

REGULAR BOARD MEETING AGENDA
Tuesday, APRIL 22, 2025
7:00 pm

A copy of the Public Board Meeting Agenda is available on the School District website at:
<http://www.comoxvalleyschools.ca>

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

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

1. Welcome

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

2. Adoption of Agenda

Pages 1-5

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the April 22, 2025, Public Board Meeting Agenda as presented.

3. Board Meeting Minutes

Pages 6-12

Motion:

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

4. Unfinished Business - None

5. Record of In-Camera Meeting Minutes

Pages 13

- March 11, 2025 – Regular In-Camera Meeting
- April 08, 2025 – Closed Committee of the Whole Meeting

6. Board Chairperson Report – Written

Pages 14

7. Presentations / Delegations

A. Build Public Childcare, Request for Support – Presentation

Pages 15-24

Kiyoshi Kosky, President CUPE Local 439 and
Sean Mulligan, Custodian Steward CUPE Local 439 and
Tuesday Andrich, Representative CUPE National

8. Strategic Direction

A. Learning Services

i. Superintendent District Report – Verbal

ii. French Programs Update – Presentation

Pages 25-33

Vivian Collyer, Associate Superintendent and
Beth Peddle, Vice Principal and French Programs Coordinator

iii. Strategic Plan Operational Update – Presentation

Pages 34-36

Jeremy Morrow, Superintendent

iv. Local Education Agreement Update – Presentation

Pages 37-47

Joe Heslip, Associate Superintendent

B. Business Services

i. 2025-26 Annual Budget - Preliminary Operating Grant Announcement -

Pages 48-56

Briefing Note

Jennifer Nelson, Assistant Secretary-Treasurer

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) receive the 2025-26 Annual Budget - Preliminary Operating Grant Announcement briefing note dated April 22, 2025, as presented.

ii. Q3 Financial Update – Briefing Note

Pages 57-60

Jennifer Nelson, Assistant Secretary-Treasurer

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) receive the Q3 Financial Update briefing note dated April 22, 2025, as presented.

- iii. **2025-26 Annual Facilities Grant Expenditure Plan – Briefing Note**
Molly Proudfoot, Director of Operations

Pages 61-62

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) receive the 2025-26 Annual Facilities Grant Application briefing note, dated April 22, 2025, as presented.

- iv. **Major Capital Projects Update – Briefing Note**
Molly Proudfoot, Director of Operations

Pages 63-66

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) receive the Major Capital Projects Update briefing note, dated April 22, 2025, as presented.

- v. **Capital Plan Approval and Bylaw 2025/26-CPSD71-01 - Briefing Note**
Carrie McVeigh, Secretary-Treasurer

Pages 67-95

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) give all three readings of the Capital Bylaw No. 2025/26-CPSD71-01 in one meeting, this date, April 22, 2025.

Motion (3 readings):

THAT the Board of Education of School District No. 71 (Comox Valley) adopt the 2025/2026 Capital Bylaw cited as School District No. 71 (Comox Valley) Capital Bylaw No. 2025/26-CPSD71-01, being a bylaw associated with the 2025/26 Capital Plan as identified in the Capital Plan Response letter, dated March 25, 2025, issued by the Capital Management Branch, Ministry of Infrastructure.

Read for a first time this 22nd day of April, 2025

Read for a second time this 22nd day of April, 2025

Read for a third time and adopted this 22nd day of April, 2025

- vi. **Rugby School Community / Cricket Pitch – Field Size Update – Verbal**
Carrie McVeigh, Secretary-Treasurer

9. Board Standing Committee Reports

- A. Open Committee of the Whole Board Report – April 08, 2025**

Pages 96-98

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the April 08, 2025, Ad Hoc Policy Committee Report to the Board, as presented.

Next Open Committee of the Whole Meeting:

TOPIC: 2025-26 Annual Budget
DATE: May 13, 2025
TIME: 7:00 pm
LOCATION: School Board Office: 2488 Idiens Way, Courtenay

B. Ad Hoc Policy Committee Board Report – March 12, 2025
Chelsea McCannel-Keene, Trustee

Pages 99-102

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the March 12, 2025, Ad Hoc Policy Committee Report to the Board, as presented.

i. Next Ad Hoc Policy Committee Meeting:
Tuesday, April 29, 2025, 4:00 pm – 6:00 pm

C. Gender-Based Violence Working Committee Board Report – April 16, 2025
Shannon Aldinger, Trustee

Pages 103-105

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the April 16, 2025, Gender-Based Violence Working Committee Report to the Board, as presented.

i. Next Gender-Based Violence Working Committee Meeting:
Wednesday, May 7, 2025, 8:30 am – 10:30 am

10. Board Business

A. Trustee Report - None

B. Indigenous Education Council (IEC) Report – April 15, 2025
Susan Leslie, Trustee

Pages 106

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the March 15, 2025, Indigenous Education Council (IEC) Report to the Board, as presented.

i. Next Indigenous Education Council (IEC) Meeting:
Tuesday, June 10, 2025, 12:00 pm – 3:00 pm

11. Board Correspondence

A. Cumberland Community Schools Society (CCSS) Youth Centre Request -
support in securing an alternate space to continue program offering

Pages 107-112

12. Public Question Period to the Board

13. Adjournment

Motion:

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

REGULAR BOARD MEETING MINUTES
Tuesday, MARCH 11, 2025
7:00 pm

Attendance In Person:

Trustees:

Michelle Waite, Board Chairperson
Susan Leslie, Vice Chair
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
Jay Dixon, Associate Superintendent
Josh Porter, Director of Information Technology
Molly Proudfoot, Director of Operations
Craig Sorochan, Manager of Communications

Regrets:

Chelsea McCannel-Keene, Trustee

Recording Secretary: Marlene Leach, Sr. Executive Assistant

1. Call to Order – 7:00 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 7:00 pm.

2. Adoption of Agenda

Motion:

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

[Howe/Aldinger]

CARRIED

3. Board Meeting Minutes

Pages 1-8

Motion:

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

[Leslie/May Sacht]

CARRIED

4. Unfinished Business – None

5. Record of In-Camera Meetings

Page 9

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

6. Board Chairperson Report – Verbal

- The Chairperson attended the annual BCSTA Partner Liaison Meeting with the Secretary-Treasurer and Superintendent last week. Work in the province and topics covered included the priorities of safety, learning supports and excellence in education, the good work of Bill 40 for Indigenous Education Councils continues. In addition, the fast-changing landscape related to cyber security was discussed.
- There was recent media coverage shared about some of the district's food programming stemming from the Feeding Futures funding for district students. The Chairperson acknowledged and thanked, Thea Cockerton, School Food Services Coordinator, food service workers, school staff, and many parents for their transformative and meaningful work to deliver food to students. They are collectively moving forward with partnerships and are required to use the funding dollars the best way possible to provide nourishing food that fuels the body and the soul of the district's learners.

7. Presentations / Delegations

A. GP Vanier Rugby Field – Concerned Parents

Pages 10-19

Jennivieve Sarah McRae-King

The Chairperson and Superintendent thanked the presenter and the rugby community/guests/students for coming to the meeting. The Superintendent clarified that the Board has not been involved in the cricket pitch process, but rather it was staff, and he apologized. The Superintendent confirmed that there will be a 68-metre regulation size rugby field, for this season and a commitment that there will be a regulation size rugby field at Vanier. The width of the field will be widened the first week following spring break. The district hopes that this will not require removal of the cricket pitch but that it is not off the table if that is what is required to have the regulation size field. The Superintendent noted that district staff has connected with BC School Sports, and a 68-metre field is only required in provincial and zone rugby playoffs. Trustees commented on the fantastic, comprehensive presentation and thanked the presenter and people who came to the meeting to advocate for the rugby players.

B. March 2025 Emergency Preparedness Safe School Update - PowerPoint

Pages 20-28

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

The Associate Superintendent, Director of Operations, Director of Information Technology, and Manager of Communications presented on the areas of emergency preparedness, district incident response team, revised and rebranded emergency information, emergency supplies update, emergency communications pathways, operational response, and training and preparedness. A handout, “Important Emergency Information Comox Valley Schools” was provided to the Trustees and public guests, and Trustee questions were answered. The Chairperson thanked the presenters.

8. Strategic Direction

A. Learning Services

i. Superintendent District Report – Verbal

Ensuring a safe space for all students, we are working and improving on how we respond and address Gender-Based Violence and how it is reported in schools. The Superintendent encourages everyone to fill in the Gender-Based Violence survey on the school district website home page: <https://www.comoxvalleyschools.ca/> and it will also be sent to parents this week.

- Annual District Spelling Bee – top spellers from across the district. Congratulations to winner, Nathan Plonka from Airport Elementary.
- Heartfelt congratulations to everyone involved in the “Once Upon A Mattress” musical that had glowing reviews and brought joy to the community. Thank you to all the students, staff, volunteers and musicians!
- Acknowledgement of the 23 District student wrestlers who competed at the Provincial Wrestling Championships in Vancouver and made the district proud. GP Vanier Girls placed 3rd overall. Congratulations!
- A special congratulations to coach Ben Stathura, who has been named the BC Wrestling Coach Association’s Coach of the Year and for his commitment and leadership which has had an amazing impact on the students.
- Hornby Island Community School Grade 7-8 class just finished a powerful week hosting students from Quebec here through the YMCA Canada Youth Exchange Program. Thank you to the entire Hornby Island Community that supported such meaningful learning experiences! Our students will be going to Quebec in May.
- Outstanding student achievement at the 2025 Skills Canada Competition, hosted at NIC, Campbell River. Incredible student success, with awards in many areas of skills. Multiple gold, silver, and bronze medals were received. Congratulations to all the students who participated!
- Big recognition to the Dex Robotics Team who participated in the Island Regional Champions and walked away with many wins! Two teams have qualified and will head to World Championships in Dallas Texas this May 2025. Thank you to all families, coaches, educators, who support and celebrate our learners.

ii. International Student Fee

Pages 29-30

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

The Secretary-Treasurer noted that District Principal for the International Student Program was unable to attend tonight's meeting. The International Student Program is looking to have the Board approve the 2026-2027 International School Fees increases. The fees for 2025-26 have already been implemented. The Secretary-Treasurer answered Trustee questions.

Motion:

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

[Howe/Leslie]

CARRIED

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

Pages 31-42

The Associate Superintendent reviewed the briefing note with Trustees and acknowledged the great work that the staff are doing on these trades' sampler programs occurring in the second semester. There is a new course, Emergency Medical Responder that is very popular. The Careers department is seeking student interest to see if a new Tourism and Events Management Course can be created. The Associate Superintendent answered many Trustee questions and received suggestions. With regard to a program that has fees attached, if students cannot afford the fees, the district has pathways to ensure that the fees are covered.

Motion:

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

[Howe/Aldinger]

CARRIED

B. Business Services

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

Pages 43-47

Briefing Note - Molly Proudfoot, Director of Operations

The Director of Operations reviewed the briefing note with Trustees and apologized to the students and families who have been affected by the installation of the cricket pitch on the rugby field and is hopeful that the information delivered tonight will provide some reassurance that there is a good path forward.

In addition to a PowerPoint, the Director of Operations reviewed a briefing note that included the historical timeline of the artificial turf field and cricket pitch at GP Vanier Secondary as well as a future timeline and next steps going forward to achieve a 68-metre field to meet regulation requirements, giving teams the ability to host provincial and zone playoffs. The proposed Artificial Turf #2 and location of the other fields was explained as well. The Director of Operations answered Trustee questions.

Motion:

THAT the Board of Education for School District No. 71 (Comox Valley) receive the George P. Vanier Secondary School Field Use / Rugby Community briefing note, dated March 11, 2025, as presented.

[Howe/May Sacht]

CARRIED

ii. Administrative Procedures (APs) - Attachments

Pages 48-78

Carrie McVeigh, Secretary-Treasurer, Jennifer Nelson, Assistant Secretary-Treasurer

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

The Secretary-Treasurer and Assistant Secretary-Treasurer noted that changes are not substantive but rather housekeeping changes to reflect current proactive procedures. A positive Trustee comment was received around purchasing local and/or Canadian products and services.

Motion:

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

[Howe/Leslie]

CARRIED

9. Board Standing Committee Reports

A. Open Committee of the Whole Report – None

Next Open Committee of the Whole Meeting:

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

B. Ad Hoc Policy Committee – February 18, 2025

Pages 79-81

The Secretary-Treasurer noted that the Draft Policy 1 - Foundational Statements was finalized at the February 18, 2025, Ad Hoc Policy Committee meeting, and will be discussed at the next Open Committee of the Whole meeting on April 08, 2025, and then submitted for approval at a public board meeting. There was a delay as there was no time to discuss the policy at the last Open Committee of the Whole meeting on February 11, 2025.

Motion:

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

[Howe/Aldinger]

CARRIED

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

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

Shannon Aldinger, Trustee

Trustee Aldinger provided a brief overview of her report to Trustees. Importantly, there is an anonymous district survey this month, accessible on the homepage of the district website. The next survey will be open sometime in April. Trustees thanked the Committee for all of their important work.

10. Board Business

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

Page 84

Shannon Aldinger, Trustee and BCSTA Provincial Council Representative

Trustee Aldinger provided a brief overview of her 3-hour virtual attendance at the British Columbia School Trustees' Association (BCSTA) Provincial Council meeting, stating that there are proposed nine extraordinary motions that are inter-related and

there will be an opportunity to provide feedback to proposed bylaw changes as advanced by the Board of Directors *in advance* of the AGM by March 28, 2025.

11. Board Correspondence

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

Page 85

Michelle Waite, Chairperson

The Chairperson noted that the attached letter provided to attendees at the February 25, 2025, public board meeting advising that time that the letter would be attached to the March 11, 2025, public board meeting agenda to offer time for discussion or questions at this meeting. The Superintendent answered Trustee questions.

12. Public Question Period to the Board

Public questions were answered, and comments were received.

There was a public question around when school evacuations are required, (such as a threshold for earthquakes) and the Superintendent will respond at a later time once he has the information to respond with an answer.

There was a question about how to prioritize who gets access to booking the playing fields with a greater allocation, priority for youth play over adult play and that the fields are in high demand and will only increase. The Director of Operations responded to the question, mentioning that they do prioritize Comox Valley School learners / youth play.

13. Meeting Adjourned – 8:54 pm

MOTION:

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

[Howe/Leslie]

CARRIED

Board Approved on:

[DATE]

Certified Correct:

Carrie McVeigh
Secretary-Treasurer

Michelle Waite
Board Chairperson

RECORD OF IN-CAMERA MEETINGS

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

DATE: April 22, 2025

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

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

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

March 11, 2025 – Regular In-Camera Meeting

1. Receipt of and updates on a personnel/legal matter, approved by the Board
2. Receipt of and updates on land/property matters, information for the Board

The meeting was called to order at 5:30 pm and adjourned at 6:39 pm.

April 08, 2025 – Closed Committee of the Whole Meeting

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

The meeting was called to order at 5:00 pm and adjourned at 6:37 pm.

BOARD CHAIRPERSON'S REPORT APRIL 22, 2025

I am pleased to begin this report by acknowledging Earth Day, celebrated on April 22. This year's theme, "Our Power, Our Planet," encourages a global focus on renewable energy and expanding clean electricity. Earth Day marks its 55th anniversary this year, with 192 countries and over one billion people worldwide expected to participate.

The timing aligns wonderfully with the official launch of our District Garden-Based Learning Framework. Serina Allison, our lead teacher in Environmental Sustainability & Numeracy, shared these thoughts: "This multi-year project was the result of numerous co-learning experiences, resource support from the district, and many hours of rich collaboration. We hope you will refer to the District School Garden Framework as a guide to incorporating these outdoor learning environments into your classrooms—spaces to explore both the curriculum and the wonders of the natural world." For more information, please visit: <https://learn71.ca/environmental-outdoor-learning-eol/>

Spring also brings our attention to funding allocations, planning and budgeting for the upcoming school year. Our decision-making processes will continue to embed our core values of learning, equity, relationships, safety, and integrity.

Inspiration through the positive actions of those around us must continue to be our focus. As we continue to implement our Strategic Plan, with students firmly at the centre, we have numerous examples of exceptional work taking place across our schools. This includes revising district policies, meaningful collaborative learning with our partner groups, and the honour of witnessing our Indigenous Education canoes being blessed and gifted Pentl'ach names by Jessie Recalma: st'iXim (Sun) and spilus (Moon). Thank you to everyone who creates spaces that enable our learners to thrive, grow, and share their unique gifts.

Gilakas'la

BRIEFING NOTE

Gilakas'la ~ čěčě haθeč

We respectfully acknowledge that the land we gather on is on the unceded traditional territory of the Pentlatch, (Puntledge), E'iksan (leeksun), K'ómoks people (Sahtloot and Sasitla), the traditional keepers of this land.

Gilakas'la ~ čěčě haθeč

TO: Board of Education Trustees **DATE:** April 22, 2025
FROM: Kiyoshi Kosky, President – CUPE Local 439
Tuesday Andrich, CUPE National Seamless Childcare File
RE: Before and After School Care

Purpose

This briefing note outlines the proposal for integrating before and after-school childcare services within Comox Valley School District's public school system to be performed by CUPE Local 439 members. The goal is to enhance accessibility, affordability, and the quality of childcare while supporting the district's broader educational mission. A recent survey and membership consultation efforts have demonstrated strong CUPE Local 439 membership support for this initiative. CUPE Local 439's proposal is to support and complement our districts core services to students and families with before and after school care performed by our members. As well, our request supports vulnerable and valuable students in our district.

Strategic Alignment

The proposed integration of before and after-school childcare services by CUPE Local members aligns directly with the district's strategic priorities of fostering inclusive, equitable, and supportive learning environments. Specifically, the initiative supports the district's core goals of:

- The integration of childcare services within the school environment enhances the district's commitment to holistic student development by providing safe, accessible care that complements educational and social-emotional growth.

- Addressing the childcare needs of families, particularly in rural areas, strengthens the district's role as a community partner, fostering relationships that extend beyond the classroom. This aligns with the district's values of inclusion and support for diverse community needs.
- The proposal reflects the district's commitment to equity by ensuring that affordable, high-quality childcare is available to all families, particularly those in underserved areas. This approach addresses the barriers many families face in accessing reliable care, contributing to broader community well-being.
- The integration of before and after-school care offers an opportunity to further engage district staff, particularly Education Assistants, in meaningful work. This aligns with the district's goal of enhancing job satisfaction, professional development, and employee retention, while also providing a critical service to the community.

Background

CUPE Local 439 has been advocating for our members to be delivering before and after school care services for 3 years plus with our education partner. Recruitment and retention of Educational Assistants has been our driving force behind this initiative. As well, providing continuity of care for our students builds positive outcomes for all partners in education.

Simultaneously, a broader opportunity exists for integrating before and after-school childcare services within public schools and our SD71 Secretary-Treasurer has applied to our provincial funding models that would support CUPE Local 439's initiative. This is supported by recent changes in provincial legislation and funding models, allowing school districts to provide childcare for children up to age 12. The integration of these services would help meet the growing need for accessible, high-quality care in communities, particularly in rural areas.

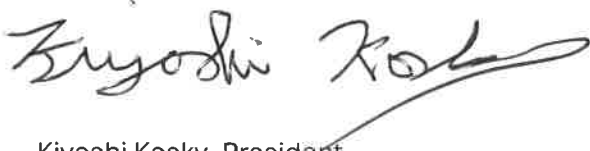
Analysis

- **Community Need:** A significant gap exists in the availability of quality childcare in B.C., with only 20% of children currently having access to care. This issue is more pronounced in rural and underserved areas.
- **Impact of Integrated Childcare:** School districts are well-positioned to deliver integrated childcare services that complement educational programming. This approach offers numerous benefits, including:
 - Fewer transitions for children between care and learning environments.
 - Increased recruitment and retention of quality educational staff.
 - Cost-effective, secure, and reliable childcare for communities.
- **CUPE Local 439 Survey Results:** A recent survey indicated strong support from Education Assistants (EAs) for the extension of their workday to include before and after-school childcare services. Many respondents viewed the opportunity to increase their income while benefiting families in their community.

Recommendation

Our Districts newest childcare facility staffed by our members is a commitment by our district to a pilot project using our dedicated, professional, and qualified Educational Assistants who work with complex students. CUPE Local 439 is requesting school board trustees support for one site in our 2026-2027 calendar school year to become before and after school care staffed by CUPE Local 439 members. CUPE Local 439 will not disrupt any existing childcare arrangements with operators. When operators retire their services, CUPE Local 439 requests the opportunity to fill service delivery with CUPE Local 439 members. If our education partner expands childcare services, CUPE Local 439 requests the opportunity to fill these services with CUPE Local 439 members.

The Board is encouraged to support
Respectfully submitted,

A handwritten signature in black ink, appearing to read "Kiyoshi Kosky", with a long, sweeping underline that extends to the right.

Kiyoshi Kosky, President
CUPE Local 439



Let's Build Public Childcare

IT'S TIME TO CREATE AFFORDABLE FULL-DAY EARLY LEARNING AND CARE
IN B.C.'S PUBLIC SCHOOLS

1

Too many families lack childcare services where and when they need it

- Market-based childcare system does not work - inadequate supply of spaces and unfair distribution of services.
- Even with recent investments, B.C. currently has only enough space for 20 per cent of children.
- Quality childcare remains out of reach for many families due to high fees and long waitlists.
- The need for these programs is greatest for those of Indigenous identity, visible minority & immigrant status, and rural residents who are all under-represented in school-aged care programs.
- School districts are best positioned to provide dignified, accessible care to children with diverse abilities, many whom currently experience barriers to accessing childcare programming that is delivered by private and non-profit providers.

2

Integration of before and after school care for kids is a better model for families

- Thousands of potential cost-effective spaces for before- and after-school care exist in every region of B.C.
- This would increase available childcare, while delivering a very high quality, value-added system of early childhood education.
- Recent changes to the School Act means that school districts can begin implementing before and after school care.
- Recent changes to provincial funding models means that school districts can secure fee reduction funding for childcare for kids up to and including age 12.
- It aligns with the B.C. government's objective of integrated childcare within B.C. schools.

3

Benefits of integrated childcare

- Improved accessibility with fewer transitions for kids, as well as enhanced and informed care that is education-focused.
- Coordination of care and learning between before- and after-school and school day programming.
- Additional secure and reliable childcare options in every community, especially helpful for rural and other under served communities.
- New opportunities to recruit and retain high-quality education assistants and early childhood educators.
- More effective delivery of cost-effective, high-quality childcare spaces.
- Increased investment in the public school system.

4

Support full implementation of the \$10aDay childcare plan

- The \$10aDay plan provides a roadmap to build a childcare system that provides a safe, quality licenced space for every child whose family wants or needs it.
- A key condition for achieving a quality, universal system of childcare is to support the growth of public delivery – a piece that relies on school districts proactively being a part of the conversation.
- The \$10aDay plan recommends that over time, school boards assume responsibility for delivering new childcare services on and off school sites.
- Childcare programs operated by external providers currently located in schools could remain there to ensure no loss of existing childcare spaces.
- Beyond that, as much as possible, school boards would deliver childcare services directly.

5

School Districts with established integrated before and after school care

- | | |
|---------------------|-------------------|
| • Peace River North | • Cowichan Valley |
| • New Westminster | • Nechako Lakes |
| • Campbell River | • Nakusp |
| • Chilliwack | |
| • Nanaimo/Ladysmith | |

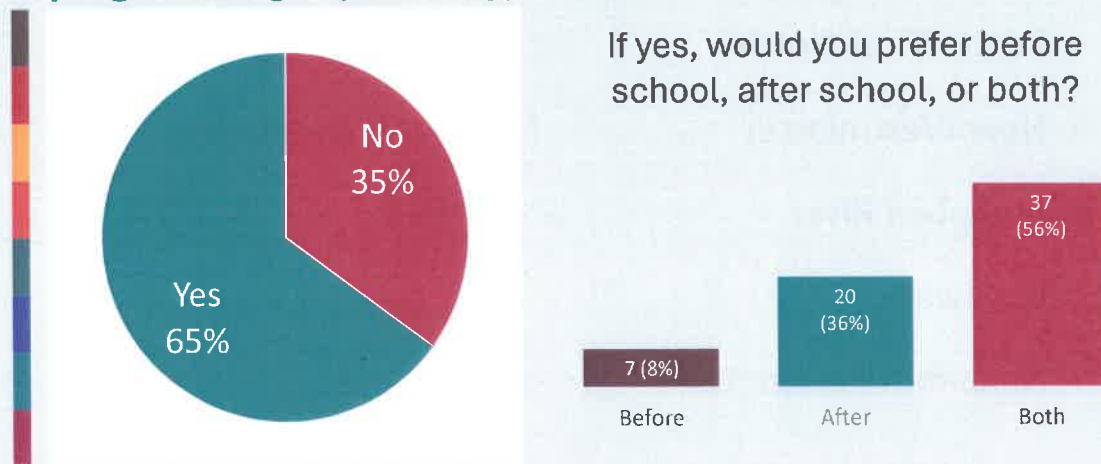
6

CUPE Local 439 survey results

- CUPE 439 surveyed their members on integrated before and after school childcare in January 2025
- 150 complete responses were received and of those, 105 were Education Assistants
- Respondents had an average of 11 years working in the K-12 sector, and 44% of them currently work a second job to make ends meet
- 14% of respondents hold a current Early Childhood Educator certificate
- Queneesh Elementary had the most responses, with 20 members citing it as the worksite that they regularly worked at

7

“Would you be willing/able to extend your regular workday either before or after school for in-house childcare programming?” (EA’s only)



8

Barriers cited by those who responded “no”

- **Family Responsibilities** – Many respondents have childcare duties and need to take their kids to and from school and provide care for them outside of school hours due to lack of availability and affordability of childcare for their own children.
- **Workload & Fatigue** – Many work second jobs and mention exhaustion and a need for a better work-life balance.
- **Health & Personal Reasons** – A few cited health issues or other personal limitations that prevent them from taking on extra hours.
- **Other Commitments** – A few have personal priorities or hobbies that they want to maintain.
- **Lack of Interest or Desire** – Several respondents simply do not want to extend their work hours, preferring to keep their current schedules.

9

Summary of additional comments (all respondents)

- **Support for the idea** – Many respondents see extended hours for EA's as a valuable opportunity to increase their income, better support students, and provide much-needed childcare options for families in the community.
- **Flexibility & Optionality** – Several respondents stress that participation as staff in childcare programs should be optional, allowing EA's to choose based on their personal circumstances.
- **Interest in Extracurricular Roles** – A few suggest that EA's should have the opportunity to run after school clubs, sports teams, and other activities – potentially as part of before and after school childcare offerings.
- **Concerns About Pay & Workload** – A few expressed concerns about whether the pay rate would be sufficient to justify the extra hours. Others worry about balancing this work with their existing childcare responsibilities.

10

Words of support (all respondents)

"This is a wonderful opportunity for us to actually have a work week that is closer to 40 hours. Thank you!"

"This would be extremely valuable for me! I love my work, and this would be the perfect way to get full-time hours! Please, please, please!"

"Providing enough hours to educational assistants would make it possible to only have one job to support a family. Our wages are good, but our hours are not enough to survive."

"More childcare/community support helps the WHOLE community... yes please!!"

11

How to implement integrated school-based childcare?

- Initiate public consultation including sending a survey out to parents. This was done early on in Campbell River and clearly demonstrated integrated before and after school care was a priority for families in the community.
- Create a report on developing new before and after school childcare programs in-house. Report can outline how best to implement the programs, and various options for implementation for the Board to consider.
- Develop and initiate plans for expanded integrated before and after school programming.

12

Tips for implementing school-based childcare

- Consider parent's needs when developing plans – many will likely need childcare over Pro D days, spring break, and even during the summer.
- We are seeing childcare programming that starts up mid school-year to be much less successful in terms of enrolment than those that begin at the start of the school year.
- Robust advertising of new programming to parents is crucial to capturing healthy enrolment numbers.
- A larger economy of scale is fiscally more successful than one off programming.

13

QUESTIONS?

www.seamlesschildcarenow.ca

14

BRIEFING NOTE

TO: Board of Education
FROM: Dr. Vivian Collyer, Associate Superintendent
RE: French Programs Update

DATE: April 22, 2025

Purpose

To provide the Board of Education with an update on the French programs within the district, highlighting key developments in student enrolment, funding changes, and initiatives supporting student learning, equity, and professional development.

Strategic Alignment

- Promoting academic excellence and student success.
- Supporting inclusive education practices.
- Enhancing professional learning and teacher retention.
- Ensuring equity and access to quality language programs for all students.
- Strengthening cultural activities and community engagement.

Background

SD71 French Programs continue to be an integral part of the district's learning choices:

- **French Immersion** is designed for non-French-speaking students who wish to attain a high level of proficiency in French and includes learning the same curriculum standards as students in the English program.
- **Core French** or French as a Second Language is the study of French as a separate subject area that is mandatory for all students in Grades 5-8 and is offered as an elective choice in Grades 9-12. Proficiency in French is the goal for students who continue the learning through to the end of Grade 12.

Recent trends in student enrolment show sustained interest and growth in these programs, with a continuing demand for resources to support both student learning and retention. Changes to funding categories and the introduction of new initiatives reflect the district's commitment to supporting equity and inclusive practices within all of our French Programs.

Analysis

Student Enrolment Trends (2024-2025):

- Early French Immersion continues from Kindergarten, combining with Late French Immersion starting in Grade 8 at Isfeld Secondary School.

- Late French Immersion students enter in Grade 6, merging with Early Immersion students starting in Grade 8.
- Core French is offered at elementary and secondary schools, with increasing enrolment numbers.

Funding Changes:

- Previous funding categories under the Official Languages in Education Programs (OLEP) were broadened to include more focused initiatives on Student Learning & Academic Achievement, Teacher Retention, and Program Growth.
- New funding categories beginning Fall 2025 include Student Learning & Academic Achievement, Teacher Professional Learning, and Staffing & Recruitment.

Initiatives Supporting Student Learning & Equity:

- Additional Educational Assistants (EAs) to support French language development, particularly in oral and reading skills at the elementary level.
- Monitrice support for Immersion and Core French at Isfeld, integration of assistive technology, and a variety of reading and homework support initiatives.
- Strong student retention with a 99% success rate in French Immersion, supported by comprehensive counseling and administration engagement.

Professional Development & Teacher Retention:

- French Immersion-specific Pro D sessions, including “boîtes phonétiques” and math talk routines in French.
- DELF (Diplôme d'études en langue française) training planned for August 2025, offering professional learning opportunities for both teachers and students.

Cultural Activities:

- A wide range of cultural activities and events, such as Carnaval d'hiver, ProfAqua, and Théâtre la Seizième, further enrich the students' French language learning experience.

Recommendation

“THAT the Board of Education of School District No. 71 (Comox Valley) receive the French Programs Update as presented.”

Respectfully submitted,



Dr. Vivian Collyer, Associate Superintendent



French Programs Update



Presented by

Dr. Vivian Collyer, Associate Superintendent

Beth Peddle, District Coordinator – French Programs

Board of Education Meeting

April 22, 2025

1

French Programs – Student Enrolment 2024-2025

Early French Immersion

Grade	K	1	2	3	4	5	6	7	8*	9	10	11	12	TOTAL
Puntledge Park	39	41	40	36	37	41	33	32						299
Robb Road	61	72	55	65	57	58	60	43						471
Isfeld									126	120	105	96	100	547
TOTAL	100	113	95	101	94	99	93	75	126	120	105	96	100	1317

Late French Immersion

Grade	K	1	2	3	4	5	6	7	8*	9	10	11	12	TOTAL
Punledge Park							29	16						45

* Starting in Grade 8, Early and Late French Immersion students are combined into one French Immersion Program at Isfeld.

2

French Programs – Student Enrolment 2024-2025

Core French - Elementary		5	6	7	TOTAL
	Airport	29	21	21	71
	Arden	41	n/a	n/a	41
	Aspen Park	54	45	67	166
	Brooklyn	59	44	55	158
	Courtenay	39	n/a	n/a	39
	Denman	7	7	12	26
	Hornby	4	11	3 (+8)	26
	Huband Park	53	56	53	162
	Miracle Beach	31	35	39	105
	Puntledge Park	35	n/a	n/a	35
	Queneesh	54	58	58	170
	Royston	39	42	n/a	81
	TOTAL	445	319	277	1080

Core French - Middle

	5	6	7	8	9	TOTAL
Cumberland	69	56	97	90	90	402
Lake Trail		102	89	103	100	394
TOTAL	69	158	186	193	190	796

Core French - Secondary

	8	9	10	11	12	TOTAL
Highland	129	65	48	35	4	281
Isfeld	61	30	20	12	7	130
Vanier	148	38	33	13	2	234
TOTAL	338	133	101	48	6	645

3

Categories for the Official Languages in Education Programs (OLEP)

Funding Categories from Previous OLEP French Funding Guide

- Learning Assistance
- Technology
- Learning Resources
- Core French
- French Immersion
- Teacher Professional Development
- Cultural Activities

New Funding Categories (starting Fall 2025)

- Student Learning & Academic Achievement
- Cultural Activities
- Teacher Retention and Professional Learning
- Staffing and Recruitment
- Program Growth and Student Retention

4

French Funding 2024-25 – Official Languages in Education Programs

	Annual allocation	Additional 20% received
Staffing	\$102110.00	\$26694
Professional Learning for teachers	\$3000.00	\$3000
Release time for teachers on FI district projects	\$1280.00	\$8000
Learning Resources Centre	\$3000.00	\$0
District Budget for Family of Schools Activities	\$4000.00	\$1843
Core French	\$5000.00	\$3000
Cultural Events	\$2300.00	\$3200
School Budgets (divided depending on enrolment %) - Includes 19900 carry over from Growth Grant 2023-4	\$86877.00	\$21000
Total	\$207567.00	\$66737

5

Initiatives Supporting Student Learning and Equity

- Staffing to support student success and retention in French Immersion
 - EAs hired to specifically support French oral and reading development in elementary
 - Odyssey program monitrice recruited to support Immersion and Core French at Isfeld from April – June
 - 2 monitors from France confirmed for next year, funded through the Ministry
 - French Support Teachers at all French Immersion schools
- Integration of assistive technology with French capabilities; Professional learning with the District Inclusion Teacher; Investment in capacity building focussed on Universal Design for Learning K-12
- Creation and implementation of literacy boxes K-4, based on reading instruction research and aligned with the district's Literacy Framework
- Reading Bootcamps and homework clubs in elementary and secondary specifically for French Immersion students
- Process to encourage student retention in French immersion (including learning supports, connection with counsellor and administration); Great success with 99% retention rate in recent years!

6

Professional Development and Teacher Retention

- Investment in professional learning
 - Offered French Immersion specific Pro D sessions in August (boites phonétiques and math talk routines in French) and February (EASE in French)
 - Funds available to support learning opportunities for French Immersion and French Second Language teachers, including several people travelling to Quebec for immersion experiences
- Core French
 - Professional learning session in late January for Gr 5-7 resource package provided
 - Secondary Core French collaboration sessions, with investment in play-based resources
- DELF (Diplôme d'études en langue française)
 - We are hosting DELF Training in the Comox Valley in August 2025 for teachers in our district and across the province
 - Great opportunity for professional development and we will be able to offer the DELF to more of our students (10-20 Core French students currently write it each year)

7

Cultural Activities

Carnaval d'hiver



Repas du temps des fêtes



8

Cultural Activities in partnership with CPF's Culture en classe

ProfAqua

Malicounda



9

Cultural Activities

Cabane à sucre

Collaboration with au-Coeur-de-l'Île



Concours d'art oratoire

Collaboration with Canadian Parents for French!



10

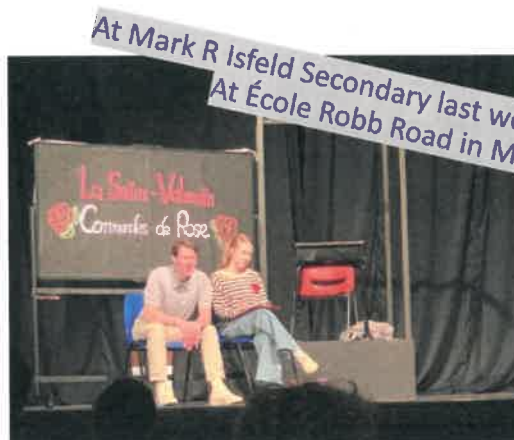
Cultural Activities supported by CPF and the ImmersART program

Missy D



Coming this week!
Shows at Mark R. Isfeld Secondary,
Ecole Robb Road (with Puntledge
students) and Highland Secondary!

Théâtre la Seizième



At Mark R Isfeld Secondary last week.
At École Robb Road in May!

11



CANADIAN
PARENTS
FOR FRENCH

MESSAGE FROM
NATALIA ZHOHLO
COMOX VALLEY CHAPTER PRESIDENT

12

Questions?



Our Strategic Plan

www.comoxvalleyschools.ca/our-strategic-plan



COMOX VALLEY SCHOOLS
**STRATEGIC PLAN
FOR EDUCATION**




School Growth Plans

Online Form for Summary

Comox Valley Schools
Our District Board of Education Schools Family Info Programs & Services Employment News

SCHOOL GROWTH PLAN



School (Required)

Principal (Required) Associate Superintendent (Required)

Learning Goal
Comox Valley Schools is committed to creating inclusive, wholistic, and personalized learning environments in order to enhance each student's development of the **core competencies** over time.

Design Principle(s) (Required)
Select between 1 and 3 choices.

- ☐ Decolonizing and Indigenizing
- ☐ Inclusion
- ☐ Personalized Learning
- ☐ Student-Centered Assessment
- ☐ Social Emotional Learning
- ☐ Experiential Learning
- ☐ Flexible Learning Environments
- ☐ Digitally Enhanced Learning
- ☐ Land-Based Learning

Rationale (Required)

0 of 700 max characters

Action Plan (Required)

0 of 1200 max characters

List specific actions, school level and district level resources or structures used

Evidence / Data (Required)

0 of 700 max characters

How will you measure success?

Literacy Focus (Required)


0 of 200 max characters

Numeracy Focus (Required)

0 of 200 max characters

[Submit](#) [Save & Continue](#)

Growth Plan Summary Template

 **SCHOOL GROWTH PLAN
SUMMARY FOR 2025/26**

SCHOOL: _____ PRINCIPAL: _____

ASSOCIATE SUPERINTENDENT: _____

LEARNING GOAL
COMOX VALLEY SCHOOLS IS COMMITTED TO CREATING INCLUSIVE, WHOLISTIC, AND PERSONALIZED LEARNING ENVIRONMENTS IN ORDER TO ENHANCE EACH STUDENT'S DEVELOPMENT OF THE **CORE COMPETENCIES** OVER TIME.

DESIGN PRINCIPLE(S): Personalized Learning, Student-Centered Assessment, Social Emotional Learning

RATIONALE

**ACTION PLAN
(LIST SPECIFIC ACTIONS, SCHOOL LEVEL AND DISTRICT LEVEL RESOURCES OR STRUCTURES USED)**

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

LITERACY FOCUS

NUMERACY FOCUS

PRINCIPAL: _____ ASSOCIATE SUPERINTENDENT: _____ DATE: _____

Department Plans

Online Form for Plans

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

Contact Us | Staff | Office 385 | MyEducationBC | Portal


Search

Our District | Board of Education | Schools | Family Info | Programs & Services | Employment | News

Department Plans Form

You are here: Home / Department Plans Form

DEPARTMENT PLANS FORM



Is the department in Education Services or Business Services? (Required)

☐ Education Services
☐ Business Services

Background Section (Required)

0 of 1200 max characters

Write a short summary of the Department

Key Strategies (Required)

0 of 750 max characters

Up to 3 Key Strategies

Operational Goals (Required)


0 of 750 max characters

Up to 5 Operational Goals

Department Plan Template

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DEPARTMENT PLANS EDUCATION LEADERSHIP TEAM



BACKGROUND

The school district's departments work together to support student learning, staff development, and operational efficiency. Education Services oversees curriculum, inclusive education, early learning, and Indigenous and international programs. Business Services manages finance, human resources, operations, and IT, ensuring financial stability, staff support, and technological advancements. Each department contributes to a safe, inclusive, and high-quality education environment, aligned with the district's vision of compassionate, connected, and personalized learning for all. Their collaboration drives continuous improvement and student success.

VISION

Compassionate, connected and personalized learning for all.

KEY STRATEGIES

- Enhancing Student Support – Provide inclusive and personalized learning opportunities to ensure all students receive the support they need to succeed academically and socially.
- Strengthening Community and Staff Collaboration – Foster strong partnerships between educators, families, and community organizations to enhance student learning and well-being.
- Optimizing Resources and Technology – Improve operational efficiency by leveraging technology, streamlining processes, and ensuring responsible financial management to support educational goals.

OPERATIONAL GOALS

- Improve Student Achievement – Implement targeted support strategies to enhance student learning outcomes across all grade levels.
- Strengthen Inclusive Practices – Expand resources and training to ensure equitable access to education for all students, including those with diverse needs.
- Enhance Staff Development – Provide ongoing professional learning opportunities to support educators and staff in delivering high-quality instruction and services.
- Optimize Financial and Operational Efficiency – Ensure responsible budgeting, resource allocation, and facility maintenance to support a safe and effective learning environment.
- Leverage Technology for Learning and Administration – Integrate digital tools and systems to enhance both classroom learning experiences and district operations.

EDUCATION LEADERSHIP TEAM

Dr. Jeremy Morrow
Superintendent of Schools

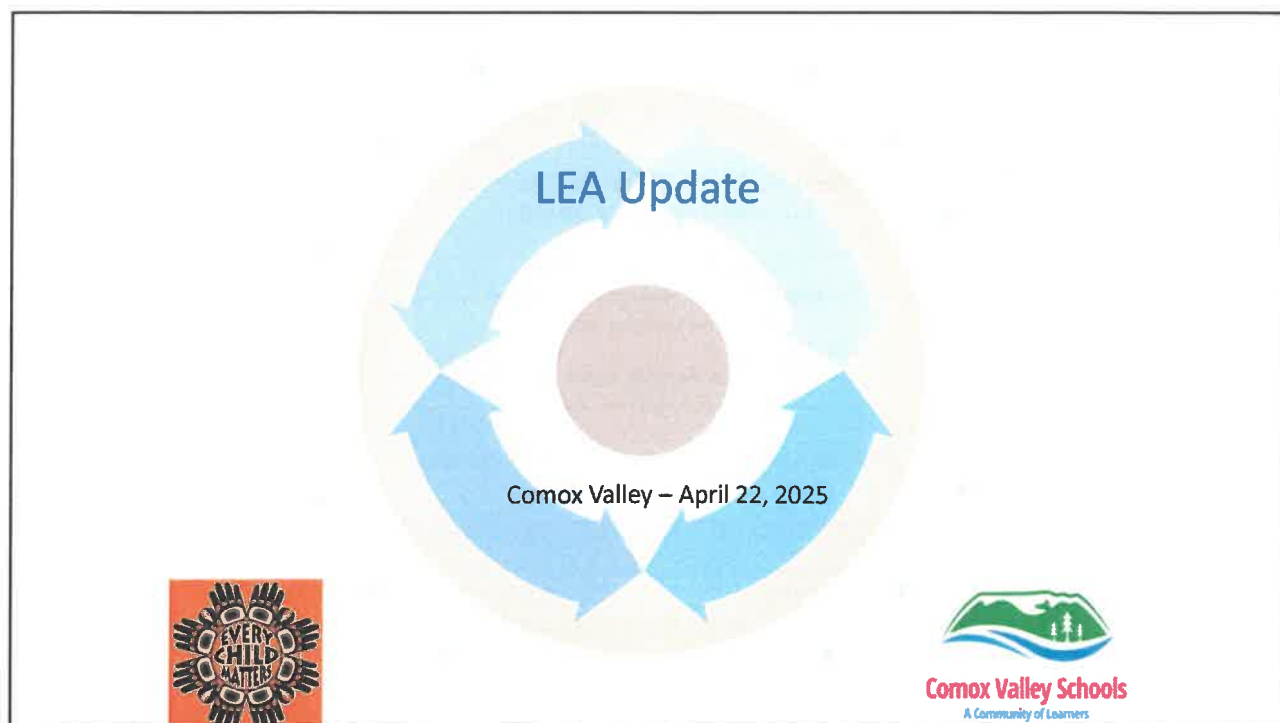
Jay Dixon
Associate Superintendent

Joe Heslip
Associate Superintendent

Vivian Collyer
Associate Superintendent

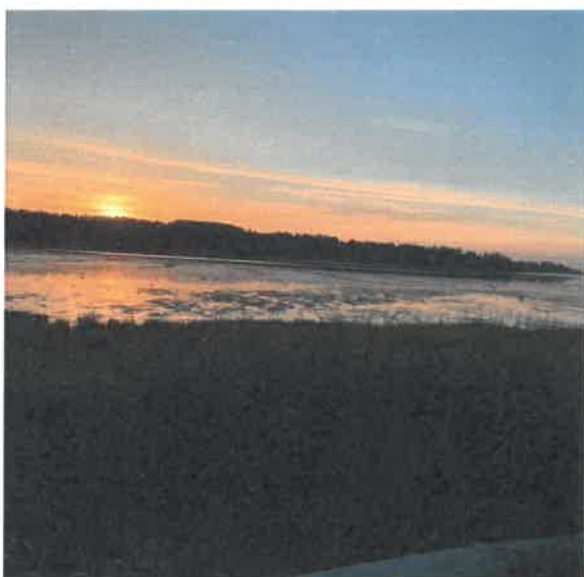
Sean Lamoureux
Associate Superintendent

Craig Sorochan
Manager of Communications



1


Acknowledgement of Territory




We humbly acknowledge that SD71 operates on the Traditional, Ancestral, Unceded Territory of the K'ómoks First Nation. Further Acknowledging and respecting the unique History, Culture, and relationship with the land of the Pentlatch, E'lk'wsən eeksun, Sahtloot, and Sasitla people who have been here since time immemorial and who are still here.

Photo Credit: Lelaina Jules- ʔakʷapiqa, ʔiškʷiʔaqsup

2



Comox Valley Schools
A Community of Learners



K'ómoks First Nation

Memorandum of Understanding

Made as of the 7th day of November, 2024

BETWEEN:

**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO.71 (COMOX VALLEY)**
(Hereinafter called the "Board")

AND:

K'ÓMOKS FIRST NATION
(Hereinafter called the "KFN")


(Collectively referred to as the "Parties", "our", "we" or "us")

PREAMBLE

We wish to formalize the Board's intent and commitment to follow proper protocol when asking K'ómoks Elders, Rights Holders, Knowledge keepers and Cultural Advisors to share their knowledge, presence and time at school district events. It is our overall goal to decolonize and continue to embed Indigenous Ways of Knowing throughout the school district. Further, our over arching goal, is to restore a sense of place, to be a beacon of holistic learning and, to connect all learners to the knowledge and language that is rooted in these sacred lands. This is a path to student success and supported by the Board's Strategic Plan. Notably, the Board intends to follow KFN protocol by providing appropriate cash honorariums to KFN Members attending events at the Board's request. KFN has stated that KFN Members do not wish to provide their Social Insurance Numbers to the district and therefore, the district will not ask for these details, which we acknowledge has been in violation of protocol, offensive and colonial. It also serves to minimize the extensive knowledge of KFN Members, that is gained through not only their lived experience, but also, through that of their ancestors.

3

Consistent Messaging



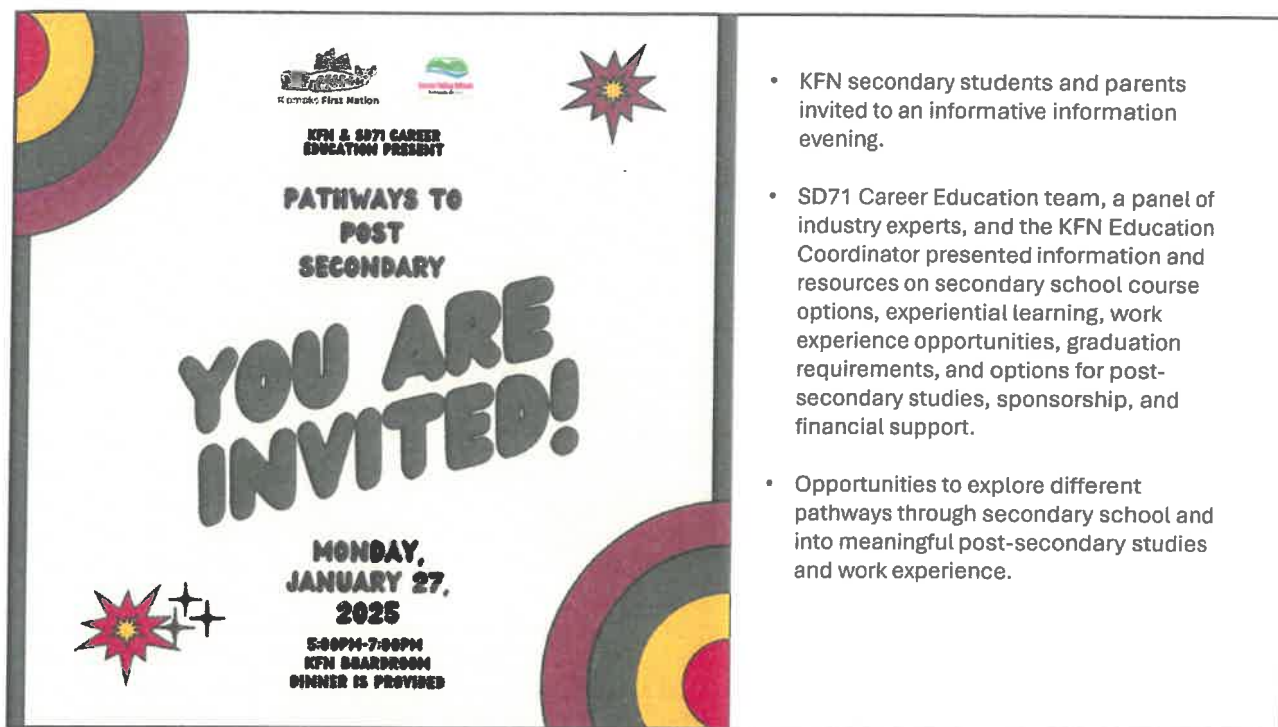
- *Elders
- *INED Dept
- *IEC Council
- *CDTA, CUPE, CVPVPA Executive
- *Senior Leadership & Exempt
- *KFN Leadership

"Please be advised that the implementation of any new projects, signage, and events throughout the district that pertain to K'ómoks First Nation languages, knowledges, history and cultures must be first shared with (and approved) by K'ómoks First Nation"

Local Education Agreement Goal:

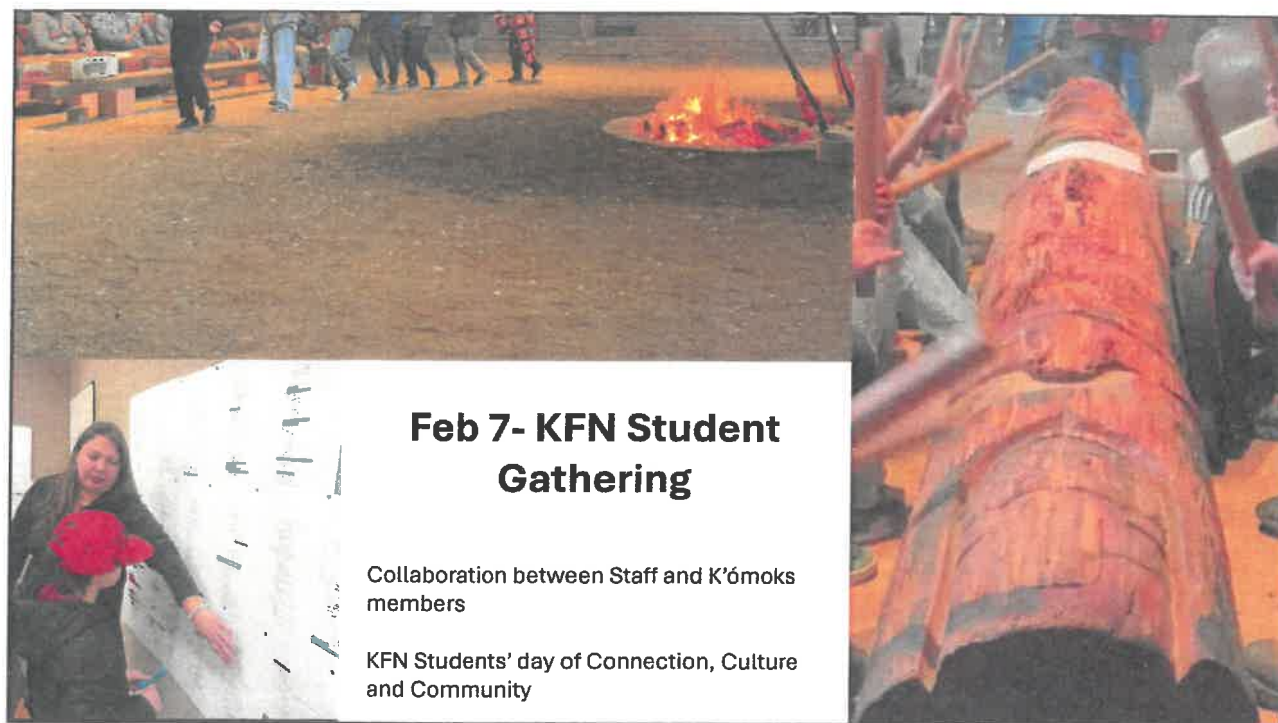
- The Board and K'ómoks agree to build and maintain a collaborative, respectful partnership to support the provision of culturally relevant, safe, and caring learning environments in order to enhance K'ómoks Students' learning, overall success, personal identity, and cultural identity.

4



- KFN secondary students and parents invited to an informative information evening.
- SD71 Career Education team, a panel of industry experts, and the KFN Education Coordinator presented information and resources on secondary school course options, experiential learning, work experience opportunities, graduation requirements, and options for post-secondary studies, sponsorship, and financial support.
- Opportunities to explore different pathways through secondary school and into meaningful post-secondary studies and work experience.

5



Feb 7- KFN Student Gathering

Collaboration between Staff and K'ómoks members

KFN Students' day of Connection, Culture and Community

6



Comox Valley Schools
A Community of Learners
EMPOWERING • ENGAGING • INSPIRING

Supports - Accountability Survey

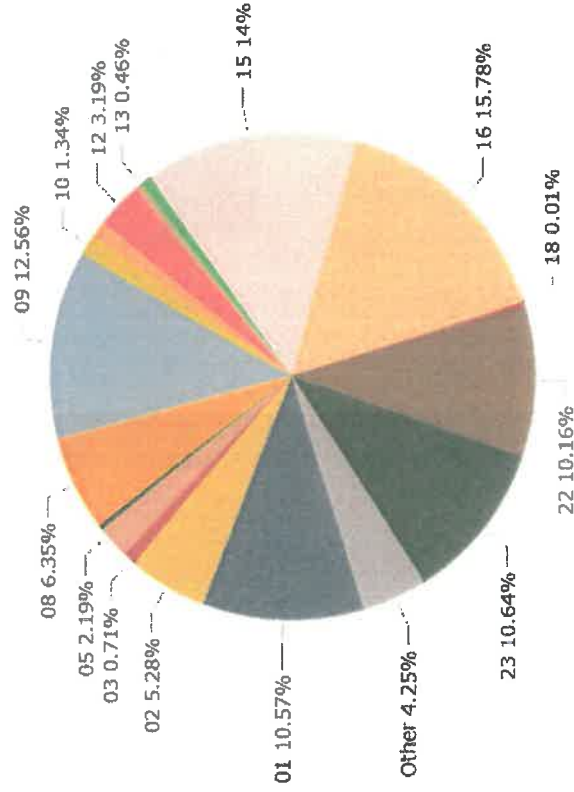
School All	Grade All	Month All
ReserveStatus Status - On Reserve	KFN KFN	LEA Y

Supports

- 1 Academic support (in class)
- 2 Academic support (small group/1-on-1)
- 3 Cultural presentation (led by you)
- 4 Cultural Activity (in community)
- 5 Cultural Activity (in school)
- 6 Field Trip (in District)
- 7 Field Trip (out of District)
- 8 Student Gathering (during school day)
- 9 Student Gathering (before / after school /lunch)
- 10 Meeting with school or itinerant staff
- 11 Meeting with parents/guardians
- 12 Phone call/email or message home
- 13 Contact with community resources
- 14 School-based team meeting
- 15 Social emotional support
- 16 Conversation with student
- 17 Other (in comments)
- 18 Mail out for Indigenous DL Students
- 19 Email support for Indigenous DL Students
- 20 Teams/Zoom Meeting for Indigenous DL Students
- 21 Meeting with Indigenous Child and Family Program Worker
- 22 Identity
- 23 Food

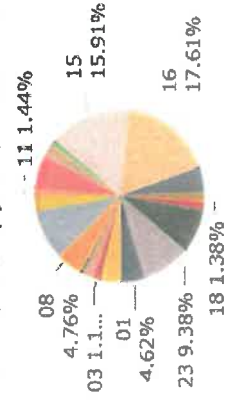
2024-2025 Supports Distribution

All Schools , Grade(s): All , Month: All 2024 - 2025



2023-2024 Supports Distribution

All Schools , Grade(s): All , Month: All 2023-2024



01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23



Supports - Accountability Survey

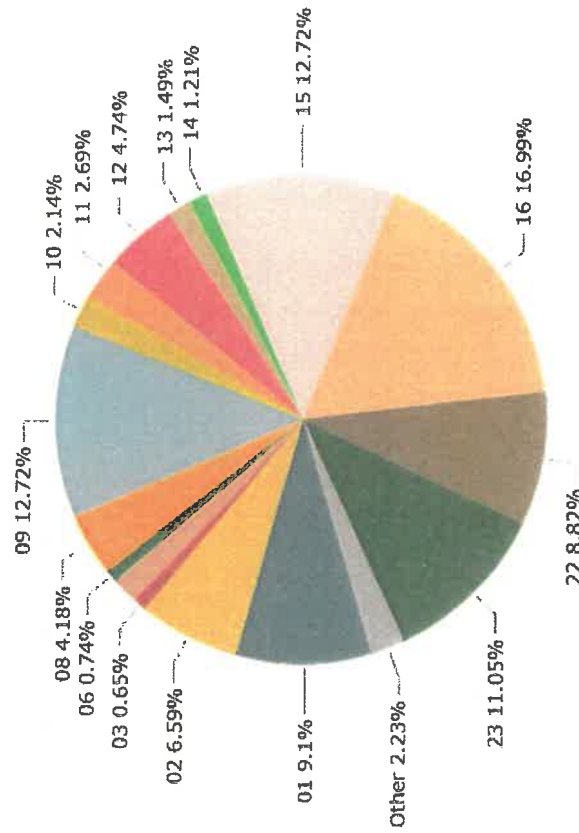
School All	Grade All	Month Dec
ReserveStatus Status - On Reserve	KFN KFN	LEA Y

Supports

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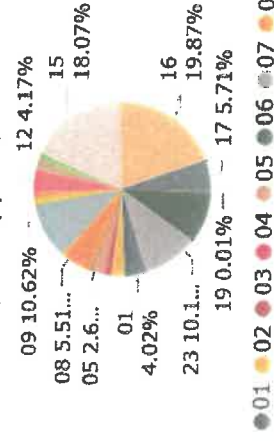
2024-2025 Supports Distribution

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2023-2024 Supports Distribution

All Schools , Grade(s): All , Month: Dec 20...





Supports - Accountability Survey

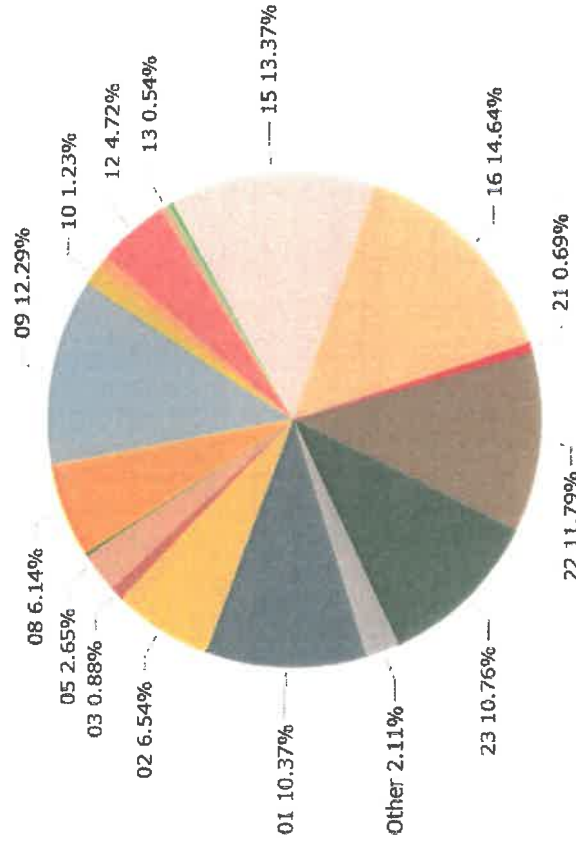
School All	Grade All	Month Jan
ReserveStatus Status - On Reserve	KFN KFN	LEA Y

Supports

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2024-2025 Supports Distribution

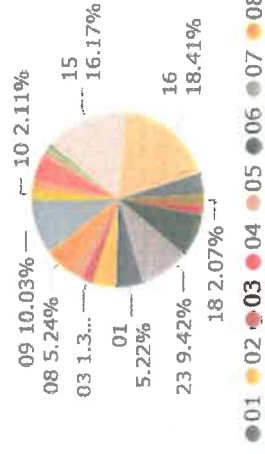
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2023-2024 Supports

Distribution

All Schools , Grade(s): All , Month: Jan 20...





Supports - Accountability Survey

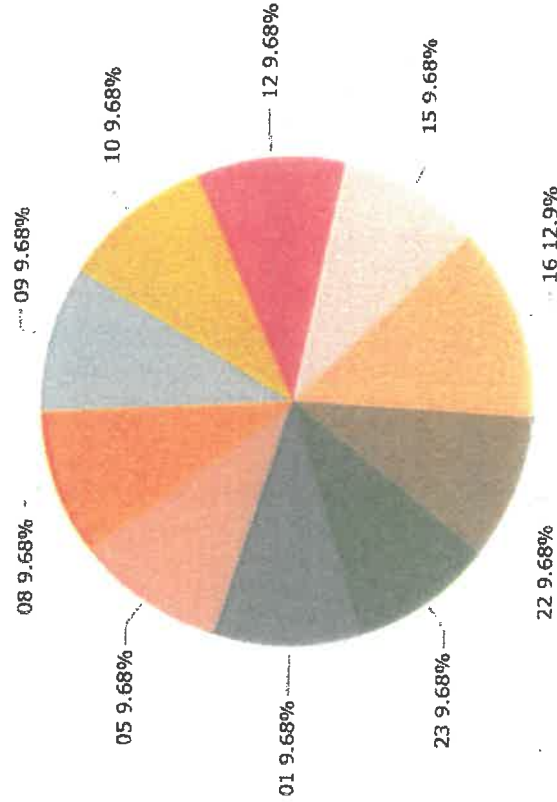
School	All	Grade	All	Month	Feb
ReserveStatus	Status - On Reserve	KFN	KFN	LEA	Y

Supports

- 1 Academic support (in class)
- 2 Academic support (small group/1-on-1)
- 3 Cultural presentation (led by you)
- 4 Cultural Activity (in community)
- 5 Cultural Activity (in school)
- 6 Field Trip (In District)
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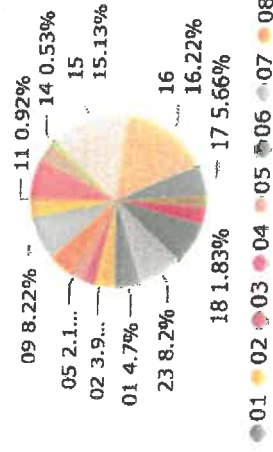
2024-2025 Supports Distribution

All Schools , Grade(s): All , Month: Feb 2024 - 2025



2023-2024 Supports Distribution

All Schools , Grade(s): All , Month: Feb 20...





Comox Valley Schools
A Community of Learners
collaborative • respectful • inclusive

Supports Over Time - K'ómoks First Nation

**** IMPORTANT ** Scale on each chart is AUTO.**
Default view: All grades.

School

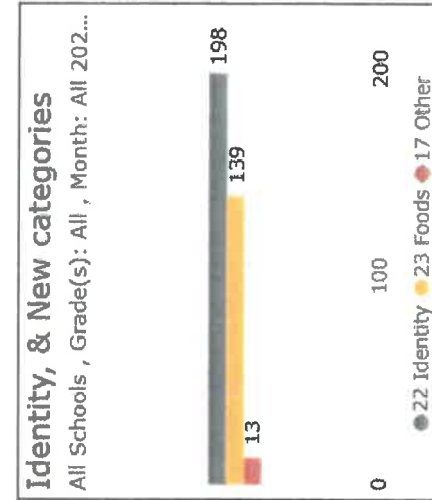
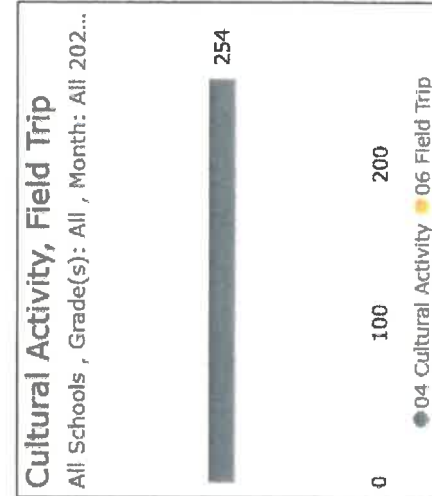
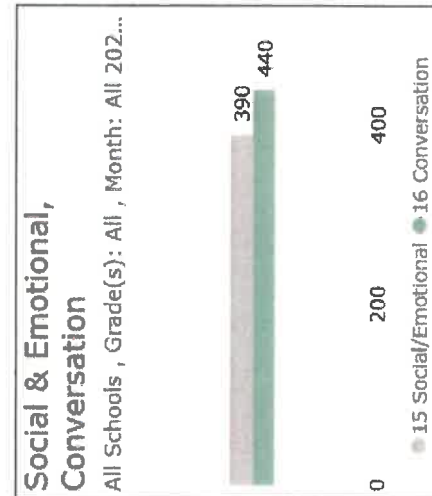
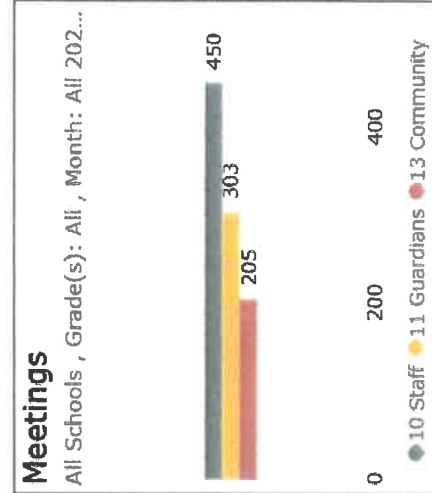
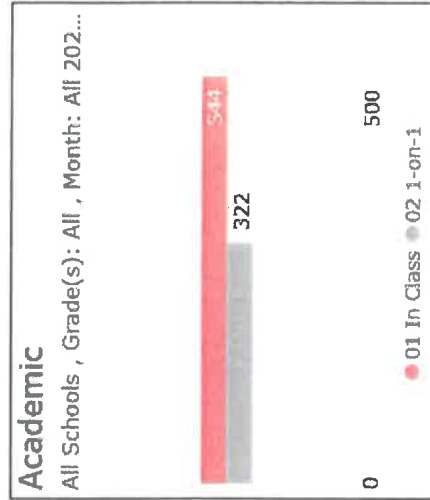
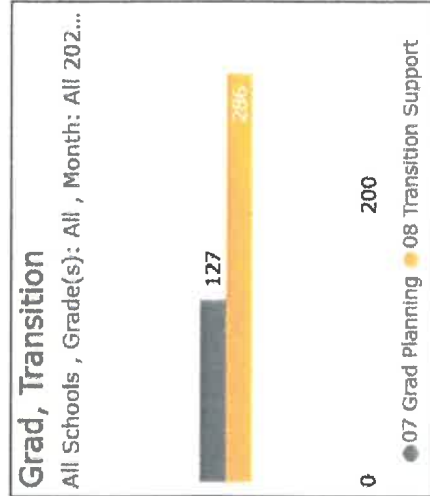
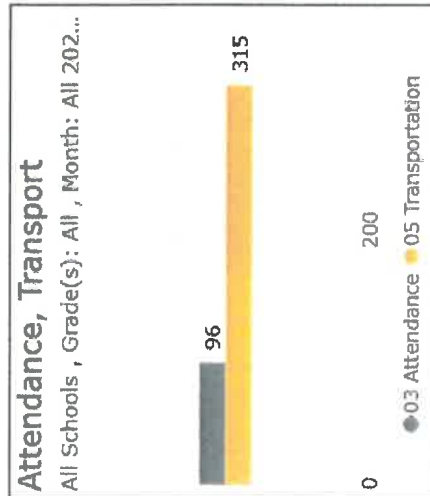
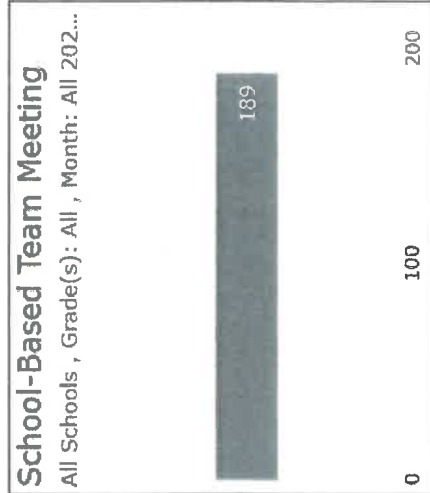
All

Grade

All

Month

All



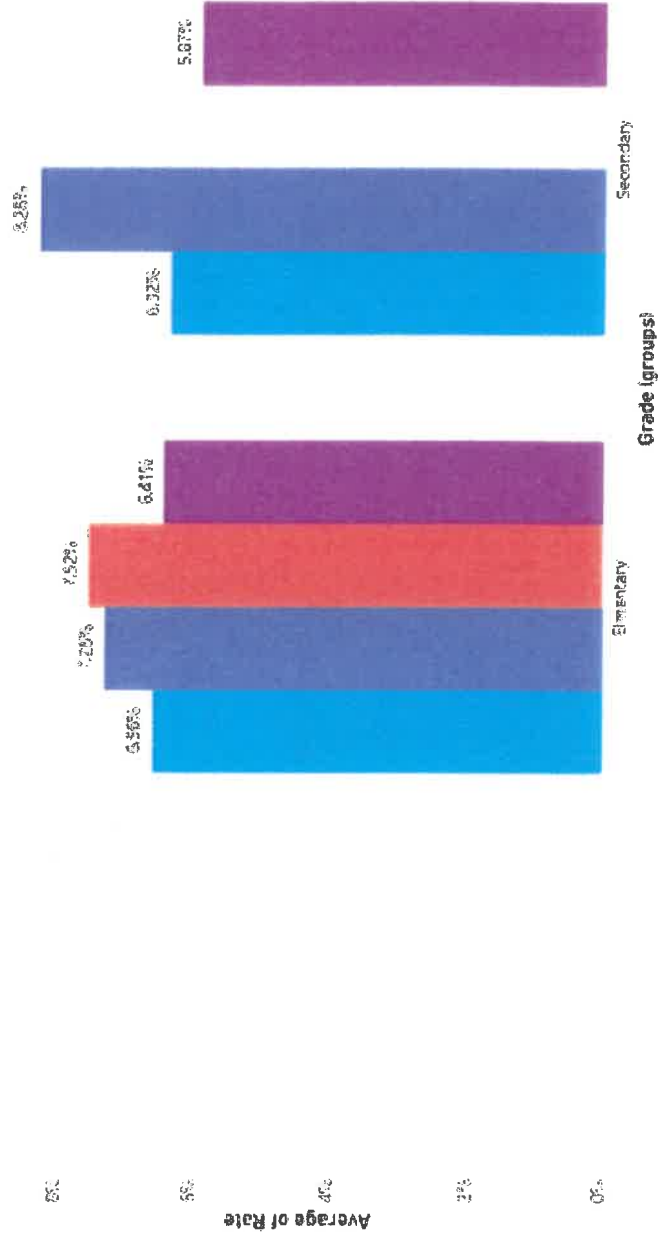
Attendance snapshot from September – February 4, 2025

Interpretation: Example - Elementary - All Students 8% with 32 days of school, student count 3,200. For one student with an absence or partial absence on one day would count as one day, this one student has absences on 4 days this year divided by 32 in school days as of today, for an absence rate of 12.5%. All students' grades KF-07 (3,200 student count) absence rate is averaged together resulting in an overall average absence rate of 8%. *Please see Methodology page for more details.

Current Year - Average Absence Rate (Masked)

Number of in school days: 96

Indigenous Current Year (groups) ● All ● Indigenous other ● K'omoks On Reserve ● Non Indigenous



Please note that Secondary KFN On-Reserve student attendance data is Masked due to under 10 sample size. While this data can not be shared publicly, attendance rates are below KFN On-reserve Elementary students)

PVP Reflections Re: Indigenous Support Team Meetings

Section 11. Action Plan

- Schools where On-Reserve K'ómoks students attend will **create and maintain an Indigenous Support Team (IST)** comprised of School Principal, Vice-Principal, Counsellor, Learning Support Teacher, Indigenous Success Advisor, and Indigenous Support Worker.
- The Indigenous Support Team will meet throughout the year to discuss current needs and supports of each K'ómoks student residing on-reserve.
- IEP tracking, follow up & team-based meetings for every nominal roll student: to be regularly communicated with KFN**

Elementary

- Conversations regarding building confidence
- Academic, Social/emotional, behavioural discussions
- Attendance support varies from school to school

Secondary

- Personal successes and challenges, concerns, school schedules, and future plans.
- LST support, schedule changes, and classroom support (this included Grad planning)

Successes

- Academic, progress and improvement noted
- Some attendance & transportation issues resolved

Challenges

- Dealing with some racism with students "just joking"
- Some academic challenges – school providing peer tutoring to support confidence

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Moving Forward

- Co-create new Information Sharing Structures Between KFN / District.
- Continued Partnership Placing Students at Centre of all Discussions.
- Co-develop new Procurement Policy for Cultural Projects, Logos, etc.
- Current LEA is a Living document - Alignment with Provincial Model LEA.
- KFN Boys Group – Role Models

Proposed activities include:

- Canoeing
- Big House teachings and responsibilities (e.g., firekeeping)
- Drumming
- Possible volunteer opportunities through the Guardian Program
- Recreational activities in the KFN gym
- Processing fish



14

Homework



When was the last time you were in ceremony? (Spiritual)



Who is your Elder? (Emotional)

Have you been to the local First Nation / Friendship Centre / Métis Chartered Community? (Physical)



Can you speak over 10 words in the language of the land you work on? (Intellectual)



15

Gilakas'la

Joe.Heslip@sd71.bc.ca



**INDIGENOUS
EDUCATION**



Comox Valley Schools
A Community of Learners
FOUNDED • GROWING • INSPIRING

16

BRIEFING NOTE

TO: Board of Education **DATE:** April 22, 2025
FROM: Carrie McVeigh, Secretary-Treasurer
RE: **2025-26 Annual Budget – Preliminary Operating Grant Announcement**

Introduction

The Board of Education of School District No. 71 (Comox Valley) is accountable for the public funds that support the school district. One of the Board's responsibilities is the adoption of the District's budget. The budget must conform to legislative requirements set out in the *School Act* and is the financial plan that supports the District's goals.

The Board is currently planning for the next school year, which includes:

- Setting priorities for the delivery of student learning
- Projecting student enrolment
- Projecting the costs of providing the existing services into the next year (salaries, benefits, utilities, inflation, etc.)
- Determining which costs will change
- Projecting revenues (international student fees, rental fees, interest revenue, Ministry grants, etc.)
- Identifying strategies and options to address the net budget position (projected revenues less projected expenditures)
- Reviewing the budget against the Board's strategic priorities
- Finalizing decisions

Boards of Education operate on a fiscal year of July 1st to June 30th. For 2025-2026, Section 113 of the *School Act* requires Boards to prepare an annual budget and have it adopted by bylaw and submitted to the Ministry of Education by June 30, 2025.

Background

The Board approved the annual 2025-26 budget schedule at the January 28, 2025 board meeting. The Ministry of Education and Child Care announced the preliminary operating grant for 2025-26 on March 14th. This report provides a summary of the impacts on the Districts' revenue with respect to the announcement. Staff are currently reviewing staffing levels and operational budgets across the organization and identifying cost pressures and efficiencies. The

full impact of all revenues and expenses will be communicated at the Committee of the Whole meeting on May 13, 2025 with an opportunity for feedback from our educational partners.

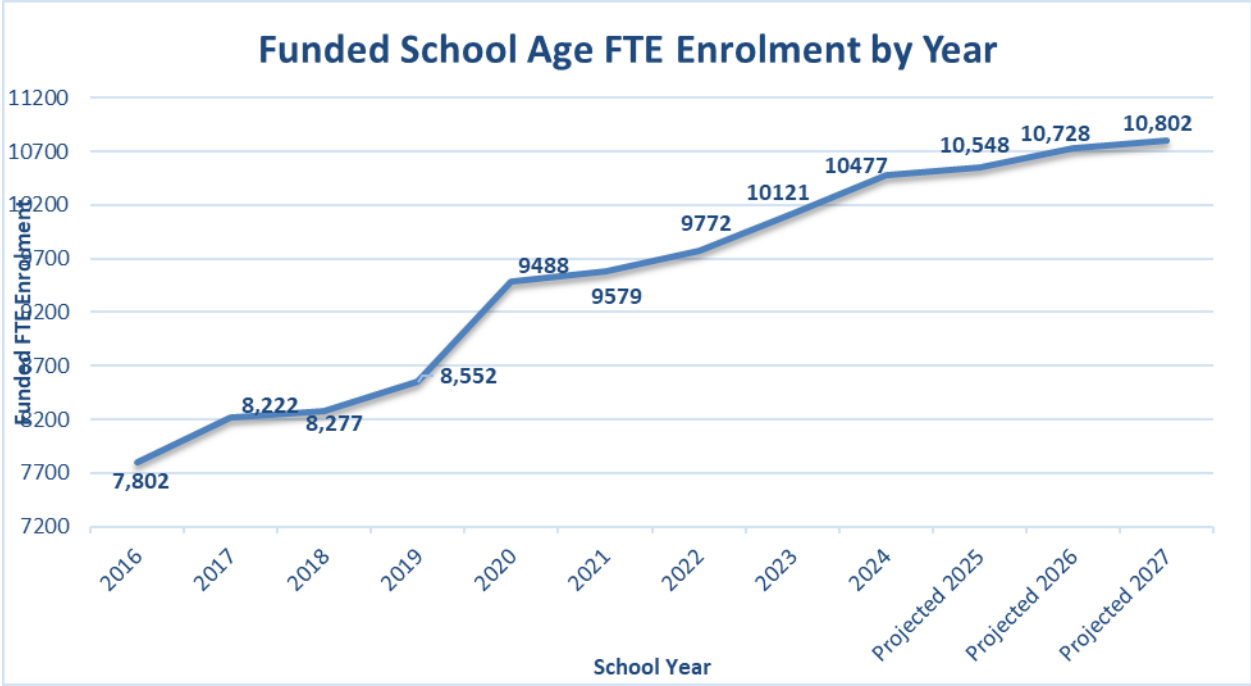
Student Enrolment

Student enrolment is the primary factor determining how much operating grant funding the District receives from the Ministry of Education and Child Care, the number of staff to employ and the number of classrooms and schools that are required.

Given that student enrolment is the primary driver in the operating grant revenue formula, all budget planning begins with the projected enrolments for the next school year.

Projected September enrolment for the 2025-26 school year is 10,548 FTE.

The chart below illustrates the growth in enrolment over the last ten years.



Enrolment in September is projected to be 10,548 FTE, which is an increase of 71 FTE students over the prior year. The number of school-age students attending School District No. 71 (Comox Valley) schools is continuing to grow, however projected to slow and level off in the upcoming years.

Changing enrolment affects school district revenue. Revenue changes from enrolment changes are mainly offset by increases or decreases in expenditures as staffing and services and supplies are related to enrolment.

Budgets and staffing are typically conservative in the annual budget to reflect the risk of actual enrolment being lower than projected. As funding is determined and finalized on actual enrolments in September, budgets and staffing are then adjusted in the amended annual budget.

Ministry of Education and Child Care Operating Grant

Approximately 96% of the Districts' revenue comes from the Ministry of Education and Child Care through the Funding Allocation System (FAS). The FAS contains a number of formulae and is based primarily on student enrolment. There are additional allocations for differences in teacher salary costs, geographic factors, and unique student needs such as Inclusive Education, Indigenous students, and English Language Learners.

The Ministry announced the preliminary operating grant for 2025-26 on March 14, 2025. The Ministry has provided additional funds for enrolment growth and increased the per pupil FTE rates to incorporate past labour settlement funding from the third and final year of the 2022 Shared Recovery Mandate that was allocated as a special grant in 2024/25. This includes cost-of-living adjustments (COLA) for teachers and support staff, salary increases for administrators in leadership roles, and Teacher professional development. In addition, the per pupil FTE rate now includes labour settlement funding for extended health benefits plan standardization and improvements for support staff. No additional funding has been added for other cost pressures including general inflation.

Based on the 2025-26 preliminary operating grant announcement, the district is projected to receive approximately \$2.9 million in additional Ministry revenue in 2025-26 as reflected in Attachment #3. It should be noted that these additional funds will be used to fund the cost pressures related to increased enrolment and contractual obligations; as well as other operational cost pressures related to inflation and growth. Staff are currently reviewing existing cost pressures and service levels and ensuring alignment with the Boards strategic plan. Any remaining funds that could potentially be put towards new initiatives would be brought forward to the Board for consideration at a future public meeting.

Strategic Alignment

Providing the update on the 2025-26 Annual Budget – Preliminary Operating Grant Announcement aligns with the Boards Strategic Plan Value of **INTEGRITY**, by upholding high ethical standards through transparency, honesty and accountability.

Next Steps

The Board is required to approve an Annual Budget on or before June 30, 2025 for the 2025-26 school year.

The budget development process and timelines have been structured to facilitate a consultation process that will ensure timely decisions are made in order to adopt a balanced budget in June; and allow for implementation of the budget for the 2025-26 school year. The process allows the Human Resources Department time to process any staffing changes in compliance with collective agreements and allows schools and departments to prepare for the following year.

District staff are continuing to work on identifying estimated cost pressures and efficiencies and will be providing a projected financial position at the Committee of the Whole Meeting on May 13, 2025 as per the Board approved budget timeline.

Partners and the public are invited to attend the public meetings and will be provided with opportunities to ask questions and offer feedback to the Board. In addition, our budget webpage has been launched and all reports and presentations will be posted as they become available. There will also be an opportunity to provide feedback electronically through a budget survey that will be launched April 23 through May 7, 2025.

Staff will summarize and bring all feedback to the Board throughout the process.

The 2025-26 Annual Budget and Bylaw will be prepared in the required format and will be presented for adoption at the Board Meeting on June 24, 2025.

Respectfully submitted,

Carrie McVeigh

Carrie McVeigh
Secretary-Treasurer

Attachment #1 – Preliminary 2025/26 Operating Grant Summary

Attachment #2 – Estimated Operating Grants Overview – 2025/26 School Year

Attachment #3 – Ministry of Education Operating Grant Estimated Revenue Impact 2025-26

Preliminary 2025/26 Operating Grants

Summary of 2025/26 Preliminary Operating Grant Announcement

The operating grant block is projected to grow by \$123.7 million to over \$7.2 billion in 2025/26. The increase is the result of the addition of \$76.5 million in labour settlement funding plus estimated enrolment growth totalling \$47.2 million.

Per student funding rates have increased by an average of 1.2% as detailed in the table below.

Supplement	2025/26 Rates	2024/25 Rates	\$ Change	% Change
Basic Allocation (Standard, Continuing Education and Alternate schools)	\$9,015	\$8,915	\$100	1.1%
Basic Allocation (Online Learning)	\$7,280	\$7,200	\$80	1.1%
Inclusive Education – Level 1	\$51,300	\$50,730	\$570	1.1%
Inclusive Education – Level 2	\$24,340	\$24,070	\$270	1.1%
Inclusive Education – Level 3	\$12,300	\$12,160	\$140	1.2%
English/French Language Learning	\$1,815	\$1,795	\$20	1.1%
Indigenous Education	\$1,790	\$1,770	\$20	1.1%
Adult Education	\$5,755	\$5,690	\$65	1.1%
Summer Learning (Grades 1-9)	\$260	\$255	\$5	2.0%
Summer Learning (Grades 10-12)	\$510	\$505	\$5	1.0%

Supplements that are provided based on a formula have also increased:

Supplement	2025/26	2024/25	\$ Change	% Change
Equity of Opportunity Supplement	\$28.0M	\$27.5M	\$0.5M	1.8%
Student Location Factor	\$106.6M	\$104.8M	\$1.8M	1.7%

Labour Settlement Funding

Labour settlement funding from the third and final year of the 2022 Shared Recovery Mandate that was allocated as a special grant in 2024/25 has been rolled into the 2025/26 operating grant rates. This includes:

- Cost-of-Living Adjustment (COLA) for teachers and support staff (\$53.0 million);
- Salary increases for administrators in leadership roles (\$15.9 million); and
- Teachers' professional development (\$2.2 million; allocations to be announced in April 2025).

In addition, \$5.5 million in labour settlement funding for extended health benefits plan standardization and improvements for support staff from the 2014 and 2019 Provincial Framework Agreements has also been allocated through the operating grant rates. This funding had previously been disbursed as annual payments to districts.

Enrolment Changes

School districts are estimating they will enrol 590,658 school-age FTE in September 2025, a slight increase of 1,249 FTE (or 0.2%) over the September 2024 total. Twenty-six (26) districts are estimating they will have increased enrolment in September 2025.

School districts are estimating slower or declining enrolment growth across the Unique Student Needs funding categories, including a 3.1% increase in Level 2 students (+1,074) compared to 8.6% growth in 2024/25, and fewer Level 1 (-19), Level 3 (-87), ELL/FLL (-141) and Indigenous Education (-422) students.

Operating Grant Changes

Forty-five (45) districts are estimated to have increases to their operating grants for the upcoming school year. The per student average, including all special grants, is an estimated \$13,596 for 2025/26, a 44.2% increase from 2016/17.

Funding for students with L1, L2 & L3 disabilities or diverse abilities is projected to grow by \$35.1 million, or 3.6%, from \$975 million to just over \$1.0 billion, as Level 2 enrolment continues to grow and labour settlement funding is added.

Funding will be recalculated when actual enrolment is known in the September 2025 enrolment count.

Funding Protection/Enrolment Decline

A total of 13 districts are receiving an estimated total of \$7.6 million in Funding Protection; this is more than double the amount compared to 2024/25 (\$3.3 million).

In 2025/26 it is estimated that 17 districts will receive \$3.9 million from the Supplement for Enrolment Decline, up from 16 districts and \$2.2 million in 2024/25.

Special Grants

In addition to the operating grant block, the following amounts are being provided for school district operations:

- Preliminary Classroom Enhancement Fund: \$757.4 million
- Learning Improvement Fund: \$25.0 million, unchanged
- CommunityLINK: \$60.4 million, unchanged
- Pay Equity: \$50.9 million, unchanged
- Student Transportation Fund: \$15.4 million, unchanged
- Feeding Futures Fund: \$71.5 million, unchanged

Classroom Enhancement Fund (CEF)

The Ministry is announcing CEF staffing funding at 100% of the amounts for the current school year to facilitate budgeting and planning for the next school year. The overhead allocations will remain unchanged for 2025/26.

Thus, the preliminary Classroom Enhancement Fund is set at \$757.4 million:

- \$710.6 million for CEF staffing
- \$46.8 million for CEF overhead

As in previous years, the Ministry is not announcing CEF remedy funding at this time. CEF remedies will be allocated based on school district reporting of actual remedies incurred in October 2025.

The process for applying for any additional funding for the 2025/26 CEF staffing allocations will be the same as this year.

Indigenous Education Councils

Funding to support the implementation of Indigenous Education Councils (IECs) is increasing by approximately \$0.7 million to \$6.4 million in 2025/26.

IEC allocations are detailed in Table 14 of the [2025/26 Estimated Operating Grants](#).

Estimated Operating Grants Overview - 2025/26 School Year

School District 71 (Comox Valley)

September 2025 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	8,424.0000	\$9,015	\$75,942,360	
Continuing Education	21.0000	\$9,015	\$189,315	
Alternate Schools	178.0000	\$9,015	\$1,604,670	
Online Learning	1,925.0000	\$7,280	\$14,014,000	
Home Schooling	52	\$250	\$13,000	
Course Challenges	3	\$282	\$846	
Total Enrolment-Based Funding (September)	10,548.0000			\$91,764,191
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	70.9375	\$4,508	\$0	
4%+ Enrolment Decline		\$6,761	\$0	
Significant Cumulative Decline (7%+)	705.0000	\$4,508	\$0	
Supplement for Enrolment Decline				\$0
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Inclusive Education	4	\$51,300	\$205,200	
Level 2 Inclusive Education	539	\$24,340	\$13,119,260	
Level 3 Inclusive Education	88	\$12,300	\$1,082,400	
English Language Learning	200	\$1,815	\$363,000	
Indigenous Education	1,781	\$1,790	\$3,187,990	
Adult Education	25.0000	\$5,755	\$143,875	
Equity of Opportunity Supplement			\$449,334	
Supplement for Unique Student Needs				\$18,551,059
			Funding	Total Supplement
Variance from Provincial Average	\$1,843			
Estimated Number of Educators	587.389		\$1,082,558	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	10,573.0000	\$180.33	\$1,906,629	
Supplement for Salary Differential				\$2,989,187
Supplement for Unique Geographic Factors				\$7,446,817
Funding Protection				\$0
Curriculum and Learning Support Fund				\$94,294
September 2025 Enrolment Count, Total				\$120,845,548

July 2025 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$260	\$0	
Summer Learning Grade 8-9	0	\$260	\$0	
Summer Learning Grade 10-12	0	\$510	\$0	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	80	\$510	\$40,800	
Summer Learning, Total				\$40,800
February 2026 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	10.0000	\$9,015	\$90,150	
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	
K-Gr 9 School-Age FTE - Online Learning	122.0000	\$3,640	\$444,080	
Gr 10-12 School-Age FTE - Online Learning	425.0000	\$7,280	\$3,094,000	
Adult FTE - Online Learning	25.0000	\$5,755	\$143,875	
Level 1 Inclusive Education Enrolment Growth	0	\$25,650	\$0	
Level 2 Inclusive Education Enrolment Growth	20	\$12,170	\$243,400	
Level 3 Inclusive Education Enrolment Growth	0	\$6,150	\$0	
Newcomer Refugees	0.0000	\$4,508	\$0	
ELL Supplement - Newcomer Refugees	0	\$908	\$0	
February 2026 Enrolment Count, Total				\$4,015,505
May 2026 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$9,015	\$0	
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	
K-Gr 9 School-Age FTE - Online Learning	10.0000	\$2,427	\$24,270	
Gr 10-12 School-Age FTE - Online Learning	300.0000	\$7,280	\$2,184,000	
Adult FTE - Online Learning	10.0000	\$5,755	\$57,550	
May 2026 Enrolment Count, Total				\$2,265,820
Indigenous Education Councils				\$77,946
2025/26 Full-Year Estimated Total				
Estimated 2025/26 Operating Grant from Indigenous Services Canada				\$123,306
Estimated 2025/26 Operating Grant from Ministry of Education and Child Care				\$127,122,313

SCHOOL DISTRICT NO. 71 (Comox Valley)
Ministry of Education Operating Grant - ESTIMATED - for the 2025-26 Year

	2024-25 Amended Annual Budget (based on actual Sept, 2024 enrolment)			2025-26 ESTIMATED Annual Budget (based on projected Sept, 2025 enrolment)		
	FTE	Grant	Total	FTE	Grant	Total
Enrolment Based Funding						
Standard (Regular) schools	8,399.63	8,915	74,882,657	8,424.00	9,015	75,942,360
Continuing education	20.50	8,915	182,758	21.00	9,015	189,315
Alternate schools	179.00	8,915	1,595,785	178.00	9,015	1,604,670
Online Learning	1,877.94	7,200	13,521,150	1,925.00	7,280	14,014,000
	10,477.06			10,548.00		
Home Schooling	52.00	250	13,000	52.00	250	13,000
Course Challenges	3.00	279	837	3.00	282	846
Total September Enrolment Based Funding			\$ 90,196,186			\$ 91,764,191
Unique Student Needs						
English as a second language	198.00	1,795	355,410	200.00	1,815	363,000
Indigenous Education	1,781.00	1,770	3,152,370	1,781.00	1,790	3,187,990
Level 1 Inclusive Education	4.00	50,730	202,920	4.00	51,300	205,200
Level 2 Inclusive Education	536.00	24,070	12,901,520	539.00	24,340	13,119,260
Level 3 Inclusive Education	83.00	12,160	1,009,280	88.00	12,300	1,082,400
Adult Education (Non Graduated)	25.44	5,690	144,739	25.00	5,755	143,875
Equity of Opportunity Supplement			442,701			449,334
Total September Enrolment Based Funding			18,208,940			18,551,059
Salary differential			2,969,255			2,989,187
Unique geographic factors			7,147,853			7,446,817
Subtotal September Operating Grant			118,522,236			120,751,254
Curriculum and Learning Support Fund			91,089			94,294
Total September Operating Grant			\$ 118,613,325			\$ 120,845,548
Summer learning			37,370			40,800
Estimated enrolment based funding - February			2,874,975			4,015,505
Online learning			2,529,520			3,681,955
Special needs enrolment growth			300,875			243,400
Newcomer Refugees			44,580			0
Continuing Education			0			90,150
Estimated enrolment based funding - May			1,504,450			2,265,820
Indigenous Education Councils - NEW 2024-25			69,614			77,946
Total Aggregate Funding Announced			\$ 123,099,734			\$ 127,245,619
Labour Settlement Funding in the 24/25 Amended Budget Tables that has now been rolled into the Operating Block Above (25/26)			-			1,160,049
Revised Aggregate Funding Announced - Estimated Budget Impact						\$ 2,985,836

BRIEFING NOTE

TO: Board of Education **DATE:** April 22, 2025
FROM: Carrie McVeigh, Secretary Treasurer
RE: **Quarter 3 Financial Update – 2024-25 Amended Annual Budget**

Purpose

The intent of this report is to provide the Board with a third quarter financial update comparison to the 2024-25 amended annual operating budget.

Background

At the February 2025 Regular Board Meeting, the Board approved the 2024-25 Amended Annual Budget which was prepared in accordance with the Ministry of Education and Child Care (MECC) instructions.

Discussion

This financial report provides an update of the projected changes to operating revenue and expenditures included in the 2024-25 Amended Annual Budget. The projections are based on actual expenditures to March 31, 2025, known funding and expenditure information and anticipated changes as of April 15, 2024. Considerations and details are described in Appendix A.

Annual Revenues received from the Ministry of Education and Child Care (MECC) are adjusted once February and May enrolments are confirmed through the recalculated grants.

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

The third quarter projections anticipate a \$1.89M operating surplus for the 2024/26 school year.

Strategic Alignment

Providing the quarter 3 Financial update aligns with the Boards Strategic Plan Value of **INTEGRITY**, by upholding high ethical standards through transparency, honesty and accountability.

Recommendation

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

Respectfully submitted,

Carrie McVeigh

Carrie McVeigh
Secretary Treasurer

Attachment – Appendix A, Operating Fund Update Q3

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

OPERATING FUND UPDATE - Q3

As at March 31, 2025

	2024-25 AMENDED ANNUAL BUDGET	2024-25 ACTUAL Revenues & Expenditures to March 31st	2024-25 PROJECTED Revenues & Expenditures to June 30th	2024-25 PROJECTED Revenues & Expenditures for the year	VARIANCE from Amended Annual budget	
OPERATING FUND						
REVENUE						
Provincial Grants						
Ministry of Education	125,378,372	87,626,130	38,756,947	126,383,077	(1,004,705)	1
Other	197,600	158,080	39,520	197,600	-	
Tuition	3,176,750	3,878,903	(591,861)	3,287,042	(110,292)	
Other Revenue	629,117	573,268	137,361	710,629	(81,512)	2
Rentals and Leases	170,000	168,466	1,534	170,000	-	
Investment Income	690,000	682,003	130,176	812,179	(122,179)	3
TOTAL OPERATING REVENUE	130,241,839	93,086,850	38,473,677	131,560,527	(1,318,688)	
EXPENSES						
Salaries						
Teachers	52,303,040	36,871,129	15,991,141	52,862,270	(559,230)	
Principals/Vice-Principals	7,031,214	5,279,606	1,740,346	7,019,953	11,261	
Educational Assistants	8,540,663	5,588,483	2,127,990	7,716,473	824,190	4
Support Staff	11,959,926	8,100,033	3,256,452	11,356,485	603,441	5
Other Professionals	4,990,403	3,562,498	1,302,499	4,864,997	125,406	
Substitutes	4,447,468	3,110,061	1,500,946	4,611,007	(163,539)	
Total Salaries	89,272,714	62,511,810	25,919,375	88,431,186	841,528	
Employee Benefits	22,574,946	16,215,241	7,033,389	23,248,630	(673,684)	
Total Salaries and Benefits	111,847,660	78,727,052	32,952,765	111,679,816	167,844	
Services and Supplies						
Services	4,970,178	3,324,955	1,636,981	4,961,936	8,242	
Student Transportation	3,011,326	1,735,729	1,237,000	2,972,729	38,597	
ProD and Travel	1,122,173	675,213	401,353	1,076,566	45,607	
Rentals & Leases	234,000	164,207	64,739	228,946	5,054	
Dues and Fees	110,000	76,484	19,860	96,344	13,656	6
Insurance	263,915	257,834	1,500	259,334	4,581	
Supplies	6,018,791	3,675,079	2,260,067	5,935,146	83,645	
Utilities	2,499,500	1,053,720	1,241,039	2,294,759	204,741	7
Total Services and Supplies	18,229,883	10,963,221	6,862,539	17,825,760	404,123	
TOTAL OPERATING EXPENSES	130,077,543	89,690,273	39,815,303	129,505,576	571,967	
Surplus Appropriation	2,095,704	2,095,704		2,095,704	-	
Transfer to Local Capital	(1,885,000)	(1,885,000)	-	(1,885,000)	-	
Tangible Capital Assets Purchased	(375,000)	(31,741)	(343,259)	(375,000)	-	
OPERATING SURPLUS (DEFICIT)	\$ -	3,575,541	(1,684,885)	1,890,655	1,890,655	8

APPENDIX A - SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
OPERATING FUND - YEAR END PROJECTION
As at March 31, 2025

- 1 Ministry of Education February Online Learning Enrolment Count increase and adjustments to February
1 Inclusive Education Enrolment projected lower than budgeted. Teacher salaries and benefits increased
accordingly to meet the additional online enrolment.
- 2 Other Revenues are exceeding the value in the amended budget. This is mainly due to course delivery
recoveries at NIDES, sales of used equipment and other miscellaneous grants.
- 3 Investment income is exceeding the value in the amended budget as interest rates have not declined as
quickly as predicted to ensure that changes to the annual budget were softened.
- 4 Education Assistants salaries are under budget due to employees on leave and the number of daily
unfilled EA positions.
- 5 Support staff salaries are under budget due to employees on leave and unfilled positions.
- 6 Dues and Fees are projected to be underspent as some dues were paid in advance of this school year.
- 7 Utilities expenses are projected to be less than budgeted due to anticipated energy savings resulting from
the continuous optimization projects.
- 8 Estimated 2024/25 annual operating surplus at Mar 31, 2025 is approximately \$1,890,655. In addition, it
is anticipated that the District will be able to maintain the Board's contingency reserve as described in
Policy 18.

BRIEFING NOTE

TO: Board of Education
FROM: Molly Proudfoot, Director of Operations
RE: **FY 25-26 Annual Facilities Grant Expenditure Plan**

DATE: April 22, 2025

Purpose

To provide the Board of Education an overview of the proposed FY 25-26 Annual Facilities Grant (AFG) expenditure plan.

Strategic Alignment

The Board of Education has recently approved a new Strategic Plan focused on learning and Indigenous World Views and Perspectives. The following capital-funded projects aim to enhance our commitment to creating safe, inclusive, holistic, ethical, and personalized learning environments for students in the Comox Valley. These proposed improvements align with the Strategic Plan's values and design principles, facilitating each student's development of core competencies.

Background

The Ministry has increased AFG funding for FY 2025-26 to **\$2,429,593**.

The purpose of the AFG funds is to preserve and extend the life of school district facilities. The key priorities for AFG funds include facility changes to address critical maintenance, educational, environmental, and health & safety needs.

Analysis

The AFG entries to the Ministry of Infrastructure CAPS system is ongoing and all projects will be uploaded prior to May 16th, 2025. Anticipated projects include but not limited to:

- Roofing upgrades
- Fire protection system upgrades
- Lighting upgrades
- Install of solar PV arrays
- Mechanical & HVAC system upgrades
- Phone & PA system upgrades
- Exterior wall system upgrades
- Window & door replacements

- Site access improvements
- Flooring upgrades
- Gym floor refinishing
- Play field amendments
- Site drainage improvements
- Asphalt resurfacing
- Interior and exterior painting
- Environmental remediation and improvements

There are numerous other planned projects to be undertaken throughout the year. Note: this plan may change due to emergent maintenance pressures or concerns.

Recommendation

That the Board of Education of School District No. 71 (Comox Valley) receive the 'FY 25-26 Annual Facilities Grant Expenditure Plan' briefing note, dated April 22nd, 2025, as presented.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Molly Proudfoot', with a stylized, cursive script.

Molly Proudfoot
Director of Operations

BRIEFING NOTE

TO: Board of Education
FROM: Molly Proudfoot, Director of Operations
RE: Major Capital Projects Update – April 2025

DATE: April 22, 2025

Purpose

To update the Board of Education on Major Capital Expansion & Child Care Centre Projects as of April 2025.

Strategic Alignment

The Board of Education recently approved a new Strategic Plan, which is focused on learning and Indigenous World Views and Perspectives. The below capital-funded projects are targeted towards increasing space and capacity in our District to better strengthen our commitment to creating safe, inclusive, holistic, ethical, and personalized learning for students of the Comox Valley. The new spaces have factored in the Strategic Plan's 'Values' and 'Design Principles' to help facilitate each student's development of the core competencies.

Aspen Park Elementary X11 Classroom Prefab Addition:

Construction Manager | Prime Consultant: Knappett Projects Inc. and studioHuB Architects

Capital Project Funding Agreement Signed: June 25th, 2024

Current Project Status: Foundation work continuing with concrete pour of southern foundation wall planned for the mid-April 2025.

Construction Start: November 2024

Tentative Completion: Mid-Fall 2026



Aspen Park Elementary Prefab Site Progress Photos

Aspen Park Elementary Prefab Cont'd



Context Plan



Rendering of Addition looking from the West (Town of Comox ball field side)

G.P. Vanier Replacement Child Care Centre:

Construction Manager | Prime Consultant: AFC Construction and Bradley Shuya Architecture

Capital Project Funding Agreement Signed: April 24th, 2024

Current Project Status: Site excavation and drainage underway. Marking of foundation location and placement of helical piles in mid-April 2025.

Construction Start: April 2025

Tentative Completion: Late Winter 2026



G.P. Vanier Secondary Child Care Centre Site Progress Photos



Child Care Centre Rendering and Context Plan



Cumberland Community School Elementary X16 Classroom Addition:

Construction Manager | Prime Consultant: Heatherbrae Builders and Bradley Shuya Architecture

Capital Project Funding Agreement Signed: July 3rd, 2024

Current Project Status: Building Permit Design Phase. 'Construction Update Information Session' for public held on April 9th, 2025.

Construction Start: Phased Construction to begin as early as Spring 2025

Tentative Completion: Summer 2027

Progress Photos: No activity on-site to report

Recommendation

That the Board of Education of School District No. 71 (Comox Valley) receive the 'Major Capital Projects Update – April 2025' briefing note, dated April 22nd, 2025, as presented.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Molly Proudfoot', with a stylized, cursive script.

Molly Proudfoot
Director of Operations

BRIEFING NOTE

TO: Board of Education **DATE:** April 22, 2025
FROM: Carrie McVeigh, Secretary-Treasurer
RE: Capital Plan Approval and Bylaw No. 2025/26-CPSD71-01

Purpose

To formally authorize the implementation of the 2025/2026 Capital Plan as approved by the Ministry of Infrastructure. Adoption of this bylaw allows the Secretary-Treasurer to execute project and funding agreements for the approved capital projects, including both minor and major capital initiatives, thereby operationalizing the district's capital plan and facilitating the release of Ministry funding for these projects.

Strategic Alignment

The Ministry approved capital projects directly support the District's Strategic Plan, particularly the values of Safety, Learning, and Equity. The approved projects, including HVAC upgrades, exterior wall system improvements, and kitchen infrastructure enhancements, create healthier, safer, and more inclusive learning environments for all students. These align with the district's commitment to personalized, inclusive, and equitable learning environments, and further the Strategic Plan's vision of "compassionate, connected, and personalized learning for all."

By aligning with provincial capital funding initiatives, the district's capital projects address both current and future needs in the following key areas:

- Enhancing Learning Environments through the approval of minor capital projects such as the School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), and School Food Infrastructure Program (FIP), the district is committed to improving school facilities to create safe, sustainable, and modern learning spaces for students.
- Long-Term Sustainability by prioritizing projects that incorporate energy efficiency and environmental responsibility, ensuring that facilities are prepared for future educational needs and climate challenges.
- Fiscal Responsibility and Accountability effectively utilizing the Ministry-approved funding, supporting strategic and efficient use of financial resources in the execution of key capital projects while maintaining transparency and accountability.

Background

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

The Capital Planning cycle consists of:

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

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

MINOR CAPITAL

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

MAJOR CAPITAL

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

- Other Programs include the Annual Facilities' Grant (AFG) and Building Envelope Program (BEP) and Child Care (CC).
- Before submitting the 5-year Capital Plan for approval, in accordance with section 142(4) of the *School Act*, boards of education must provide Board Resolution in support of its annual Five-Year Capital Plan. Boards are to provide the Ministry with up to three (3) separate Board Resolutions, one for the Major Capital Program, one for the Minor Capital Program, and one for the Building Envelope Program submission (if applicable). At this stage, a bylaw is not required. The Board approved the 2025/2026 plan, and the Secretary-Treasurer signed the resolutions in June 2024 (Major and Building Envelope), and September 2024 (Minor).
- Ministry staff spend the summer and fall reviewing all 60 school district submissions and they provide approval for school district plans in the spring, at around the same time as the new year intake processes commence.

To date, the Board has:

- Approved the 2025/2026 5-year Capital Plan submitted to the Ministry of Education and Child Care, by resolutions.

- Received the Response letter dated March 25, 2025, approving Ministry funded minor capital projects. It is noted in the letter that given the economic climate “**there are no new major capital projects in your School District that were supported to move forward at this time.**”
- Minor Capital Projects approved are as listed in the Ministry of Infrastructure Response dated March 25, 2025, and below, for easy reference.

Minor Projects approved are as follows:

Facility Name	Program	Project Description	Amount Funded by Ministry
Tsolum Elementary	SEP	Exterior Wall System Upgrades	\$802,000
Georges P Vanier Secondary	CNCP	HVAC Upgrades	\$770,600
Multiple Sites (Cumberland Community School - Beaufort (Jr.), Georges P Vanier Secondary, Glacier View Elementary, Highland Secondary, Mark R. Isfeld Senior Secondary, Miracle Beach Elementary, Royston Elementary, Valley View Elementary)	FIP	Kitchen Equipment and Upgrade	\$100,000

These projects are to proceed to design, tender, and construction and must be completed by March 31, 2026.

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

Recommendation

The Capital Plan Bylaw requires three readings. In order for the bylaw to be adopted in one meeting, a motion to do so must be unanimously passed by the Board of Education. Staff recommend that all three readings occur in one meeting on April 22, 2025. If the three readings are passed, it will allow staff to proceed expeditiously, with operationalizing the projects.

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) give all three readings of the Capital Bylaw No. 2025/26-CPSD71-01 in one meeting, this date, April 22, 2025.

Motion (3 readings):

THAT the Board of Education of School District No. 71 (Comox Valley) adopt the 2025/2026 Capital Bylaw cited as School District No. 71 (Comox Valley) Capital Bylaw No. 2025/26-CPSD71-01, being a bylaw associated with the 2025/26 Capital Plan as identified in the Capital Plan Response letter, dated March 25, 2025, issued by the Capital Management Branch, Ministry of Infrastructure.

Read for a first time this 22nd day of April, 2025

Read for a second time this 22nd day of April, 2025

Read for a third time, and adopted this 22nd day of April, 2025

Appendices

- Appendix A: 2025/26 Capital Plan Response Letter dated March 25, 2025
- Appendix B: 2025/26 Annual Programs Funding Agreement
- Appendix C: 2025/26 Capital Bylaw No. 2026/26-CPSD71-01
- Appendix D: 2025/26 Capital Plan Resolutions (Building Envelope, Major Capital, and Minor Capital)
- Appendix E: Appendix E: Briefing Note, Director of Operations, September 24, 2024, 2025-26 Minor Capital Program Submission Summary
- Appendix F: Briefing Note, Director of Operations, June 25, 2024, 2025-26 Major Capital and Build Envelope Program Submission summary
- Appendix G: Briefing Note, Director of Operations, April 22, 2025 Capital Plan Projects Update

Respectfully submitted,

Carrie McVeigh

Carrie McVeigh
Secretary-Treasurer

Appendix A



March 25, 2025

Ref: 23223

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

Capital Plan Bylaw No. 2025/26-CPSD71-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2025/26

This letter is in response to your School District's 2025/26 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs. This letter also contains important information regarding your upcoming 2026/27 Annual Five-Year Capital Planning submission. The following tables identify major capital projects that are supported to proceed to the next stage of development and minor capital projects that are approved for funding and can proceed to procurement.

On March 13, 2025, the Province introduced legislation that identifies country of origin requirements for all procurements. What this means is U.S. bidders must be excluded, except in certain circumstances, for all future procurements. The Ministry will have further conversations with school districts as the tariff situation evolves and commit to working closely with you to navigate this challenging situation.

MAJOR CAPITAL PROJECTS

Major capital consists of the following program areas:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)

A variety of emergent issues including a significant number of school fires and a challenging fiscal environment have resulted in a limited ability to advance major capital projects. As a result, there are no new major capital projects in your School District that were supported to move forward at this time.

Please contact your [Regional Director or Planning Officer](#) with any questions regarding Major Capital projects.

MINOR CAPITAL PROJECTS

The table below reflects approved minor capital projects for your School District in the following program areas:

- School Enhancement Program (SEP)

Ministry of
Infrastructure

Education and Child Care Capital
Branch

Mailing Address:
PO Box 9151 Stn Prov Govt
Victoria BC V8W 9H1

Location:
5th Floor, 620 Superior St
Victoria BC V8V 1V2

Page 1 of 3

- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)

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

Facility Name	Program Project Description	Amount Funded by Ministry
Tsolum Elementary	SEP - Exterior Wall System Upgrades	\$802,000
Georges P Vanier Secondary	CNCP - HVAC Upgrades	\$770,600
Cumberland Community School - Beaufort (Jr.), Georges P Vanier Secondary, Glacier View Elementary, Highland Secondary, Mark R. Isfeld Senior Secondary, Miracle Beach Elementary, Royston Elementary, Valley View Elementary	FIP - Kitchen Equipment and Upgrade	\$100,000

All projects are now to proceed to design, tender and construction, and to be completed by March 31, 2026.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2025/26 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at CMB@gov.bc.ca

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (template can be found on the Ministry [website](#)) using the Capital Bylaw Number provided at the beginning of this document, for the supported and/or approved 2025/26 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Please contact Branch Director [Michael Nyikes](#) with any questions regarding Minor Capital projects.

2026/27 ANNUAL FIVE-YEAR CAPITAL PLAN SUBMISSIONS

Capital Plan Instructions for the 2026/27 Annual Five-Year Capital Plan submission process will be available on the Ministry's capital planning [website](#) in early April.

School districts' capital plan submission deadlines for the 2026/27 fiscal year are:

- **June 30, 2025**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **September 30, 2025**
 - Minor Capital Programs (SEP, CNCP, PEP, BEP, BUS)
- **October 1, 2025**
 - Minor Capital Programs (FIP)

Additionally, the Annual Facility Grant (AFG) project requests for the 2025/26 fiscal year are to be submitted using the MyCAPS portal, on or before **May 16, 2025**. The 2025/26 AFG Allocation Table will be available on the Ministry's capital planning [website](#) in early April.

The Ministry recommends school districts discuss draft versions of their intended capital projects and Annual Facility Grant project requests with minor capital staff in advance of submission deadlines.

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

Sincerely,



Damien Crowell, Executive Director
Education and Child Care Capital Branch
Ministry of Infrastructure

pc: Geoff Croshaw, Director, Major Capital Projects, Education and Child Care Capital Branch
Michael Nyikes, Director, Minor Capital Projects, Education and Child Care Capital Branch

Appendix B

2025/26 Annual Programs Funding Agreement for School District No. 71 (Comox Valley)

ANNUAL PROGRAMS FUNDING AGREEMENT

This Annual Programs Funding Agreement dated for reference the 15th day of March 2025, is in effect for the 2025/26 fiscal year period of April 1, 2025 to March 31, 2026.

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

OF THE FIRST PART

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

OF THE SECOND PART.

The parties agree as follows:

1. DEFINITIONS

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

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

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

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

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

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

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

"Minister" means the Minister of Infrastructure, and includes the respective Ministry Deputy Minister and/or any person designated by either of them to act with respect to a provision of this Agreement;

"Ministry" means the Ministry of Infrastructure of the Province of British Columbia;

2025/26 Annual Programs Funding Agreement for School District No. 71 (Comox Valley)

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

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

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

2. SCHEDULES

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

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

3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS

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

Facility Name	Program Project Description	Amount Funded by Ministry
Tsolum Elementary	SEP - Exterior Wall System Upgrades	\$802,000
Georges P Vanier Secondary	CNCP - HVAC Upgrades	\$770,600
Cumberland Community School - Beaufort (Jr.), Georges P Vanier Secondary, Glacier View Elementary, Highland Secondary, Mark R. Isfeld Senior Secondary, Miracle Beach Elementary, Royston Elementary, Valley View Elementary	FIP - Kitchen and Equipment Upgrades	\$100,000

Please contact Branch Director [Michael Nyikes](#) with any questions regarding Minor Capital Projects.

3.02 The Ministry may consider, under special circumstances, providing more than the amount listed above.

2025/26 Annual Programs Funding Agreement for School District No. 71 (Comox Valley)

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

4. BOARD OBLIGATIONS

- 4.01 The Board will:
- a) carry out the Project in a manner that ensures:
 - i) drawing against funds available under a Certificate of Approval on a regular basis throughout the fiscal year (monthly if possible) as reimbursement for Eligible Expenditure(s) as incurred by the Board;
 - ii) delivery within budget;
 - iii) completion by March 31, 2026;
 - iv) scope details are fully met upon completion;
 - v) accrued cost-savings realized from completed capital projects as approved in this Agreement are reported to the Ministry and transferred into the school district's Minister-Restricted Capital account, unless otherwise agreed to in writing by the Ministry.

2025/26 Annual Programs Funding Agreement for School District No. 71 (Comox Valley)

- b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
 - c) procure the Project in accordance with the Capital Asset Management Framework;
 - d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;
 - e) ensure all communication related to the Capital Project conforms to the “Communications Protocol Agreement on Minor Capital Projects between the Ministry and School Districts” (provided as Schedule A). This protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.
- 4.02 Provide written notice to the Ministry immediately upon completion of each Project. (Note: the Ministry will be following up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to reallocate associated funds depending on the status of the Project).
- 4.03 At the request of the Ministry, prepare additional reports relating to the Project.
- 4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.
- 4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province of British Columbia or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.
- 4.06 Purchase school buses through the bus standing offer as defined and made available through the Ministry (if applicable).
- 4.07 Enter into a tripartite agreement with the Ministry and BC Housing for all Building Envelope Program (BEP) projects and agree to carry out the projects in collaboration with BC Housing as defined in the tripartite agreement (if applicable).

5. EVENT OF FORCE MAJEURE

- 5.01 In the Event of Force Majeure:
- a) the Board will immediately notify the Ministry, in writing, describing the Event of Force Majeure.
 - b) within five (5) Business Days of being notified of the Event of Force Majeure, the Ministry will communicate with the Board to explore what steps are to be taken to

2025/26 Annual Programs Funding Agreement for School District No. 71 (Comox Valley)

mitigate the Event of Force Majeure, determine an appropriate course of action, and establish an estimated cost related to the Event of Force Majeure.

- c) the course of action must be agreed to by the Ministry and the Board.
- d) either party may request the assistance of an independent cost consultant appointed by mutual agreement of the parties.
- e) the Ministry will not approve any expenditure(s) incurred prior to the agreed course of action unless the costs were demonstrably incurred for the preservation of life and/or safety.

6. PUBLIC ANNOUNCEMENTS

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

7. NOTICE

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

- a) if to the Board:

School District No. 71 (Comox Valley)
607 Cumberland Rd, Courtenay, BC, V9W 3P2
Attention: Carrie McVeigh, Secretary-Treasurer
Email: carrie.mcveigh@sd71.bc.ca

- b) if to the Ministry:

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

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

- a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;
- b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt

2025/26 Annual Programs Funding Agreement for School District No. 71 (Comox Valley)

by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:

- i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or
- ii) within twenty-four (24) hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.

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

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

2025/26 Annual Programs Funding Agreement for School District No. 71 (Comox Valley)

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

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

Authorized Signatory (For the Minister of Infrastructure)

Name (Print)

Title

Date Signed (Month/Day/Year)

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

Signatory (Secretary Treasurer)

Name (Print)

Date Signed (Month/Day/Year)

SCHEDULE A

COMMUNICATIONS PROTOCOL AGREEMENT ON MINOR CAPITAL PROJECTS BETWEEN THE MINISTRY OF INFRASTRUCTURE (INF) AND SCHOOL DISTRICTS

News Release

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

Signage

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

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

The steps from signage design to installation are as follows:

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

Official Ceremonies

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

Plaques

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

Appendix C

CAPITAL BYLAW NO. 2025/26-CPSD71-01 CAPITAL PLAN 2025/26

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

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2025/26 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 25, 2025, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 71 (Comox Valley) Capital Bylaw No. 2025/26-CPSD71-01.

READ A FIRST TIME THE 22nd DAY OF *April 2025*;
READ A SECOND TIME THE 22nd DAY OF *April 2025*;
READ A THIRD TIME, PASSED THE 22nd DAY OF *April 2025*.

APPLY CORPORATE SEAL

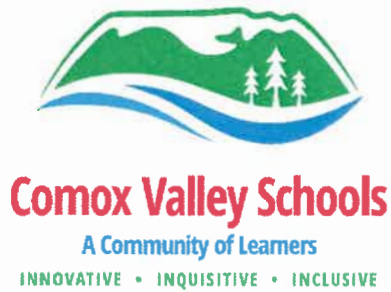
Michelle Waite, Board Chair

Carrie McVeigh, Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 71 (Comox Valley) Capital Bylaw No. 2025/26-CPSD71-01 adopted by the Board the 22nd day of *April 2025*.

Carrie McVeigh, Secretary-Treasurer

Appendix D




Comox Valley Schools

School District No. 71
Board of Education

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

In accordance with provisions under section 142 (4) of the *School Act*,
the Board of Education of School District No. 71 (Comox Valley)
hereby approves the proposed Five-Year Capital Plan (Building Envelope Program) for 2025/26,
as provided on the Five-Year Capital Plan Summary for 2025/26 submitted to the Ministry of
Education and Child Care.

I hereby certify this to be a true copy of the resolution for the approval of the
proposed Five-Year Capital Plan (Building Envelope Program) for 2025/26 adopted by the Board
of Education,
on this the 25th day of June 2024.



Secretary-Treasurer Signature

Carrie McVeigh

Secretary-Treasurer Name



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

Comox Valley Schools

School District No. 71
Board of Education

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

In accordance with provisions under section 142 (4) of the *School Act*,
the Board of Education of School District No. 71 (Comox Valley)
hereby approves the proposed Five-Year Capital Plan (Major Capital Programs) for 2025/26, as
provided on the Five-Year Capital Plan Summary for 2025/26 submitted to the Ministry of
Education and Child Care.

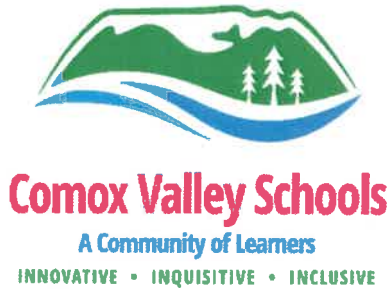
I hereby certify this to be a true copy of the resolution for the approval of the
proposed Five-Year Capital Plan (Major Capital Programs) for 2025/26 adopted by the Board of
Education,
on this the 25th day of June 2024.



Secretary-Treasurer Signature

Carrie Mc Veigh

Secretary-Treasurer Name



Comox Valley Schools

School District No. 71
Board of Education

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

In accordance with provisions under section 142 (4) of the School Act,
the Board of Education of School District No. 71 (Comox Valley)
hereby approves the proposed Capital Plan (Minor Capital Programs) for 2025/26, as provided
on the Capital Plan Summary for 2025/26 submitted to the Ministry of Education and Child Care.

I hereby certify this to be a true copy of the resolution for the approval of the
proposed Capital Plan (Minor Capital Programs) for 2025/26 adopted by the Board of Education,
on this the 24th day of September 2024.

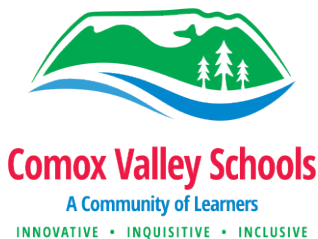


Secretary-Treasurer Signature

Carrie Mc Veigh

Secretary-Treasurer Name

Appendix E



Comox Valley Schools

School District No. 71

Office of the Director of Operations

BRIEFING NOTE

TO: Board of Education **DATE:** September 24th, 2024
FROM: Molly Proudfoot, Director of Operations
RE: **2025-26 Minor Capital Program Submission Summary**

Purpose

To update the Board of Education on the proposed 2025-2026 Minor Capital Plan submission.

Background

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

The Ministry of Education developed a web-based Capital Asset Planning System (MyCAPS) which school districts use to submit their annual Five-Year Capital Plan.

Annual Submission & Approval Process:

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

For the Minor Capital submission, Board approval is required for the following programs:

Minor Capital Funding Programs:

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

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

The recommended projects for submission to the Ministry are:

SEP – SCHOOL ENHANCEMENT PROGRAM

School	Project Details
Navigate (NIDES)	Phase II – Exterior Wall System Upgrade.
Miracle Beach Elementary	Roofing Upgrade.
Various	Flooring Upgrades.
Highland Secondary	Storefront Upgrade.
Mark R. Isfeld Secondary	Bleacher Replacement.

CNCP – CARBON NEUTRAL CAPITAL PROGRAM

School	Project Details
Georges P. Vanier Secondary	Mechanical/HVAC Upgrade – MAU
Queneesh Elementary School	Mechanical/HVAC Upgrade – ASHP and ERV
Various	Lighting Upgrades – energy efficient fixtures and controls
Various	Replacement of AC units

BUS – INVENTORY & REPLACEMENT

Bus transportation for the School District is provided by a third-party; therefore, SD71 is not eligible for a submission under this program.

PEP – PLAYGROUND EQUIPMENT PROGRAM

School	Project Details
École Robb Road Elementary	Replace playground structure approaching end of life.
École Puntledge Park Elementary	Replace playground structure approaching end of life.

FIP – FOOD INFRASTRUCTURE PROGRAM

School	Project Details
Various	Purchase and installation of new kitchen equipment including space and functionality improvements to existing kitchens.

In accordance with section 142 (4) of the School Act, boards of education must provide a Board Resolution in support of its annual Five-Year Capital Plan submission to the Ministry. Boards are to provide a separate Board Resolution for Major Capital, Building Envelope, and Minor Capital program submissions. The prioritization and preparation of projects for the Capital Plan submission is in progress.

Recommendation:

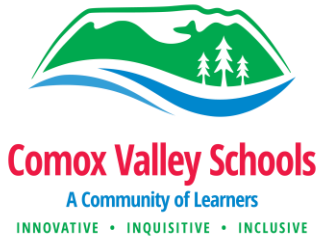
That the Board of Education of School District No. 71 (Comox Valley) approve the 2025/26 Minor Capital as presented.

Respectfully submitted,



Molly Proudfoot
Director of Operations

Appendix F



Comox Valley Schools

School District No. 71
Office of the Director of Operations

BRIEFING NOTE

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

Purpose

To update the Board of Education on the proposed 2025-2026 Major Capital and Building Envelope Program submission.

Background

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

The Ministry of Education developed a web-based Capital Asset Planning System (MyCAPS) which school districts use to submit their annual Five-Year Capital Plan.

Annual Submission & Approval Process:

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

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

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

Major Capital Funding Programs:

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

Other Programs:

- BEP – Building Envelope

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

The recommended projects for submission to the Ministry are:

SMP – SEISMIC MITIGATION

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

EXP – NEW SCHOOLS, ADDITIONS & SITE DEVELOPMENT

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

REPL – REPLACEMENTS

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

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

RDP – RURAL DISTRICTS PROGRAM (RDP)

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

BEP – BUILDING ENVELOPE

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

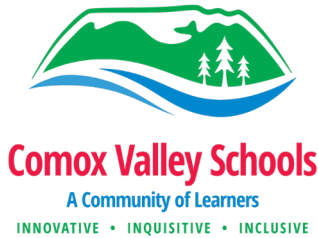
In accordance with section 142 (4) of the School Act, boards of education must provide a Board Resolution in support of its annual Five-Year Capital Plan submission to the Ministry. Boards are to provide a separate Board Resolution for Major Capital, Building Envelope, and Minor Capital program submissions. The prioritization and preparation of projects for the Capital Plan submission is in progress.

Recommendation:

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

Handwritten signature of Molly Proudfoot in black ink.

Molly Proudfoot
Director of Operations



BRIEFING NOTE

TO: Board of Education
FROM: Molly Proudfoot, Director of Operations
RE: Major Capital Projects Update – April 2025

DATE: April 22, 2025

Purpose

To update the Board of Education on Major Capital Expansion & Child Care Centre Projects as of April 2025.

Strategic Alignment

The Board of Education recently approved a new Strategic Plan, which is focused on learning and Indigenous World Views and Perspectives. The below capital-funded projects are targeted towards increasing space and capacity in our District to better strengthen our commitment to creating safe, inclusive, holistic, ethical, and personalized learning for students of the Comox Valley. The new spaces have factored in the Strategic Plan’s ‘Values’ and ‘Design Principles’ to help facilitate each student’s development of the core competencies.

Aspen Park Elementary X11 Classroom Prefab Addition:

Construction Manager | Prime Consultant: Knappett Projects Inc. and studioHuB Architects
Capital Project Funding Agreement Signed: June 25th, 2024
Current Project Status: Foundation work continuing with concrete pour of southern foundation wall planned for the mid-April 2025.
Construction Start: November 2024
Tentative Completion: Mid-Fall 2026



Aspen Park Elementary Prefab Site Progress Photos

Aspen Park Elementary Prefab Cont'd



Context Plan



Rendering of Addition looking from the West (Town of Comox ball field side)

G.P. Vanier Replacement Child Care Centre:

Construction Manager | Prime Consultant: AFC Construction and Bradley Shuya Architecture

Capital Project Funding Agreement Signed: April 24th, 2024

Current Project Status: Site excavation and drainage underway. Marking of foundation location and placement of helical piles in mid-April 2025.

Construction Start: April 2025

Tentative Completion: Late Winter 2026



G.P. Vanier Secondary Child Care Centre Site Progress Photos



Child Care Centre Rendering and Context Plan



Cumberland Community School Elementary X16 Classroom Addition:

Construction Manager | Prime Consultant: Heatherbrae Builders and Bradley Shuya Architecture

Capital Project Funding Agreement Signed: July 3rd, 2024

Current Project Status: Building Permit Design Phase. 'Construction Update Information Session' for public held on April 9th, 2025.

Construction Start: Phased Construction to begin as early as Spring 2025

Tentative Completion: Summer 2027

Progress Photos: No activity on-site to report

Recommendation

That the Board of Education of School District No. 71 (Comox Valley) receive the 'Major Capital Projects Update – April 2025' briefing note, dated April 22nd, 2025, as presented.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Molly Proudfoot', with a stylized flourish at the end.

Molly Proudfoot
Director of Operations

Open Committee of the Whole Meeting

Report to the Board

April 08, 2025

In Attendance at Meeting:

Committee Members:

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

Staff:

Dr. Jeremy Morrow, Superintendent
Joe Heslip, Associate Superintendent
Sean Lamoureux, Associate Superintendent
Josh Porter, Director of Information Technology
Candace Jesson, Manager Administrative Services & Projects

Regrets: Carrie McVeigh, Secretary-Treasurer

Regrets: Janice Caton, Trustee

Recording Secretary: Marlene Leach, Senior Executive Assistant

Committee Members:

Partner Groups in Attendance:

Comox District Teachers Association (CDTA)

Canadian Union of Public Employees (CUPE 439)

District Parents Advisory Council (DPAC)

1. WELCOME AND CALL TO ORDER

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

The Board Vice Chair chaired the meeting, welcomed attendees, and called the meeting to order at 7:00 pm.

2. MOTION TO APPOINT ACTING SECRETARY-TREASURER

Motion: (COWO-2025-04-08-01)

THAT the Board of Education of School District No. 71 (Comox Valley) appoint Associate Superintendent, Joe Heslip, to the role of Acting Secretary-Treasurer in addition to his role as Associate Superintendent, for the Open Committee of the Whole meeting held April 08, 2025.

[Leslie/May Sacht]

CARRIED

3. ADOPTION OF AGENDA

Motion: (COWO-2025-04-08-02)

THAT the Board of Education of School District No. 71 (Comox Valley) approve the April 08, 2025, Open Committee of the Whole agenda as amended.

[McCannel-Keene/May Sacht]

CARRIED

4. EDUCATION

a. PRESENTATION: Inclusive Education 101 - PowerPoint

Pages 1-17

Sean Lamoureux, Associate Superintendent, Tracy Pederson, District Principal Inclusive Education, Tara Ryan, District Vice-Principal Inclusive Education

The Associate Superintendent briefly reviewed what the department of Inclusive Education does and introduced Tracy Pederson and Tara Ryan who provided their personal education and work history around Inclusive Education and presented on the topic throughout the PowerPoint presentation. The presenters answered many committee member questions during and after the presentation. The Inclusive Education team mentioned that if committee members have further questions, to contact them via email.

At 8:21 pm, Chairperson Waite moved a motion to extend the meeting by up to 30-minutes.

Motion to Extend the Meeting: (COWO-2025-04-08-03)

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

[Waite/Aldinger]

CARRIED UNANIMOUSLY

5. POLICY

a. DRAFT REVISION Policy 1 - Foundational Statements Discussion – Briefing Note, Dr. Jeremy Morrow, Superintendent

Pages 18-26

The Superintendent reviewed details of the briefing note and the work that has been done at the Ad Hoc Policy Committee meetings. The intention is a new direction supported by the Board's Strategic Plan's values and Indigenous Ways of Knowing and Being. The Board was soliciting partner feedback during the meeting for an open and meaningful discussion, including new perspectives, inclusivity, and clarity. Suggestions will go back to the Ad Hoc Policy Committee and then for approval at a future public board meeting.

Trustee McCannel-Keene, Chairperson of the Ad Hoc Policy Committee asked for partner groups to share their thoughts and bring any points of interest forward.

- Trustee - provided input around connotation of certain words, page 22, top paragraph, last sentence – release word “integrate”, and use “centre” or use “imbed” (Associate Superintendent).
- DPAC- page 1, sentence, Our purpose... – should “Create” be uppercase?
- CDTA – curious of territorial acknowledgement, different than what we have been using. Associate Superintendent Heslip answered that this is still evolving language, and we are learning all of the time.
- CDTA - Formatting – using spacing and font that is supportive to learning abilities. Aptos font makes it more accessible.

The Chairperson shared that some of the policies will be living documents and will evolve. Many positive comments were received from the Committee of the Whole meeting attendees. Not having numbering in the document was also welcomed. The Superintendent is appreciative of the direction that Trustees are going; it is where we want to go collectively, doing business in a different way. Partner input and their questions make us better.

6. ADJOURNMENT – 9:01 pm

Motion: (COWO-2025-04-08-04)

THAT the Board of Education of School District No. 71 (Comox Valley) adjourn the April 08, 2025, Committee of the Whole meeting at 9:01 pm.

[Waite/Leslie]

CARRIED

AD HOC POLICY COMMITTEE BOARD REPORT

Date: Wednesday, March 12, 2025
Time: 4:00 pm – 5:00 pm
Venue: SBO, Meeting Room 111

Committee Members

Trustees:

Michelle Waite, Board Chair
Shannon Aldinger, Trustee
Chelsea McCannel-Keene, Trustee

Staff:

Dr. Jeremy Morrow, Superintendent
Carrie McVeigh, Secretary-Treasurer

Regrets: None

Recording Secretary: Marlene Leach, Sr. Executive Assistant

PLEASE READ: N/A

ATTACHMENTS:

- 1) Ad Hoc Policy Committee Board Report – February 18, 2025
- 2) Policy 4 – Draft Trustee Code of Conduct with Appendix
- 3) Appendix – Policy 4 – Trustee Breaches
- 4) Policy 4 – New Simpler Version Appendix Policy 4 – Trustee Breaches

TERMS OF REFERENCE:

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

Mandate:

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

Membership:

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

1. CALL TO ORDER

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

Trustee McCannel-Keene chaired the meeting, welcomed committee members, and called the meeting to order at 4:07 pm.

2. CHECK-IN

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

3. REVIEW THE REPORT TO THE BOARD – February 18, 2025

The committee reviewed the February 18, 2025, Ad Hoc Committee Board Report.

4. COMMITTEE CHAIR

Follow-up from February 18, 2025, Ad Hoc Policy Committee meeting – the Secretary-Treasurer to create policy manual sub groups and numbering system.

The Secretary-Treasurer liked the Nanaimo Ladysmith Policy manual example that the Board Chair emailed on March 10, 2025, and that a new format will be a future project.

5. OLD BUSINESS

A. Draft Policy 1 – Foundational Statements

Partner Feedback Discussion of Policy 1 – Foundational Statements to occur at the April 08, 2025, Open Committee of the Whole meeting and hopefully, be submitted to the Board for approval at the April 22, 2025, Public Board meeting.

B. Draft Policy 4 – Trustee Code of Conduct and Appendix

- Review final draft of Policy 4 – Trustee Code of Conduct and Appendix

The Draft Policy 4 – Trustee Code of Conduct and Appendix was not placed on the March 11, 2025, draft In-Camera agenda during agenda setting, as originally scheduled in the last Ad Hoc Policy Committee Board Report.

The Committee plans to have this topic on the April 22, 2025, In-Camera Board meeting agenda for discussion, and then finalization. Once finalized, it will be submitted to a Public Board meeting for approval.

The Committee reviewed the Draft Trustee Code of Conduct and made further edits. The Sr. Executive Assistant will make the edits and accept all other previous edits were agreed upon.

The Secretary-Treasurer will review the updated document, and the Sr. Executive Assistant will then post it to SharePoint by Friday, March 14, 2025.

The Committee decided to use the new, simpler Draft Appendix version.

C. Policy 8 – Board Committees

D. Policy 17 – Sexual Orientation & Gender Identity

E. Policy 24 – Equity & Non-Discrimination

F. Conflict of Interest

6. NEW BUSINESS – N/A

7. ACTION ITEMS

Action Items	Person Responsible	Deadline
Trustee Code of Conduct – make changes/edits discussed at today’s meeting and accept all other changes, then send to Carrie for review prior to uploading it to SharePoint.	Marlene Leach, Sr. Executive Assistant	Friday, March 14, 2025
Email to Trustees the Draft Trustee Code of Conduct prior to April 22, 2025, In-Camera meeting and future Public Board meeting as information.	Marlene Leach, Sr. Executive Assistant	Friday, April 04, 2025
Final Draft Trustee Code of Conduct and Appendix add to In-Camera agenda package.	Marlene Leach, Sr. Executive Assistant	April 22, 2025, In-Camera Board Meeting Agenda
Upload to Teams / SharePoint with editing access: <ul style="list-style-type: none"> Policy 24 – Equity & Non-Discrimination Policy 17 – Sexual Orientation & Gender Identity Policy 21 – Community Education and Community Schools 	Marlene Leach, Sr. Executive Assistant	ASAP
Committee Trustees to start editing:	Chelsea McCannel-Keene Michelle Waite, and	By April 22, 2022

<ul style="list-style-type: none">• Policy 24 – Equity & Non-Discrimination• Policy 17 – Sexual Orientation & Gender Identity• Policy 21 – Community Education and Community Schools	Shannon Aldinger	
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8. RECOMMENDATIONS TO THE BOARD OF EDUCATION

- A.** THAT The Board of Education of School District No. 71 (Comox Valley) receive the March 12, 2025, Ad Hoc Policy Committee Board Report as presented.

9. FUTURE MEETING DATES

Date and Time: Tuesday, April 29, 2025 – 4:00 pm to 6:00 pm

10. ADJOURNMENT – 5:29 pm

Gender-Based Violence Working Committee

Report to the Board

April 22, 2025

In Attendance at the Meeting:

Shannon Aldinger (Trustee, Committee Co-Chair)
Sarah Jane-Howe (Trustee, Committee Co-Chair)
Mireille Appelbe (Principal)
Stephanie Baker (Principal)
Stephanie Morris (Counselor)
Jeannine Walker (Indigenous Curriculum Support Teacher Secondary)
Jason McLean (Youth & Family Support Worker)
Tara Ryan (District Vice-Principal of Inclusive Education)
Kim Doerksen (Wachiay Friendship Centre)

Regrets:

Karla Lasota (Outreach Counselor)
Brooke Finlayson (DPAC)

Recording Secretary: Marlene Leach, Executive Assistant, Shannon Aldinger (Trustee, Committee Co-Chair)

TERMS OF REFERENCE

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

1. WELCOME AND CALL TO ORDER

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

2. INTRODUCTIONS

- Introduction of Kim Doerksen, Path Forward Coordinator & Employment, Life Skills & Training (ELST) Coordinator at Wachiay Friendship Centre. Kim introduced herself and shared the work she does and answered committee questions (anti-bullying, Warriors Youth School Program, Path Forward Program, self defense)
 - <https://www.wachiay.org/elst>
 - <https://www.wachiay.org/path-forward>

3. REVIEW PAST COMMITTEE MEETING MINUTES

- (a) Review & approve March 2025 minutes

4. PAST BUSINESS

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

- Will remain open until May 1, 2025
- Seeking input from students, parents and staff
- Questions posed:
 - how can our schools *better prevent* sexual harassment, sexual assault and other forms of gender-based violence among students (including but not limited to school settings); and
 - how can our schools *better respond* to disclosures and reports of sexual harassment, sexual assault and other forms of gender-based violence among students.

- (c) Outreach to District and Community:

- As of the last report to the Board (March 2025), the following community organizations and district personnel had been consulted:
 - Comox Valley Transition Society (fall 2024)
 - Community-Based Victim Services (fall 2024)
 - Police-Based Victim Services (fall 2024)
 - The Foundry (fall 2024)
 - The LINC (fall 2024)
 - AIDS Vancouver Island (fall 2024)
 - Student Leadership gathering (Febr 12, 2025)
 - Youth & Family Support Workers (Jan 14, 2025)
 - Secondary Counselors (Feb 24, 2025)
- Since then, the following additional district personnel and community organizations have been consulted:
 - Elementary School Counselors (March 4, 2025)
 - Vanier Secondary Teacher with sexual health education training certificate through Options for Sexual Health (April 7, 2025)
 - Indigenous Educations Workers – meetings scheduled May 7, 14 & 21, 2025
 - Learning Resource Centre
 - LRC librarian compiled and provided a list of books that address GBV/consent
 - Request has been made whether there is a centralized, district level list of sexual health education resources available to educators

- Still to be scheduled: meetings with Community Justice, Pride Comox Valley and Indigenous Women's Sharing Society
 - Parent interest - Email from parent who has 17 years of experience working with Vancouver Sexual Assault Service and a sessional instructor with the UBC Faculty of Medicine PRA programs teaching medical professionals in Trauma-Informed sexual health care
- (d) Draft policy & Inclusive Education flowchart – to be further reviewed at a future meeting, along with discussion of administrative procedure(s) to supplement

5. NEW BUSINESS:

(1) Draft List of Resources

- Discussion of how to bring this to life, to make user-friendly for educators
- Discussion of budget ask for:
 - part-time position to oversee consent awareness week, sexual health education, and other GBV initiatives, including updating lesson plans and other resources, capacity-building and other support to educators
 - release time for educators interested in capacity building for above purposes

MEETING DATE – MAY 7, 2025

- IEC budget review:
 - The 2025-26 Indigenous Education budget has been passed
- Terms of reference update has been completed as per Bill 40
- IEC profiles, (pictures and write-ups) developed for community and put on the Indigenous Education website
- Anti-racism presentation by Wachiay FC
 - has been developed by a partnership between the Comox Valley Community Justice Centre and the Wachiay Friendship Centre specifically form Comox Valley students, (date being revised)
- IEC Capacity building days are May 15th and 16th
- June 10 IEC meeting date
- Discussion regarding Indigenous Student Leadership in the district
- Discussion regarding Recognition ceremonies for Indigenous students

Respectfully,

Susan Leslie

Susan Leslie, Trustee



PO Box 430 Cumberland, BC V0R 1S0 250-336-8511 www.ccssociety.org

April 9, 2025

Comox Valley Schools Board of Education
2488 Idiens Way
Courtenay, BC V9N 9B5

Dear School District 71 Trustees,

Re. CCSS Youth Centre and upcoming challenge to maintaining operations

I'm reaching out to share information about the Cumberland Community Schools Society's Youth Centre and the potential interruption to this valuable program.

Since 2015, the CCSS Youth Centre has provided a safe, inclusive space for youth to spend time, access resources and connect with trusted adults. Comox Valley Schools generously provides in-kind use of facilities to operate this program in the annex building on the Cumberland Community School campus. The building is slated to be torn down this summer, to make room for the upcoming school expansion. At this time, the School District has not allocated an alternate facility from which to operate this long-standing program.

After 10 years of operation, the Youth Centre has become an integral part of our community. If CCSS is not able to secure an alternate space to operate this program for the two years of construction, it will be detrimental to both individual youth and the broader community. In addition, it will have repercussions on funding and the long-term sustainability of the program.

CCSS respectfully requests that School District 71 support CCSS in securing an alternate space to continue operating the Youth Centre until the expansion that includes a Neighbourhood Learning Space is complete.

Background

CCSS is a registered charity that works to improve access to nutritious food, inclusive recreation, life-long learning and networks of support in Cumberland. Working in partnership with Comox Valley Schools for 25 years, CCSS currently provides a Healthy Food Program, Food Share, After-School Activities, Community Program & Events, and a drop-in Youth Centre.

The Youth Centre was established in 2015 in response to an extensive community needs assessment that highlighted a lack of services for youth in the Village of Cumberland. With its semi-rural setting and limited public transportation options, many Cumberland residents struggle to access programs in nearby communities. Through surveys and focus groups, youth & their families shared their wish for a safe space to spend time after school and in the evenings, close to their own neighborhoods.



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In March 2015, the community's vision for a drop-in Youth Centre became a reality. Comox Valley Schools generously donated a space on campus and both the School District and the Village of Cumberland contributed start-up funding. The creation of a Youth Council fostered youth involvement in the project, while the community rallied with donations of furniture, games, and equipment. From the very start, the Youth Centre was well-received and it immediately became clear we were successfully meeting an identified need within our community.

In 2019, a growing population was putting pressure on school facilities, raising concerns that CCSS might lose the space that housed the Youth Centre. At that time, we collaborated with School District operations to explore various alternate options, including renovating the upper floor of the Perseverance Building and having our own modular building on campus. Following a comprehensive process, the School District administration concluded that the best solution was to keep the Youth Centre in its current location.

At the February 19, 2019 board meeting this commitment was documented in writing as part of the Boundary/Catchment Review. The Board of Education made a motion to "Leave the annex for community school space". As a result, CCSS felt confident that the Youth Centre space was secure.

Community Benefit

The CCSS Youth Centre is now a well established and successful program. Open 3 to 4 days a week, all year round, it's a popular spot, with an average of 12 youth attending each day. Since its inception in March 2015, the Center has been accessed a total of 13,356 times by 507 different youth.

The positive impact of this program is clearly demonstrated through direct feedback from participants & their families, observations of front-line staff, as well as evidence based research.

- Participants describe the Youth Centre as a safe, friendly and welcoming place, where they can spend time with friends, express themselves freely and be safe from drugs and alcohol. Participants also reported that regular attendance has resulted in increased self-confidence and independence, new friendships and the opportunity to become more social.
- Youth Centre staff have also observed increased confidence in youth participants, along with improvements in social behaviours and the ability to resolve conflict. Participants speak to staff about personal issues and concerns, and benefit from having positive adult mentors. Program staff encourage youth to take on leadership roles and become more involved in their community.



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- Research indicates that youth who participate in a Youth Centre engage in less risk-taking behaviours¹. In fact, Youth Centres are understood to be important primary and secondary prevention components for any community concerned with youth substance abuse². A meta analysis of research suggests that regular participation in a Youth Centre helps to improve school attendance, academic performance, social behaviours, and awareness of healthy lifestyle choices³.
- The CCSS Youth Centre plays an important front-line role by providing a safe place for young people to access information and resources. According to the Youth Centres Canada Transitions Report, youth are more likely to go to a local youth centre for support than other social services⁴. In Cumberland, youth regularly visit the Centre to pick up condoms, menstrual products, and to connect with a trusted adult. The Centre has a naloxone kit on-site, and staff are trained in its use for overdose prevention.
- The Youth Centre provides snacks & meals, for those who don't have food at home. By building positive relationships with youth, we are able to connect them and their families to other services such as the Food Share (food hamper deliveries).

Impact of Losing Youth Centre Space

After 25 years of operations, CCSS has come to recognize the importance of program continuity. For many local youth and their families, the Youth Centre provides consistent access to a safe space, valuable programming and much needed support services. A temporary closure of the Youth Centre would have a profound impact on regular participants, especially our most vulnerable students.

Program continuity is also critical for securing funding. Since the Youth Centre was established in 2015, CCSS has worked diligently to develop a sustainable funding model for this program. Due to the longevity of the program, we have gradually increased the amount and diversity of funding we receive.

Youth Centre operations are currently funded by a multi-year service agreement with the Village of Cumberland, a BC Community Gaming Grant, Community Link funds, CCSS fundraisers, and individual donations. This funding is contingent on our ability to meet the requirements set by our funders, one of which is maintaining uninterrupted operations. A temporary closure would jeopardize this funding model, as much of our financial support is linked to the program's continuity.

¹ Town Youth Participation Strategies. "TYPs 2006 Background Paper. Rural Youth Facts." Youth Centres Canada. <http://youthcentrescanada.com/projects-and-reports/rural-small-town-and-remote/> (accessed February 16, 2015)

² Sturgeon, Kathy, Les Voakes and Kevin Morris. *TYPs Policy and Procedure Development Manual*. 2004

³ National Institute on Out-of-School Time. "Making the Case: A 2009 Fact Sheet on Children and Youth in Out-of-School Time." <http://www.niost.org/pdf/factsheet2009.pdf> (accessed April 9, 2025)

⁴ Youth Centres Canada. "Transitions: Youth Homelessness in Lanark County." <http://youthcentrescanada.com/projects-and-reports/homelessness/transitions-report/> (accessed February 16, 2015)



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Request for Support

CCSS respectfully requests that School District 71 support CCSS in securing an alternate space to continue operating the Youth Centre until the expansion that includes a Neighbourhood Learning Space is complete.

Potential solutions may include:

1. Providing a dedicated space (such as a modular) on the Cumberland Community School campus for CCSS to operate the Youth Centre for the next two years.
2. Offering a suitable shared space on the school campus for CCSS to run this program.
3. Allocating additional funding for CCSS to rent a space off school grounds, within the Village of Cumberland municipal boundaries. (Please note, available vacant rental spaces within the Village are currently limited).

We appreciate Comox Valley School's long term support of the Youth Centre through both in-kind use of facilities and Community Link funding. We hope that you share our commitment to ensuring the continued operation of this valuable program and that you will support our Society in finding a viable solution.

Sincerely,

Sue Loveless
Executive Director, CCSS

director@ccssociety.org

250-336-8511

YOUTH CENTRE

Celebrating 10 years of youth engagement!



A Community's Shared Vision is Realized

Ten years ago, the community of Cumberland came together with a shared understanding of a critical gap in services for its youth. Due to the semi-rural setting and limited public transportation, many young people were finding it difficult to access programs in neighbouring communities. Through surveys and focus groups, youth & their families shared their wish for a safe space to spend time after school and in the evenings, close to their own neighborhoods.

In March 2015, the community's vision for a drop-in Youth Centre became a reality. Comox Valley Schools generously donated a space on campus and both the School District and the Village of Cumberland contributed start-up funding. The creation of a Youth Council fostered youth involvement in the project, while the community rallied with donations of furniture, games, and equipment. From the very start, the Youth Centre was well-received and it immediately became clear we were successfully meeting a need within our community.

Since opening its doors in 2015, the Centre has become an invaluable resource for youth aged 11-15. Open three days a week, all year round, the Centre has seen a steady increase in participation, with 156 youth accessing its services in the past year alone.



Established in 2015, the Youth Centre provides a safe, inclusive space for local youth to spend time, access resources and connect with trusted adults.

Nourish. Connect. Thrive.
www.ccssociety.org

When asked about the importance of the Youth Centre, one youth shared, “Acceptance here is fantastic, and it’s a place we can all be who we are: youth.” This sentiment reflects the true intention of the program, to provide compassion, acceptance, and support for young people as they navigate this important chapter in their lives.

To learn more about the Youth Centre and other CCSS programs, visit www.ccssociety.org or contact us at director@ccssociety.org

Youth voices: Why is the Youth Centre important?

“You get to hang out with your friends and you get to be free.”

“Makes me feel safe and happy.”

“I like being here and doing things here without being judged.”

“Thank you for being a friendly space and welcoming everyone.”

“Nice, fun, safe place we can hang out no matter what.”

“Thanks for helping us turn our boredom into ideas.”

“To be off the streets & safe from drugs and alcohol.”

“I come for the dance parties, good tunes, friends and the pool table.”

“It’s the best. Everyone is equal.”



CCSS is a registered charity that works to improve access to nutritious food, inclusive recreation, lifelong learning and networks of support in Cumberland.

“The Youth Centre is about showing compassion & acceptance for young teens through a challenging time. It’s about creating a community culture where we say- we are here, we see you guys and we care about you.”

- CCSS Staff

Thanks to **Comox Valley Schools**, the **Village of Cumberland**, and the **Province of BC** for their ongoing support of this project.