	52,303,040	6,893,630	8,540,663	4,651,503	1,072,008	4,175,468	77,636,312
4 District Administration							
4.11 Educational Administration		113,449			1,290,985		1,404,434
4.20 Early Learning and Child Care		24,135					24,135
4.40 School District Governance					286,104		286,104
4.41 Business Administration				542,499	1,529,560	7,500	2,079,559
Total Function 4	-	137,584	-	542,499	3,106,649	7,500	3,794,232
5 Operations and Maintenance							
5.20 Early Learning and Child Care							-
5.41 Operations and Maintenance Administration					797,037		797,037
5.50 Maintenance Operations				6,185,948		264,500	6,450,448
5.52 Maintenance of Grounds				579,976			579,976
5.56 Utilities							-
Total Function 5	-	-	-	6,765,924	797,037	264,500	7,827,461
7 Transportation and Housing							
7.41 Transportation and Housing Administration					14,709		14,709
7.70 Student Transportation							-
Total Function 7	-	-	-	-	14,709	-	14,709
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	52,303,040	7,031,214	8,540,663	11,959,926	4,990,403	4,447,468	89,272,714

School District No. 71 (Comox Valley)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	46,470,889	11,889,963	58,360,852	3,592,130	61,952,982	61,271,522
1.03 Career Programs	1,159,287	282,979	1,442,266	333,800	1,776,066	1,700,624
1.07 Library Services	1,371,697	337,327	1,709,024	402,216	2,111,240	2,075,489
1.08 Counselling	2,426,190	636,311	3,062,501	98,542	3,161,043	3,328,168
1.10 Inclusive Education	13,804,326	3,461,734	17,266,060	880,765	18,146,825	17,595,537
1.20 Early Learning and Child Care	100,117	23,239	123,356	15,000	138,356	138,042
1.30 English Language Learning	390,407	103,161	493,568		493,568	488,496
1.31 Indigenous Education	2,325,806	563,342	2,889,148	471,296	3,360,444	3,097,500
1.41 School Administration	7,663,818	1,845,118	9,508,936	1,142,851	10,651,787	10,390,240
1.62 International and Out of Province Students	1,712,036	438,355	2,150,391	734,125	2,884,516	2,872,831
1.64 Other	211,739	54,523	266,262	185,400	451,662	444,876
Total Function 1	77,636,312	19,636,052	97,272,364	7,856,125	105,128,489	103,403,325
4 District Administration						
4.11 Educational Administration	1,404,434	365,153	1,769,587	339,944	2,109,531	1,828,698
4.20 Early Learning and Child Care	24,135	6,275	30,410	12,000	42,410	35,214
4.40 School District Governance	286,104	74,387	360,491	210,363	570,854	499,596
4.41 Business Administration	2,079,559	536,735	2,616,294	1,252,050	3,868,344	3,241,119
Total Function 4	3,794,232	982,550	4,776,782	1,814,357	6,591,139	5,604,627
5 Operations and Maintenance						
5.20 Early Learning and Child Care	-	-	-	-	-	-
5.41 Operations and Maintenance Administration	797,037	207,230	1,004,267	591,620	1,595,887	1,508,029
5.50 Maintenance Operations	6,450,448	1,609,696	8,060,144	2,197,698	10,257,842	9,282,263
5.52 Maintenance of Grounds	579,976	135,594	715,570	252,257	967,827	970,458
5.56 Utilities	-	-	-	2,499,500	2,499,500	2,462,860
Total Function 5	7,827,461	1,952,520	9,779,981	5,541,075	15,321,056	14,223,610
7 Transportation and Housing						
7.41 Transportation and Housing Administration	14,709	3,824	18,533	7,000	25,533	26,004
7.70 Student Transportation	-	-	-	3,011,326	3,011,326	2,940,633
Total Function 7	14,709	3,824	18,533	3,018,326	3,036,859	2,966,637
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	89,272,714	22,574,946	111,847,660	18,229,883	130,077,543	126,198,199

School District No. 71 (Comox Valley)

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

	<u>2025 Amended Annual Budget</u>	<u>2025 Annual Budget</u>
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	18,370,816	17,089,987
Other Revenue	3,143,948	2,630,000
Investment Income	31,052	35,000
Total Revenue	<u>21,545,816</u>	<u>19,754,987</u>
Expenses		
Instruction	21,121,647	19,404,493
Operations and Maintenance	350,494	350,494
Transportation and Housing	73,675	-
Total Expense	<u>21,545,816</u>	<u>19,754,987</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 71 (Comox Valley)

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

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year		61,419	817,411	820,602			19,900	29,901	
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	350,494	428,480			160,000	39,200	254,404	627,949	1,678,702
Other			50,000	3,000,000					
Investment Income			31,052						
	350,494	428,480	81,052	3,000,000	160,000	39,200	254,404	627,949	1,678,702
Less: Allocated to Revenue Recovered	350,494	489,899	60,000	3,000,000	160,000	39,200	274,304	657,850	1,678,702
Deferred Revenue, end of year	-	-	838,463	820,602	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	350,494	489,899			160,000	39,200	274,304	657,850	1,678,702
Other Revenue			28,948	3,000,000					
Investment Income			31,052						
	350,494	489,899	60,000	3,000,000	160,000	39,200	274,304	657,850	1,678,702
Expenses									
Salaries									
Teachers							67,531		
Principals and Vice Principals							26,689		292,834
Educational Assistants		389,582					21,228		617,140
Support Staff	238,094				118,800	31,173		341,054	182,464
Other Professionals									
Substitutes							8,680		243,383
	238,094	389,582	-	-	118,800	31,173	124,128	341,054	1,335,821
Employee Benefits	82,571	100,317			41,200	8,027	31,356	90,379	342,881
Services and Supplies	29,829		60,000	3,000,000			118,820	226,417	
	350,494	489,899	60,000	3,000,000	160,000	39,200	274,304	657,850	1,678,702
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-
Additional Expenses funded by, and reported in, the Operating Fund					71,555				

School District No. 71 (Comox Valley)

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

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Early Childhood Education Dual Credit Program	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning
	\$	\$	\$	\$	\$	\$	\$	\$	
Deferred Revenue, beginning of year		4,803	4,723	59,016		24,811	476,298		
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	11,836,943	355,230	68,952	52,000	11,250	40,000		19,000	
Other									
Investment Income									
	11,836,943	355,230	68,952	52,000	11,250	40,000	-	19,000	
Less: Allocated to Revenue	11,836,943	355,230	73,675	111,016	11,250	64,811	476,298	19,000	
Recovered		4,803							
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	
Revenues									
Provincial Grants - Ministry of Education and Child Care	11,836,943	355,230	73,675	111,016	11,250	64,811	476,298	19,000	
Other Revenue									
Investment Income									
	11,836,943	355,230	73,675	111,016	11,250	64,811	476,298	19,000	
Expenses									
Salaries									
Teachers	9,052,313					8,800			
Principals and Vice Principals								138,876	
Educational Assistants									
Support Staff									
Other Professionals									
Substitutes	308,666	277,704			7,540			10,000	
	9,360,979	277,704	-	-	7,540	8,800	-	10,000	
Employee Benefits	2,475,964	69,426			1,960	2,332		2,600	
Services and Supplies		8,100	73,675	111,016	1,750	53,679	476,298	6,400	
	11,836,943	355,230	73,675	111,016	11,250	64,811	476,298	19,000	
Net Revenue (Expense)	-	-	-	-	-	-	-	-	
Additional Expenses funded by, and reported in, the Operating Fund			13,602					42,410	

School District No. 71 (Comox Valley)

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

	Feeding Futures Fund	Health Career Grants	WorkEX Enhancement Project	Professional Development	CVCF Travel	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	343,240	8,658	50,000	153,121	21,944	2,895,847
Add: Restricted Grants						
Provincial Grants - Ministry of Education and Child Care	1,145,246	50,000				17,292,850
Other				117,325	33,700	3,201,025
Investment Income					1,280	32,332
	1,145,246	50,000	-	117,325	34,980	20,526,207
Less: Allocated to Revenue	1,488,486	58,658	50,000	75,000	40,000	21,545,816
Recovered						4,803
Deferred Revenue, end of year	-	-	-	195,446	16,924	1,871,435
Revenues						
Provincial Grants - Ministry of Education and Child Care	1,488,486	58,658	50,000			18,370,816
Other Revenue				75,000	40,000	3,143,948
Investment Income						31,052
	1,488,486	58,658	50,000	75,000	40,000	21,545,816
Expenses						
Salaries						
Teachers		8,505	12,500			9,149,649
Principals and Vice Principals						458,399
Educational Assistants						1,027,950
Support Staff	183,715					1,095,300
Other Professionals	81,000					81,000
Substitutes						855,973
	264,715	8,505	12,500	-	-	12,668,271
Employee Benefits	56,889	2,254	6,500			3,350,780
Services and Supplies	1,166,882	47,899	31,000	75,000	40,000	5,526,765
	1,488,486	58,658	50,000	75,000	40,000	21,545,816
Net Revenue (Expense)	-	-	-	-	-	-
Additional Expenses funded by, and reported in, the Operating Fund						127,567

School District No. 71 (Comox Valley)

Amended Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget			2025 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		45,000	45,000	39,000
Amortization of Deferred Capital Revenue	6,212,160		6,212,160	6,208,883
Total Revenue	6,212,160	45,000	6,257,160	6,247,883
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	9,105,349		9,105,349	9,098,468
Total Expense	9,105,349	-	9,105,349	9,098,468
Net Revenue (Expense)	(2,893,189)	45,000	(2,848,189)	(2,850,585)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	375,000		375,000	375,000
Local Capital		1,885,000	1,885,000	1,460,000
Total Net Transfers	375,000	1,885,000	2,260,000	1,835,000
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	2,379,308	(2,379,308)	-	
Total Other Adjustments to Fund Balances	2,379,308	(2,379,308)	-	
Budgeted Surplus (Deficit), for the year	(138,881)	(449,308)	(588,189)	(1,015,585)

Open Committee of the Whole Meeting
Report to the Board
February 11, 2025

In Attendance at Meeting:

Committee Members:

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

Staff:

Dr. Jeremy Morrow, Superintendent
Carrie McVeigh, Secretary Treasurer
Joe Heslip, Associate Superintendent
Karma Taiji, Secondary Principal and District Principal of Diversity, Equity, and Non-Discrimination
Chantal Stefan, Teacher, Ecole Puntledge
Candice Hilton, Director of Finance

Regrets: n/a

Recording Secretary: Candace Jesson, Executive Assistant

Partner Groups – 2 members from each group:

Comox District Teachers Association (CDTA) - Michael Aldridge
Canadian Union of Public Employees (CUPE 439) - n/a
Indigenous Education Council (IEC) - n/a
Comox Valley Principals and Vice-Principals Association (DVPVPA) - n/a
District Parents Advisory Council (DPAC) - Jennifer Fisher and Megan Cowling

A. WELCOME AND CALL TO ORDER

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

Trustee Caton acted as meeting Chair, welcomed attendees, and called the meeting to order at 6:59 pm.

Due to the new meeting location all those in attendance were informed of the emergency exits and location of washrooms. Introductions by all those at the table.

B. ADOPTION OF AGENDA

Motion: (COWO-2025-02-11-01)

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

[Waite/Leslie]
CARRIED

C. EDUCATION

1. PRESENTATION: Everybody Deserves A Smile (EDAS)

Pages 1-34

Ecole Puntledge – PowerPoint

Chantal Stefan, Teacher, and Grade 7 EDAS Club Team

Chantal Stefan, Teacher, played a video showing the club and their work. Participants shared their learning experiences, the skills they developed, and how they connected with others throughout the process. They also reflected on the personal impact of these experiences. Thanks, and appreciation were extended to those who provided support and guidance.

Chantal introduced the impact and history of EDAS, providing an overview of key data. Club members shared personal stories from graduating students, recipients, members, and volunteers about their involvement in EDAS and the programs significance. The presentation highlighted how EDAS aligns with the district's Strategic Plan, reinforcing its value within the broader educational framework.

Creating a space for transformative learning opportunities. The Committee expressed appreciation and gratitude for the contributions made by EDAS and all involved. EDAS presented the Committee with a Carnelian stone as a symbolic gift. On behalf of the Board, Trustee Caton gifted the students with a sweet treat in recognition of their efforts and contributions.

2. PRESENTATION: Anti Racism, SOGI Framework – PowerPoint

Pages 35-47

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

Karma Taiji, Secondary Principal and District Principal of Diversity, Equity, and Non-Discrimination introduced herself and articulated the importance of being grounded and present. An exercise was led to highlight the lens through which individuals perceived the world, focusing on unconscious bias. The presentation explored the 'Intersectionality Wheel of Privilege' and its interconnectedness with social identity and how these factors influence individual's experiences within the education system. A video was shown, reinforcing the value and importance of recognizing individual identities. An overview was provided on the role of District Principal of Diversity, Equity, and Non-Discrimination, which includes mental health, sexual orientation and gender identify (SOGI), and anti-racism. The committee received an update on the anti-racism support available to schools, collaborative work with DPAC, and responses to racist incidents. Past and upcoming events and training sessions was shared.

Questions were raised regarding the appointment of SOGI representatives and how to direct those interested in supporting this work. Plans to establish a SOGI Advisory Committee was mentioned. The process has been shared with Principals and Vice-principals with flexibility for modifications. Clarification was provided on ERASE reports which are directed to the Safer Schools Together Coordinator and disseminated appropriately. Efforts are ongoing to build capacity. The DPAC representative expressed gratitude for the aspiration work being done. There was an acknowledgement that not every child shares the same experiences. It was recommended that resources be shared with Communications to ensure a broader dissemination.

D. FINANCE

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

Pages 48-64

Jennifer Nelson, Assistant Secretary-Treasurer provided an overview of the budget process overview for 2025-2026 fiscal year, reviewing the timeline and initiating work on projected enrollments. The Ministry will release the funding announcement, at which point the process of building the annual budget will begin. It was noted that actual enrollment is reported in September, at which time the grant funding will be confirmed. For example, budget amendments for the 2024-2025 fiscal year are currently underway. Emphasis was placed on the need for accurate enrollment projections, given that salaries and benefits represent the largest expense in the budget. A review of the 'District Operating Contingency Reserve' requirement (Policy 18) and notice of a new Ministry requirement for multi-year financial planning (3 years) was provided.

Positive feedback from parents who appreciated the clarity of the timelines and expressed interest in getting involved. It was noted that communicating the use of the new meeting space will be important, ensuring that stakeholders can attend.

The importance of conducting a thorough review of budget allocations was emphasized. Confirmation was provided that allocations reviews are aligned with the Strategic Plan as support, ensuring they support key initiatives and measures of success while maintaining accountability.

A recommendation was made to modify the parent survey to allow for more generative dialogue, providing deeper insights. A discussion on distinguishing between discretionary and prescribed budget allocations would offer a clearer understanding of financial flexibility. The requirement for multi-year budgeting was confirmed as valuable for long-term financial planning and stability. A question was raised about whether the district has needed to draw on the contingency reserve. It was confirmed that this has not been necessary in the past.

E. POLICY

1. **Draft Policy 1 – Foundational Statements** – Briefing Note

Pages 65-73

Carrie McVeigh, Secretary-Treasurer

Item was tabled and will be brought forward for discussion at the next meeting.

F. OTHER - None

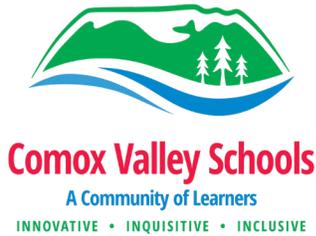
G. ADJOURNMENT – 9:03 pm

Motion: (COWO-2025-02-11-02)

THAT the Board of Education of School District No. 71 (Comox Valley) adjourn the February 11, 2025, Committee of the Whole meeting at 9:03 pm.

[Howe/ McCannel-Keene]

CARRIED



Date: February 25, 2025

From: Shannon Aldinger, Trustee

Trustee Committee: Gender-Based Violence Committee

Committee Report:

Background:

At its June 21, 2022 Regular Board Meeting, the Board of Education of Comox Valley Schools (SD71) unanimously passed a motion to establish a district wide committee to address the issues of gender-based violence among students.

At its April 23, 2024 Regular Board Meeting, the Board of Education passed a motion to accept the proposed Terms of Reference (below) for the Gender-Based Violence Committee.

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 board.

Update

The committee held its sixth meeting on February 5, 2025.

Trustee Shannon Aldinger worked with Superintendent Jeremy Morrow and Associate Superintendent Joe Heslip to prepare for this month's Student Voice forum, held February 12, 2025, which addressed gender-based violence through a discussion of the following questions:

1. What does gender-based violence look like & is it something you see in schools?
2. How does gender-based violence negatively affect your school, your friends &/or other students?
3. If gender-based violence happens to you or your friends or to someone else, do you know where to get help at school? What does that help look like?
4. What can adults at schools do better to prevent and address gender-based violence?

Student responses are being collated and synthesized and will be shared at a later date.

Committee members will meet with district elementary and secondary counselors at a district-wide meeting on February 25, 2025 to seek their feedback about how the district can better support the work they do to prevent and respond to gender-based violence.

The committee has created a survey to provide an opportunity for staff, students, parents, guardians, caregivers and community to provide *anonymous* feedback about any suggestions or ideas they may have. The survey is scheduled to be launched on the district website within the next week and will pose the following questions:

- (1) 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
- (2) how can our schools better respond to disclosures and reports of sexual harassment, sexual assault and other forms of gender-based violence among students.

The survey will also ask whether the respondent has any other ideas or suggestions they wish to share with this committee, and will provide an opportunity by anonymous email.

Committee members continue to synthesize information gathered from meetings with the following community-based organizations: Comox Valley Transition Society, Community-Based Victim Services, Police-Based Victim Services, the Foundry, the LINC, and AIDS Vancouver Island. Committee members intend to reach out to and meet with representatives of the following additional groups: Comox Valley Community Justice Centre, Pride Comox Valley and Indigenous Women's Sharing Society. A summary will be provided to committee members in preparation for the next meeting.

The committee is gathering a list of consent-based resources available across the district and continuing its efforts to develop further resources and best practices.

The committee also continues:

- To review and discuss a GBV response flowchart that has been developed by Inclusive Education;
- To create a draft policy; and
- To consider whether other revised administrative procedures are also warranted to address any gaps between a policy and the flowchart.

The committee next meets on March 5, 2025.