

Open Committee of the Whole Meeting
AGENDA

Date: Tuesday, April 08, 2025
Time: 7:00 pm – 8:30 pm
Venue: School Board Office, Board Room

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 of Schools Dr. Vivian Collyer, Associate Superintendent Joe Heslip, Associate Superintendent Sean Lamoureux, Associate Superintendent Jay Dixon, Associate Superintendent Josh Porter, Director of Information Technology Craig Sorochan, Manager of Communications Regrets: Carrie McVeigh, Secretary-Treasurer
Recording Secretary: Marlene Leach, Sr. Executive Assistant	
Committee Members: Partner Groups – 2 members from each group: Indigenous Education Council (IEC) District Parents Advisory Council (DPAC) Canadian Union of Public Employees (CUPE 439) Comox District Teachers Association (CDTA) Comox Valley Principals and Vice-Principals Association (CVPVPA)	

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. MOTION TO APPOINT ACTING SECRETARY-TREASURER

Motion:

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

3. ADOPTION OF AGENDA

Motion:

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

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

5. POLICY

a. DRAFT Policy 1 - Foundational Statements Discussion – Briefing Note

Pages 18-26

Dr. Jeremy Morrow, Superintendent

6. ADJOURNMENT

Motion:

*THAT the Board of Education of School District No. 71 (Comox Valley) adjourn the
April 08, 2025, Open Committee of the Whole meeting.*

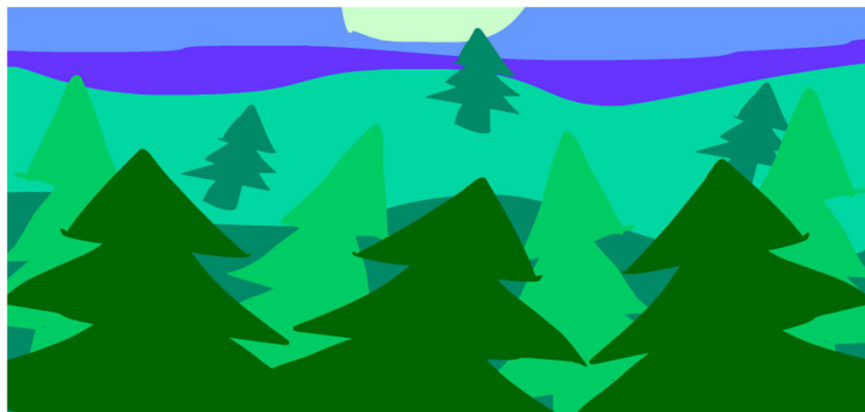


Inclusive Education
COMOX VALLEY
SCHOOLS
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Inclusive Education in Comox Valley Schools

1

We would like to acknowledge that we are on the traditional lands of the K'omoks First Nation and extend our appreciation for the opportunity to live, learn and play on this beautiful land.



2



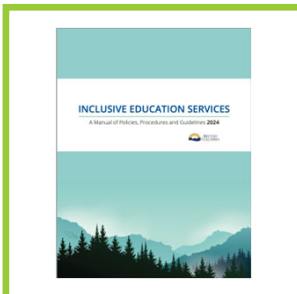
Inclusive Education Policy, Legislation and Regulations

"All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs."

- ❖ [Students with Disabilities or Diverse Abilities Order M150/89](#)
- ❖ [Individual Education Plan Order M638/95](#)
- ❖ [Learning Update Order M184/23](#)
- ❖ [Support Services for Schools Order M149/89](#)
- ❖ [Section 11 School Act.](#)

3

Also guiding...



- Inclusive Education Services (Manual)
- Comox Valley School District Policies and Administrative Procedures
- The newly released "Improving Student Outcomes." A report from the BC School Trustees Inclusion and Accessibility Working Group
- Comox Valley Schools Strategic Plan

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Inclusion

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



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What does this mean....

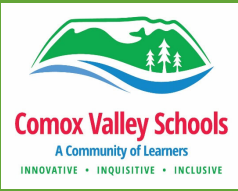
We are committed to supporting our priority learners in their learning, behavioural, emotional, physical and mental health needs to ensure equitable access.

As a department and a team we strive to support schools and families to ensure the well-being of our most complex and vulnerable learners.



We support students who are at risk in schools as well as other environments where resources and supports cannot not easily be accessed.

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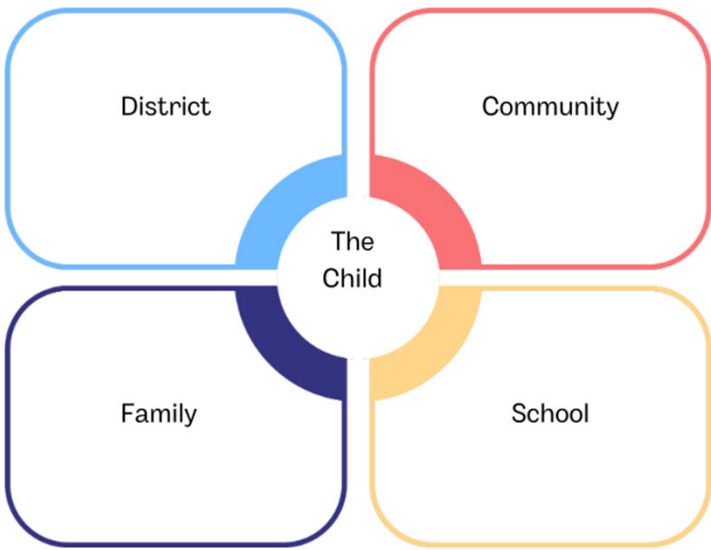
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Ministry Designations

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	Level	Code	Meaning
Low Incidence	Level 1	A	Physically Dependent
		B	Deaf/Blind
	Level 2	C	Moderate to Severe/Profound Intellectual Disabilities
		D	Physical Disabilities or Chronic Health
		E	Visual Impairment
		F	Deaf or Hard of Hearing
		G	Autism Spectrum Disorder
Level 3	H	Intensive Behaviour Intervention/Serious Mental Illness	
High Incidence		K	Mild Intellectual Disabilities
		Q	Learning Disability
		P	Gifted
		R	Moderate Behaviour Support/Mental Illness

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Inclusive Education

The Child At The Centre

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Inclusive Education Staff

Currently 67 professional and support staff are directly supervised by Inclusive Education Administration.

Also responsible for the hiring, training and guidance to all district:

- ❖ Educational Assistants
- ❖ Learning Support Teachers
- ❖ Counsellors
- ❖ Youth and Family Program Workers



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School Based Supports and Services

All schools are staffed to support the educational, personal, social and emotional development of all students.

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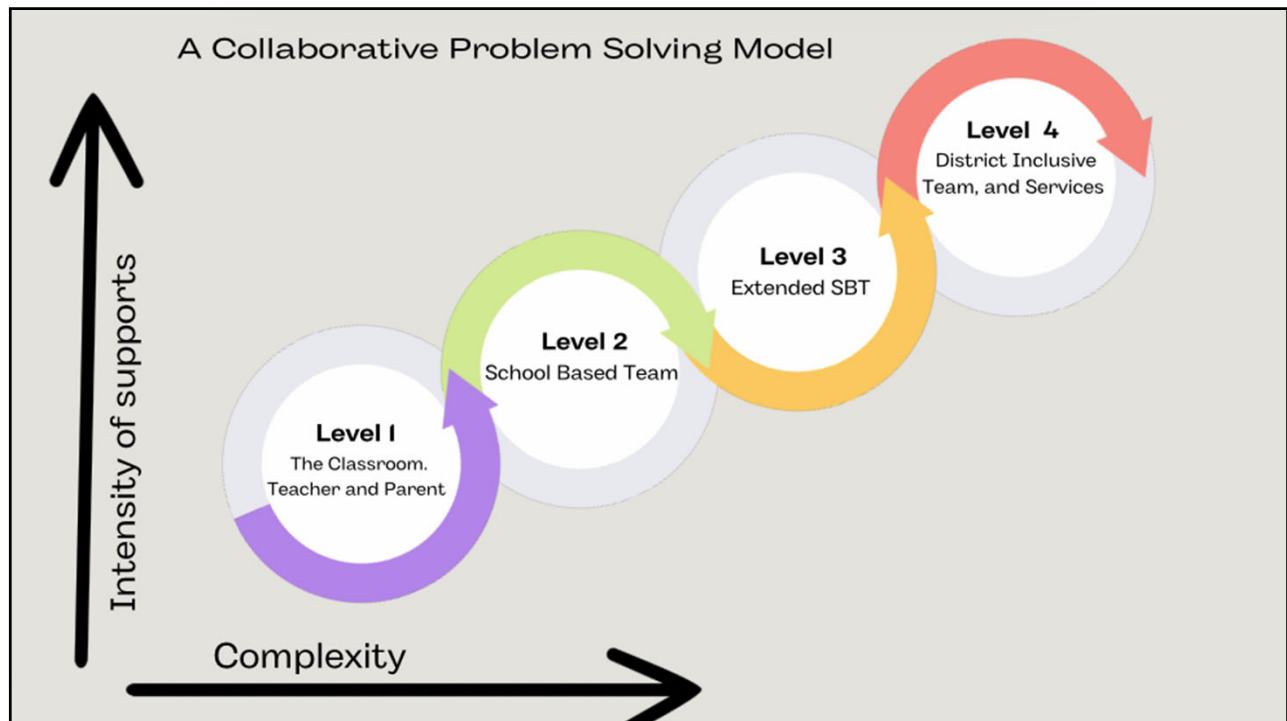
School Based Supports and Services

School based services include:

- Learning Support Teachers
- School counsellors
- Youth & Family Program Workers
- Speech and Language Pathologists
- English Language Learning Services
 - ELL Teachers and Multicultural Support Worker
- Educational Assistants



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District Supports and Services

Comox Valley Schools has a wide range of district staff and professionals who work with our classroom and learning support teachers to ensure that all students' diverse learning needs are met.

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District Supports and Services

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District Inclusion Teachers:

- Inclusion Teachers
- Teacher of the Visually Impaired
- Teacher of the Deaf and Hard of Hearing
- Transition Support

Behaviour Resource Services

- Behaviour Consultant
- Behaviour Intervention Support Worker
- Elementary District Inclusion Counsellors
- Behaviour Support Teacher

District Therapists:

- Occupational Therapists
- Physiotherapist

Assistive Tech Department:

- District Lead Teachers
- Software and Hardware Technicians

Challenge Program:

- Teacher

Other:

- Psychologists
- AAC SLP
- Itinerant Youth and Family Program Worker
- District Outreach Counsellors
- Life Skills Program Worker



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District Inclusion Support Team

- ❖ District Inclusion Support Teachers
- ❖ District counsellors (Behaviour Resource Services)
- ❖ Behavioural Consultant
- ❖ Behaviour Intervention Support Worker

Supporting:

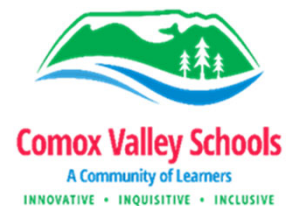
- Strategies for Successful Inclusion
- Program planning for students with Low Incidence Designations and complex needs
- Functional Curriculum Suggestions and Resources
- Training and Education
- Positive Behaviour Supports



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District Programming

- Behaviour Resource Services (Bridges – Alternate site)
- Swim program (Elementary and Secondary)
- Challenge Program
- Secondary Prep –Vanier
- LINK Transition Program – Vanier/NIC
- Secondary Life Skills – Mark R Isfeld
- Middle Years Life Skills – Lake Trail



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Provincial Outreach Programs

- British Columbia's Ministry of Education (and Child Care) funds a number of unique programs to help meet the educational needs of low-incidence students in BC school districts.
- Provincial Outreach Programs (POPs) provide community-based services for low incidence students in partnership with BC school districts.
- SD 71 has identified district partners for each program.
 - POPARD - Autism
 - POPDHH – Deaf and Hard of Hearing
 - PRCVI – Provincial Resource Centre for the Visually Impaired
 - POPFASD – Fetal alcohol spectrum disorder
 - Inclusion Outreach – Multiple complex needs
 - SET BC
 - ARC BC

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Community

Inclusive Education works closely with various community agencies on a regular basis.

This is especially important for those where wrap around services is essential.

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Community Partners

- Ministry of Children and Family:
 - Children and Youth with Support Needs (CYSN)
 - Children and Youth Mental Health
- Child Development Association
- Nursing Support Services
- Community Living BC
- STADD (Services to Adults with Developmental Disabilities)
- Comox Valley Foundry



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Family

Inclusive education thrives on collaboration between families, schools, and community.

We cannot keep the child at the centre without also involving the family unit.

Our department encourages a continuous loop of communication with families especially for those who are experiencing a certain level of vulnerability

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Support for Families

Connecting families with local resources and support networks, such as counseling services, support groups, and community organizations.

This helps families access additional support outside of the school environment.

.Information sessions for parents can help them understand the special education process, their rights, and how they can support their child's learning



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Additional Inclusive Education Responsibilities

Provide guidance and frameworks for:

- ❖ Roles and responsibilities for all staff under the Inclusive Education umbrella
- ❖ School Based Team
- ❖ Positive Behaviour Support Plans
- ❖ Employee Risk Reduction Plans
- ❖ Suicide protocols
- ❖ Critical incidents Response Team
- ❖ Gender based violence
- ❖ Threat Assessments
- ❖ Accessibility Committee

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Inclusive Education Initiatives in Comox Valley Schools

- Primary Years Mental Health Collaborative
- Mawhinney House
- Snack Chat
- Friendship Group
- Bridges
- Social Emotional Learning (A multi-tiered system of support model)

Current focuses:

- Functional Curriculum – Focused Support for Assessment and Instruction
- Low Arousal approach - Supporting individuals experiencing distress behaviours)
- "In Residence" District Support Model – Piloting soon!

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For More Information....

- ❖ Peruse the Inclusive Education area on the SD 71 Website under Programs and Services www.comoxvalleyschools.ca/inclusive-education
- ❖ Visit the Inclusion and Diversity area on Learn 71 learn71.ca/inclusion-resources
- ❖ Contact us for more information on anything from this presentation or on the following Inclusive Education topics:
 - Designations and Funding in BC
 - Individual Education Plans
 - Inclusive Education Roles and Responsibilities
 - School Based Team

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Inclusive Education

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Administration

Sean Lamoureux – Associate Superintendent

Tracy Pederson – District Principal

Tara Ryan – District Vice-Principal

Contact Us

Email: InclusiveEducation@sd71.bc.ca

Phone: (250) 339-0922

Address: 607 Cumberland Road, Courtenay

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We strive to embrace and celebrate the uniqueness within each individual learner, ensuring that all learners find a safe and welcoming learning environment in which to thrive.



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Inclusive Education Comox Valley Schools (SD71)

The Comox Valley School district is committed to supporting the educational, personal, social and emotional development of all students and to provide equitable access to learning opportunities to ensure they achieve their individual goals.

Inclusive Education is a broad term used to describe specially designed learning opportunities and services to meet the unique needs of exceptional learners.

In Comox Valley Schools, the Inclusive Education Department has a wide range of district staff and professionals who work with our School-Based professionals to ensure that all students' diverse learning needs are met. Access to these supports is through the School-Based team, a collaborative problem-solving team that works with classroom teachers to develop educational programs for students. School-Based Teams meet on a regular basis



BC Special Education Categories

Physically Dependent
Deaf/Blind

Moderate to Profound Intellectual Disabilities
Chronic Health Impairment
Visual Impairment
Deaf or Hard of Hearing
Autism Spectrum Disorder

Intensive Behaviour Interventions/Serious
Mental Illness

Mild Intellectual Disability
Gifted
Learning Disability
Moderate Behaviour Support/Mental Illness

Funding for services in the school setting:

Learners with a significant level of additional needs are assessed and categorized by Inclusive Education according to Ministry of Education criteria and guidelines.

It is important to know that funding does not come to the school district targeted for individual students.

The monies received by the district come in the form of a lump-sum Specialized Services Grant. This grant pays not only for educational assistant time, but also for the learning support teachers, assessments, counselling, resources, speech and language services, occupational & physical therapy, etc.

A specific designation does not result in a specific entitlement of support. The support and intervention a student receives is based on the decisions made by the school, in collaboration with families, and balanced with the overall needs of the school. We are always working to make sure students are safe, happy and learning while helping them build as much independence as possible.



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Information for Families of Students with Support Needs



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The Inclusive Education Team

The school and district team will work with you to support your child. This may include the creation of an **Individualized Education Plan**, or **Student Support Plan** which specifically outlines the goals and strategies being put in place to help your child be safe and successful at school.

- **A Learning Support Teacher** will help support your child and co-ordinate your child's Individualized Education Plan or Learning Plan.
- **Education Assistants** are assigned to learning environments and provide classroom and individualized support to students.
- **Additional support** is available from a counsellor, speech language pathologist, occupational therapist, physical therapist, English language learning and District Inclusion teachers and specialists.
- **District support** is also available for students with hearing and visual impairments.

Referrals for services are made through your child's classroom teacher to the School-Based Team. Your child's teacher, or case-manager, will be the best place to go to plan for interventions and support.

The **School Based Team** is the school committee that works to determine the supports and interventions for individual students. If you have a concern, begin with a conversation with your child's teacher.

Concern expressed about student's academic progress or emotional health.

Classroom teacher refers student to School-Based Team.

School-Based Team holds a problem-solving meeting to brainstorm options for support.

Team implements suggestions and monitors student.

Additional support provided in classroom

Remedial support is initiated.

Parents contacted to explore medical/other assessments.

Additional school-based or district assessments are recommended.

Learning Environments at School

Your child's classroom will be the place they spend most of their school day.

Other learning spaces are provided when they are needed for small group or individual support of specific, targeted skills. Our goal is to provide children with the best learning environments to meet their individual needs.

Many schools are equipped with a **sensory room or break room** where support staff can help provide students with regulating activities when needed, or children who find the classroom setting overwhelming can take a break.



British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms and goes beyond placement to include meaningful participation and interaction with others.

-Inclusive Education Services: A Manual of Policies, Procedures and Guidelines



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Our Vision

A respectful Learning Community that embraces diversity, supports relationships, and prepares every learner for a changing world.



Our Mission

To empower all learners to achieve their potential through the collaborative support of inclusionary, educational practice and specialized services.

Comox Valley Schools

Inclusive Education Staff:

250-339-0922

Associate Superintendent.....Sean Lamoureux
District Principal of Inclusive Education.....Tracy Pederson
District Vice Principal of Inclusive Education.....Tara Ryan

Behaviour Intervention Support Worker.....Tina Williams
District Inclusion Support Teacher.....Andrea Flesher
District Inclusion Support Teacher.....Catherine Leppanen
District Inclusion Support Teacher (Transition).....Micah Williams
District Learning Support Teacher.....Nicole Leong
District Challenge Program.....Jody Quiring
Life Skills Program Worker.....Anna McElwain
Occupational Therapist.....Andrea Wilson
Occupational Therapist.....Kate Sotkowsky
Physiotherapist.....Heather Robertson

School Psychologists:

- Christina Majcher
- Carrie Strangway
- Benton Dorman

Teacher of Students: Deaf/Hard of Hearing.....Katelin Miller

Teacher of Students: Visual Impairments.....Linda Stirrett

Teacher of Students: Visual Impairments.....Kristie Lafortune

Speech & Language Pathologists:

- Alex Mierzevska
- Nancy Liu
- Kerry Harrison
- Dex McNally
- Morgan McDonald
- Sandra Moir
- Krista Manson

Accessible Technology Department:

- District Inclusion/Accessibility Tech Teacher.....Jane Rondow
- District Inclusion/IT Support Teacher.....Shannon Hagen
- Hardware Technician.....Valerie Harnden
- Software & Resources.....Luisa Pereira

Administrative Assistants:

- Michelle Hicker
- Anna Shepherd

Provincial Outreach District Partners:

ARC-BC District Partner.....Jane Rondow
SET-BC District Partner.....Jane Rondow
POPDB District Partner & PRCVI.....Linda Stirrett
POPDHH District Partner.....Katelin Miller
POPARD District Partner.....Andrea Flesher
POPFASD District Partner.....Catherine Leppanen
Inclusion Outreach BC District Partner.....Heather Robertson
Auditory Outreach.....16.....Katelin Miller
PBISBC.....Catherine Leppanen

Inclusive Education

COMOX VALLEY
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Contact List 2024-2025



607 Cumberland Rd

Courtenay, BC V9N 7G5

P: 250-339-0922 F: 250-331-6966

InclusiveEducation@sd71.bc.ca



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INCLUSIVE EDUCATION - COMOX VALLEY SCHOOLS

Elementary Counsellors

Pauline Rankin	Airport Elementary	250-339-3732
Katreena Lowry	Arden Elementary	250-334-3191
Nina Fleming	Aspen Park Elementary	250-890-0944
Jocelyn Bystrom	Brooklyn Elementary	250-339-2232
Margot Janz	Courtenay Elementary	250-338-5396
Erin Paul	Cumberland Community School	250-336-8511
Katreena Lowry	Cumberland Community School	250-336-8511
Margot Janz	Denman Island Community School	250-335-2324
Bridget Mawhinney	Ecole Puntledge Park Elementary	250-334-4495
Verona Griffin	Ecole Robb Road Elementary	250-339-6864
Margot Janz	Hornby Island Community School	250-335-2125
Erin Postle	Huband Park Elementary	250-338-6596
Jessica Kerekes Rinn	Lake Trail Community School	250-334-3168
Leanne Webster-Brenner	Miracle Beach Elementary	250-337-5114
Leanne Webster-Brenner	NIDES	250-337-5300
Rob Prescott	Queneesh Elementary	250-334-4089
Meriel Fletcher	Royston Elementary	250-334-2161
Taryn Morgan	Valley View Elementary	250-897-0343

Secondary Counsellors

Cumberland Community School		250-336-8511
Erin Paul, Emily Konway		
Glacier View Secondary Centre		250-338-2752
Kelsea Lochhead		
G.P. Vanier Secondary		250-338-1901
Katherine Brach, Stephanie Morris, Jocelyn Schultz		
Highland Secondary		250-339-5525
Lili Zsoldos, Molly Dixon		
Lake Trail Community School		250-334-3168
Jessica Kerekes Rinn		
Mark R. Isfeld Secondary		250-334-2428
Jana Buckle, Andrea Williams		
Navigate NIDES		250-337-5300
Wendy Chase, Lindsey Ririe		
Nala'atsi Alternate School		250-331-4040
Jill Kotapski		

District Counsellors

Jill Kotapski	Inclusive Education	250-897-2973
Karla Lasota	Inclusive Education	250-898-1399

Youth & Family Program Workers

Stacey Jacobsen	Arden Elementary	250-334-3191
Azaria Reznik	Courtenay Elementary	250-338-5396
Carrie Dumont	Cumberland Community School	250-336-8511
Deanna Caswell	Ecole Puntledge Park El.	250-334-4495
Sherry Patterson	G.P. Vanier Secondary	250-338-1901
	Glacier View Secondary Centre	250-338-2752
Jason McLean	Highland Secondary	250-339-5525
Kristen Kerr	Inclusive Education (Itinerant)	250-339-0922
Alexa Messelink	Lake Trail Community School	250-334-3168
Kyla DeWitt	Mark R. Isfeld Secondary	250-334-2428
Serena Rotter	Nala'atsi Alternate School	250-331-4040
	Queneesh Elementary	250-334-4089
Marina Lohse	Royston Elementary	250-334-2161
Marina Lohse	Valley View Elementary	250-897-0343

Elementary Learning Support Teachers

Airport Elementary		250-339-3732
Jocelyn Elmore		
Arden Elementary		250-334-3191
Leighan Bell, Nicole Leong		
Aspen Elementary		250-890-0944
Cinta Alberti, Brianne Le Grand		
Brooklyn Elementary		250-339-2232
Katrina Douglas, Kate Harrison		
Courtenay Elementary		250-338-5396
Chelsea Heidebrecht, Tonia Larson Gagne		
Cumberland Community		250-336-8511
Tiffany Price, Mary Rickson, Sarah MacKinnon, Kristie Lafortune		
Denman Island Community School		250-335-2324
Vanessa Jones		
Ecole Puntledge Park Elementary		250-334-4495
Bernadine Courage (English), Sandra Mudge (French)		
Ecole Robb Road Elementary		250-339-6864
Genevieve Eby, Kate Peatfield		
Hornby Island Community School		250-335-2125
Vanessa Jones		
Huband Park Elementary		250-338-6596
Leslie Culley Nielsen, Cassandra Taylor		
Miracle Beach		250-337-5114
Tanya Carlson		
Queneesh Elementary		250-334-4089
Tamara Langan, Karen Szkwarek, Kim Grant		
Royston Elementary		250-334-2161
Jennifer Bell		
Valley View Elementary		250-897-0343
Dede Willans, Kate Harrison, Taryn Morgan		

Secondary Learning Support Teachers

G.P. Vanier Secondary		250-338-9262
Toril Turner, Jana Baker, Monica Strimbold, Lee McCall (Options)		
Casey M McKenzie (Prep), Andrew Pearson (Prep)		
Glacier View Secondary		250-338-2752
Stephen Hoelzley (Bridgeway Program)		
David Lantaigne (Mid. Alternate Program)		
Shannon Pickering, Jeniffer March, Kenton Falls, Craig Olson (Sr. Alternate Program)		
Highland Secondary		250-339-5525
Laura Veary, Erin Pope, Sue Diederichs (Advantage)		
Lake Trail Community School		250-334-3168
Cheryl Davies, Vanessa Jones, Sarah Dakin (Life Skills), Alexsia Dekaneas (Advantage)		
Mark R. Isfeld Secondary		250-334-2428
Esther Bayles, Andrea Courage, Aarlen Storey (Opportunities)		
Brian Burrell (Life Skills), Paul Janssen (Life Skills)		
Nala'atsi School		250-331-4040
Rory McClure, Micah Williams		
Navigate NIDES		250-337-5300
Joyce Bartram, Kim Curtis, Susan Wydenes, Delia Murray		
Gavin McPhail		

English Language Learners Teachers

Leah Baron	G.P. Vanier Secondary	250-338-9262
Tanya Greentree	Aspen Park Courtenay El.	250-890-0944 250-338-5396
Amy Lang	Arden Royston Valley View	250-334-3191 250-334-2161 250-897-0343
Victoria Mulrooney	Mark R. Isfeld Secondary	250-334-2428
Amber-Skye Brammall	Highland Secondary	250-339-5525
Vanessa Jones	Brooklyn Denman	250-339-2232 250-335-2324
Robin Van Holderbeke	Queneesh Miracle Beach	250-334-4089 250-337-5114
Kira Woldring	Airport Cumberland Community Ecole Puntledge Park Lake Trail	250-339-3732 250-336-8511 250-334-4495 250-334-3168

E.L.L. Home/School Support Worker

Ran Dickman—Multicultural Home Support	250-338-5396
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Behaviour Resource Services

Adrienne Moore - BRIDGES Program District Teacher	250-339-1091
Laura Miller—Elementary District Inclusion Counsellor—Behaviour	
Emily Konway - Elementary District Inclusion Counsellor—Behaviour	
TBC - BRIDGES Program Behaviour EA	

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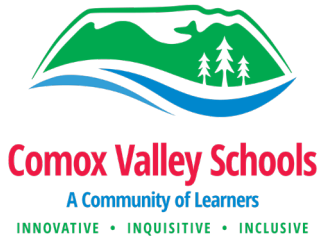
Embracing Diversity

Inclusive Education

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InclusiveEducation@sd71.bc.ca



Comox Valley Schools

School District No. 71
Office of the Director of Operations

BRIEFING NOTE

TO: Board of Education **DATE:** April 08, 2025

FROM: Dr. Jeremy Morrow, Superintendent

RE: **Draft Policy 1 – Foundational Statements**

Purpose

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

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

Strategic Alignment

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

Background

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

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

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

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

Motion:

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

[Howe/Leslie]

CARRIED

Pursuant to the motion above, the new policy was on the February 11, 2025, Committee of the Whole agenda. However, this item was tabled and the minutes state that Policy 1 – Foundational Statements will be brought forward for discussion at the Committee of the Whole meeting, April 08, 2025.

Analysis

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

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

Process

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

At the Committee of the Whole, the Board of Education and partner groups will:

1. Review the Draft Policy 1 - Foundational Policy with thoughtful consideration of its alignment with the Board's Strategic Plan and values.
2. Engage in open, meaningful discussions during the April 08, 2025, Open Committee of the Whole Meeting, sharing insights and feedback that reflect diverse perspectives.
3. Provide specific recommendations to enhance the policy's clarity, inclusivity, and alignment with the Board's strategic direction.

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

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

Respectfully submitted,

Dr. Jeremy Morrow

Dr. Jeremy Morrow
Superintendent

Attachments:

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

FOUNDATIONAL STATEMENTS

Territorial Acknowledgment

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

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

The Role of Public Education

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

Vision, Purpose, and Values

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

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

These values shape every decision and action within our district:

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

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

Commitment to Reconciliation and Indigenous Worldviews

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

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

Accountability and Implementation

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

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

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

NOTES:

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

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

Adopted: September 2019
Revised: [Date]

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FOUNDATIONAL STATEMENTS

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

1. **Vision Statement**

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

2. **Mission Statement**

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

3. **Motto**

A community of Learners: Innovative, Inquisitive, Inclusive

4. **Value and Belief Statements**

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

5. **Universal Guiding Principles**

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

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

6. Operating Guiding Principles

6.1 *Student Success*

- 6.1.1 Organization will develop and maintain an understanding of what constitutes student success.
- 6.1.2 An inclusive and respectful learning environment will support students to become responsible and compassionate citizens.

6.2 *Educational Programs (Instruction)*

- 6.2.1 Individual learning paths for each student will be accommodated.
- 6.2.2 Educational instructional strategies / methods will optimize student success.
- 6.2.3 Innovative educational programs will be developed to support the unique needs of every learner.
- 6.2.4 Learning partnerships will be developed and valued.
- 6.2.5 Programs will be reviewed to determine if intended results are achieved.
- 6.2.6 Where appropriate, technology will be used across all curricula.
- 6.2.7 Students will learn about environmental stewardship and sustainability.

6.3 *Human Resources*

- 6.3.1 Well-being of staff will be promoted.
- 6.3.2 Employment contracts will be honoured.
- 6.3.3 Decisions will be sustainable and demonstrate best practices.
- 6.3.4 Processes will be transparent.

6.4 *Financial Management*

- 6.4.1 Budgets shall be developed in consultation with the educational community.
- 6.4.2 Financial reserves will be established and maintained in a strategic manner.
- 6.4.3 Budget decisions shall be sustainable in future years.

6.5 *Facilities and Operations*

- 6.5.1 Facilities will be available for community use.
- 6.5.2 Joint use and partnership agreements will be considered.
- 6.5.3 Facilities shall be maintained at the highest standard possible.
- 6.5.4 Long-term facility planning will occur.
- 6.5.5 Transportation services will be coordinated efficiently and in a safe manner.

6.6 *External Partnerships*

- 6.6.1 Community stakeholders will be engaged in decision-making processes whenever possible.

6.6.2 External partnerships will be developed to enhance operations and services for students.

6.6.3 We foster community partnerships that enrich the lives of our learners.

7. Strategic Plan Priorities

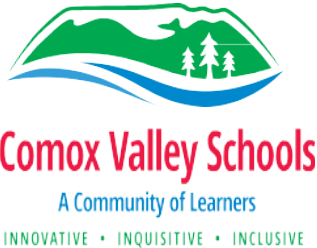
7.1 Educational Excellence: Optimize innovative practices and learning opportunities.

7.2 Community Engagement: Deepen integration of Indigenous ways and knowing & Foster relationships with community, parents, and educational partners.

7.3 Organizational Sustainability & Environmental Stewardship: Optimize infrastructure to support learning & Foster environmental stewardship.

7.4 Physical Health & Mental Well-Being: Invest in the holistic well-being of our people.

8. The Logo Design and Use



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

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

9. Legal Name

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

10. Operational Name

Comox Valley Schools

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

Adopted: September 2019