

**REGULAR BOARD MEETING AGENDA**  
**Tuesday, May 27, 2025**  
**7:00 pm**

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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](mailto: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.

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**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 1-4

**Motion:**

*THAT* the Board of Education of School District No.71 (Comox Valley) adopt the May 27, 2025, Public Board Meeting Agenda as presented.

**3. Board Meeting Minutes**

Pages 5-12

**Motion:**

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

**4. Unfinished Business**

- 1. Build Public Childcare, CUPE Request for Support – Response**  
Michelle Waite, Board Chairperson

**Motion:**

*THAT* the Board of Education for School District No. 71 (Comox Valley) directs the

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

**Vision Statement** - *Compassionate, connected and personalized learning for all.*

**Purpose Statement** – *To create safe, equitable learning environments that lift each learner to thrive, grow and to share their unique gifts.*

Superintendent to prepare a report for the Board to explore implications and alignment of partnering in the proposed pilot, and report back to the Board with recommendations.

**5. Record of In-Camera Meeting Minutes**

Page 13

- April 22, 2025 – Regular In-Camera Meeting
- May 13, 2025 – Closed Committee of the Whole Meeting

**6. Board Chairperson Report – Written**

Pages 14

**7. Presentations / Delegations**

**A. Special Track Meet – Presentation**

Pages 15-25

Jina Taylor, District Lead Teacher for Physical Literacy, Mat Zadvorny, Teacher and Amanda Lange, PE/Leadership Teacher

**8. Strategic Direction**

**A. Learning Services**

- Superintendent District Report – Verbal**
- Strategic Plan Update - Verbal**  
Dr. Jeremy Morrow, Superintendent

**B. Business Services**

- Further Budget Information and Public Consultation Review – Briefing Note** Pages 26 -31  
Jennifer Nelson, Assistant Secretary-Treasurer
- Teacher Staffing (Contractual vs Discretionary) – Briefing Note** Pages 32-36  
Carrie McVeigh, Secretary-Treasurer

**9. Board Standing Committee Reports**

**A. Open Committee of the Whole Board Report – May 13, 2025**

Pages 37-39

**Motion:**

*THAT* The Board of Education of School District No. 71 (Comox Valley) receives the Report to the Board dated May 13, 2025, as presented.

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

**Vision Statement** - *Compassionate, connected and personalized learning for all.*

**Purpose Statement** – *To create safe, equitable learning environments that lift each learner to thrive, grow and to share their unique gifts.*

**Next Open Committee of the Whole Meeting:**

TOPIC: Celebrating the 2024/2025 School Year and Final Draft Budget 2025-26  
DATE: June 10, 2025  
TIME: 7:00 pm  
LOCATION: School Board Office: 2488 Idiens Way, Courtenay

**B. Ad Hoc Policy Committee Board Reports**

Pages 40-46

Chelsea McCannel-Keene, Trustee

**Motion:**

*THAT* The Board of Education of School District No. 71 (Comox Valley) receives the two Reports to the Board dated April 29, 2025, and dated May 14, 2025, as presented.

**i. Revised Policy 1 and Policy 4**

Pages 47-59

**Motion:**

*THAT* the Board of Education of School District No. 71 (Comox Valley) adopt revised Policy 1 – Foundational Statements, as presented.

**Motion:**

*THAT* the Board of Education of School District No. 71 (Comox Valley) adopt revised Policy 4 – Trustee Code of Conduct, as presented.

**ii. Next Ad Hoc Policy Committee Meeting:**

Thursday, June 12, 2025

**10. Board Business**

**A. Indigenous Education Council (IEC) - Verbal Report**

Susan Leslie, Trustee

**i. Next Indigenous Education Council Meeting:**

Tuesday June 10, 2025

**B. Trustee Report - Gender-Based Violence Working Committee - Report**

Pages 60-62

Shannon Aldinger, Trustee

**i. Next Gender-Based Violence Working Committee Meeting:**

Wednesday, September 24, 2025

**C. BC School Trustee Association (BCSTA) Annual General Meeting – Verbal Report**

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

**Vision Statement** - *Compassionate, connected and personalized learning for all.*

**Purpose Statement** – *To create safe, equitable learning environments that lift each learner to thrive, grow and to share their unique gifts.*

## 11. Board Correspondence

### A. Honorable Lisa Beare, Ministry of Education and Child Care

Pages 63-65

Michelle Waite, Board Chairperson

Comox Valley Schools partnership request in the Development of a K–12 Provincial Action Plan to address Gender-Based Violence

## 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.*

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

**Vision Statement** - *Compassionate, connected and personalized learning for all.*

**Purpose Statement** – *To create safe, equitable learning environments that lift each learner to thrive, grow and to share their unique gifts.*





**REGULAR BOARD MEETING MINUTES**  
**Tuesday, April 22, 2025**  
**7:00 pm**

**Attendance In Person:**

**Trustees:**

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

**Staff:**

Dr. Jeremy Morrow, Superintendent of Schools  
Carrie McVeigh, Secretary-Treasurer  
Jennifer Nelson, Assistant Secretary-Treasurer  
Dr. Vivian Collyer, Associate Superintendent  
Joe Heslip, Associate Superintendent  
Jay Dixon, Associate Superintendent  
Josh Porter, Director of Information Technology  
Molly Proudfoot, Director of Operations  
Candice Hilton, Director of Finance  
Beth Peddle, Vice Principal and French Programs Coordinator  
Craig Sorochan, Manager of Communications

**Regrets:** None

**Recording Secretary:** Candace Jesson, Manager Administrative Services & Projects

**1. 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 Chairperson called the meeting to order at 7:00 pm.

**2. Adoption of Agenda**

Pages 1-5

**Motion: (RP-2025-04-22-01)**

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

Howe/May Sacht

**CARRIED**

**3. Board Meeting Minutes**

Pages 6-12

**Motion: (RP-2025-04-22-02)**

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

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

**Vision Statement** - Compassionate, connected and personalized learning for all.

**Purpose Statement** – To create safe, equitable learning environments that lift each learner to thrive, grow and to share their unique gifts.

Howe/McCannel-Keene  
**CARRIED**

**4. Unfinished Business – None**

**5. Record of In-Camera Meetings**

Pages 13

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

**6. Board Chairperson Report**

Pages 14

The Board Chairperson provided the Board with an update on upcoming events, outdoor learning, and upcoming presentations.

**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

Kiyoshi Kosky delivered a presentation proposing the development of additional public childcare facilities within the district by complimenting existing services in offering ‘before and after school care’. A request was made for the Board's support in making one project site operational by the 2026-2027 school year.

Board members asked questions regarding funding, business operations, and location. The Board acknowledged the presentation and commented that further discussion and information gathering would be required.

**8. Strategic Direction**

**A. Learning Services**

**i. Superintendent District Report – Verbal**

The Superintendent provided a verbal update on student achievements, key district initiatives, and student activities.

**ii. French Programs Update – Presentation**

Pages 25-33

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

The Board was provided with an update on the status of the French programs within the district which are designed for non-French speaking students,

including program enrollment, various programs available, funding, professional development, initiatives supporting student learning and retention, and cultural activities.

**iii. Strategic Plan Operational Update** – Presentation  
Jeremy Morrow, Superintendent

Pages 34-36

The Board received an update on the operational progress of the district's strategic plan. Key areas of focus included the creation of school growth plans and departmental plans for completion for the next school year.

**iv. Local Education Agreement Update** – Presentation  
Joe Heslip, Associate Superintendent

Pages 37-47

The Board was provided with an update on the progress of the Local Education Agreement with K'ómoks First Nation, highlighting consistent messaging regarding protocols, celebration of collaborations, review of recent data on student supports and attendance, and creating new information sharing structures.

**B. Business Services**

**i. 2025-26 Annual Budget - Preliminary Operating Grant Announcement -**  
Briefing Note  
Jennifer Nelson, Assistant Secretary-Treasurer

Pages 48-56

Given the Ministry's announcement on increase to the operating grant the Assistant Secretary-Treasurer reviewed the anticipated increase to fund the cost pressures related to enrollment, contracts, and operating costs. Further adding that the next step in the budget process will be the survey which will soon be shared with the public.

The Board asked questions regarding financial pressures, political uncertainty that affect budgets and expenditure, and launch of the survey. Clarification was provided along with contingency fund availability.

**Motion: (RP-2025-04-22-03)**

*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.*

Howe/Leslie

**CARRIED**

**ii. Q3 Financial Update – Briefing Note**

Pages 57-60

Jennifer Nelson, Assistant Secretary-Treasurer

The Assistant Secretary-Treasurer provided the Board with financial projections through to the end of the fiscal year and incorporated the recalculated operating grant, projecting a surplus and ability to maintain the contingency fund at the current level. The Board inquired about the calculation used to determine the current contingency fund. In accordance with Board policy the amount is set at 1.5-3%, and the current rate is 2.67%.

**Motion: (RP-2025-04-22-04)**

*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.*

Howe/McCannel-Keene

**CARRIED**

**iii. 2025-26 Annual Facilities Grant Expenditure Plan – Briefing Note**

Pages 61-62

Molly Proudfoot, Director of Operations

Molly Proudfoot was present to address questions from the Board. The Board sought clarification on playground accessibility and possible sites for the solar PV arrays and additional supporting grant availability.

**Motion: (RP-2025-04-22-05)**

*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.*

McCannel-Keene/Howe

**CARRIED**

**iv. Major Capital Projects Update – Briefing Note**

Pages 63-66

Molly Proudfoot, Director of Operations

The Board received an update on the status of capital projects, with confirmed timelines. Molly Proudfoot was present to address questions from the Board, including previous concerns about parking at Aspen and the role of partner engagement in the planned development process.

**Motion: (RP-2025-04-22-06)**

*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.*

Howe/Leslie

**CARRIED**

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

The Secretary-Treasurer recapped the detailed briefing note. The Board revisited previous discussions regarding the upgrade of École Puntledge and the process for prioritization. The seismic mitigation program was reaffirmed as a district priority.

**Motion: (RP-2025-04-22-07)**

*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.*

Leslie/McCannel-Keene

**CARRIED UNANIMOUSLY**

**Motion (3 readings): (RP-2025-04-22-08)**

*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 22<sup>nd</sup> day of April, 2025*

Howe/May Sacht

**CARRIED UNANIMOUSLY**

*Read for a second time this 22<sup>nd</sup> day of April, 2025*

McCannel-Keene/Howe

**CARRIED UNANIMOUSLY**

*Read for a third time and adopted this 22<sup>nd</sup> day of April, 2025*

May Sacht/Leslie

**CARRIED UNANIMOUSLY**

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

Superintendent Jeremy Morrow gave verbal update on behalf of the Secretary-Treasurer in follow up to the presentation last meeting that resulted in adjustments made to the rugby field. A long-term solution is being sought to address the concerns about the proximity/buffer between the rugby field and cricket pitch.

**9. Board Standing Committee Reports**

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

**Motion: (RP-2025-04-22-09)**

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

Howe/Aldinger

**CARRIED**

**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: (RP-2025-04-22-10)**

*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.*

McCannel-Keene/Howe

**CARRIED**

- 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

Trustee Aldinger pointed out the extension of the survey closing date and level of community interest in the work being done.

**Motion: (RP-2025-04-22-11)**

*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.*

Aldinger/McCannel-Keene

**CARRIED**

- 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

The report provided to the Board was dated April 15, 2025 and received by the Board on April 22, 2025. During the reading of the motion, the following was initially presented: "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." This was identified as an error and the motion was subsequently amended.

**Motion: (RP-2025-04-22-12)**

*THAT the Board of Education of School District No. 71 (Comox Valley) receive the April 22, 2025, Indigenous Education Council (IEC) Report to the Board, as presented.*  
Leslie/May Sacht

**CARRIED**

- 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

The Superintendent acknowledged the support of Cumberland Community School and continues to work with the Principal to identify alternative suitable space.

**12. Public Question Period to the Board**

The Superintendent responded to a question raised in the March meeting regarding the threshold of evacuation during an earthquake. If the earthquake is discernible of moderate intensity, an evacuation would occur.

The CDTA President inquired about the budget surplus and the use of funds to support NIDES teachers with the increased enrollment at NIDES. In response, discussions are ongoing with NIDES administration regarding both short-term and long-term staffing support.

**13. Meeting Adjourned – 8:52 pm**

**MOTION: (RP-2025-04-22-13)**

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

Howe/McCannel-Keene

**CARRIED**

**Board Approved on:**  
May 27, 2025

**Certified Correct:**

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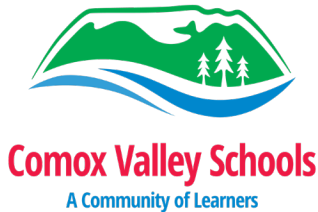
Carrie McVeigh  
Secretary-Treasurer

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Michelle Waite  
Board Chairperson

DRAFT





# Comox Valley Schools

School District No. 71  
Office of the Secretary Treasurer

## RECORD OF IN-CAMERA MEETINGS

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**TO:** Board of Education **DATE:** May 27, 2025  
**FROM:** Office of the Secretary Treasurer  
**RE:** Record of In-Camera Meetings

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### 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:**

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#### **April 22, 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
3. Receipt of and updates on governance matters, approved by the Board

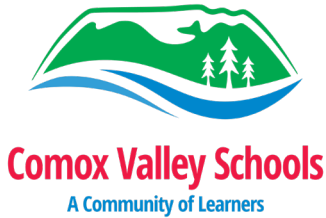
The meeting was called to order at 5:30 pm and adjourned at 6:39 pm.

#### **May 13, 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 personnel/legal matters, information for the Board
3. Receipt of and updates on governance matters, information for the Board

The meeting was called to order at 4:32 pm and adjourned at 6:48 pm.

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# Comox Valley Schools

## BOARD CHAIRPERSON'S REPORT MAY 27, 2025

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National AccessAbility Week is being celebrated this week. While it is a time of recognition and celebration, it also serves as a reminder of the work ahead to ensure accessible learning spaces for all students and staff.

Earlier this month, we held a budget-focused Open Committee of the Whole meeting, where we engaged with our partner groups on the first draft of our 2025–26 operating budget. We look forward to receiving feedback from the budget survey and to the continued evolution of the draft as we move toward approval by the Board. As always, our focus remains on developing a budget that places students at the centre of our decision-making. While we are not beginning this cycle with a projected deficit, we must continue working to ensure our systems evolve in alignment with our Strategic Plan.

Recently, the Board met virtually with the Minister of Education and Child Care, Lisa Beare. Woven into the broader conversation about funding, we discussed several key areas: professional learning funding; the development of a provincial gender-based violence action plan and opportunities for partnership with our district; a review of priority ferry boarding policies and their impact on equitable access to education and student well-being; and funding for child care services that support children with unique needs.

The month of May marks the beginning of our commencement season, with our International Student graduation held last week, and Highland Secondary's ceremony coming up this weekend (fingers crossed for no rain). By the time we meet again in June, ceremonies will have taken place at NIDES, Nala'atsi, Mark R. Isfeld Secondary, and Glacier View. Commencement represents the culmination of many achievements and stepping stones that occur every day and in many different ways for each of our students in Comox Valley Schools.

In June, we acknowledge 2025 Pride Month, celebrated under the theme *Unbreakable Pride and Unshakeable Power*. We look forward to honouring our commitment to diversity and to the 2SLGBTQAI+ community through education and celebration.

Thank you for your continued interest in and commitment to the Comox Valley Schools community.

Gilakas'la,  
Michelle




## SPECIAL TRACK MEET

School District #71  
Comox Valley  
School District

May 13<sup>th</sup>, 2025

1

## INCLUSION MATTERS



This track meet was designed with students of all abilities in mind. We were inspired by the Surrey School District's STM event, which Mat had experienced firsthand during his years working with CESAA. Motivated by the success he witnessed, Mat envisioned bringing a similar event to SD#71. After numerous meetings and extensive groundwork, he arranged for the three of us to attend Surrey's STM. Spending the day immersed in their event confirmed our desire to create something just as meaningful for our own diverse learners.

2

## ORGANIZATIONAL TEAM



We assembled a team of educators to organize this event in our district:

### MAT ZADVORNY

Grade 5/6 SD #71 Teacher who previously worked in the Surrey School District

### AMANDA LANGE

High School PE/Leadership Teacher

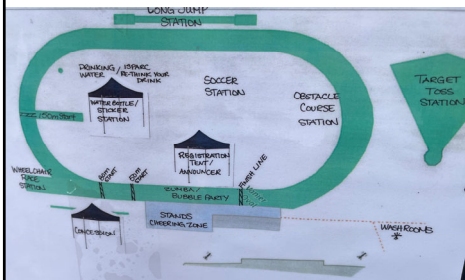
### JINA TAYLOR

District Lead Teacher for Physical Literacy

3

## LOGISTICS

Details to coordinate such an event involved many behind the scene factors—the people, facilities, and supplies.



- Venue and date
- Funding and sponsors
- Volunteers and ID lanyards
- Ordering ribbons, t-shirts, water bottles, bubble machine, PA system
- Parent letters
- Communication—emails and meetings with administrators, learning support teachers and inclusive education
- Transportation to/from venue for the participants
- Compiling school packages for participants, event station packages
- Planning meetings to organize participants from each school
- Group identification for students- schools were grouped by animals
- All signage for the event—maps, station ID, participating schools
- Working with District support staff to create a social story and visuals for students to view prior to the event
- Concession

4

# VOLUNTEERS



**Thank you Volunteers!**



Please remember to wear your lanyard and return it by the end of the day!

*"Volunteers are not paid—not because they are worthless, but because they are priceless."*

-- Sherry Anderson



## PARTICIPATING VOLUNTEERS

- Community Members
- Retired Teachers and Administrators
- Retired School District Personnel
- Vanier Community Events and Planning Students
- PacificSport
- I-SPARC
- Vancouver Island PL Leads
- Parents
- OneAbility Games
- Set BC
- Comox Valley Child Development Association
- Courtenay Fire Department
- BC Ambulance
- Business Owners

5

# DAY SCHEDULE



## Special Track Meet Day Schedule

9:00 – 9:30 am	Check in
9:30 – 9:40 am	Zumba
9:45 – 10:15 am	Running Races - 60 m/ 80m/ 150m
10:15 – 10:25 am	Get ready in our station groups
10:25 – 10:37 am	Station
10:37 – 10:49 am	Station
10:49 – 11:02 am	Station
11:02 – 11:15 am	Station
<b>11:15-11:45 am</b>	<b>BREAK – Concession Time</b>
11:45 – 11:57 am	Station
11:57 am – 12:09 pm	Station
12:09 – 12:21 pm	Station
12:21 – 12:33 pm	Station
12:33 – 1:00 pm	Gather in front of stands
	Thank you's and wrap-up
	Bubble Dance Party

6





## WARM UP IN ACTION

7

## RUNNING EVENTS

Three running events were held with great enthusiasm and participation complete to the finish line.

**60 Metre | 80 Metre | 150 Metre**

Track Meet Schedule- Running Events	
Time: 9:45 am - 10:15 am	
60M	Gr 3 Boys - 2 heats
60M	Gr 3 Girls - 1 heat
60M	Gr 4 Boys - 2 heats
60M	Gr 4/5 Girls - 1 heat
60M	Gr 5 Boys - 2 heats
60M	Gr 6/7 Boys - 2 heat
60M	Gr 6/7 Girls - 1 heat
60M	All Wheelchair Athletes
80M	Gr 3 Boys
80M	Gr 3 Girls
80M	Gr 4 Boys
80M	Gr 4/5 Girls
80M	Gr 5 Boys
80M	Gr 6/7 Boys
80M	Gr 6/7 Girls
80M	All Wheelchair Athletes
150M	Gr 3 Boys
150M	Gr 3 Girls
150M	Gr 4 Boys
150M	Gr 4/5 Girls
150M	Gr 5 Boys
150M	Gr 6/7 Boys
150M	Gr 6/7 Girls
150M	All Wheelchair Athletes

8











# GROUPING STUDENTS FOR STATION ROTATION



Students were assigned to animal teams before the event, and schools were informed of their respective teams in advance.

Field Event Station Groups

All students from Courtenay Community		THE BEARS
All students from Puntledge Elementary, Valley View Elementary, Robb Road Elementary, École Au coeur de l'île		THE HORSES
All students from Queneesh Elementary, NIDES Navigate		THE ORCAS
All students from Miracle Beach Elementary, Hornby Community, Airport Elementary, Partners in Education (PIE), All students from Huband Elementary		THE BLUEBIRDS
All students from Lake Trail Community		THE LIONS
All students from Denman Community, Royston Elementary, Cumberland Community		THE RABBITS
All students from Arden Elementary, Aspen Elementary, Brooklyn Elementary		THE DOGS
		THE CATS

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# STATIONS



## Station #1 Wheelchair Races

All students had a chance to join Robyn from PacificSport Nanaimo to learn how to use a wheelchair and race each other.

## Station #2 Obstacle Course

Students navigated a series of activities from start to finish.

## Station #3 Long Jump

Student jumped in the sand pit to see how far they could go and then tried to beat their own distance.



10

## STATIONS



**Station #4 Soccer**


The students practiced dribbling and kicking the ball into the net. They also took part in a fun game using a large soccer ball.

**Station #5 Water Bottle Stickers**

Students received a STM water bottle in which they decorated with stickers of their choice and then visited I•SPARC's RE-THINK YOUR DRINK table to learn about healthy drink options and fill their new water bottle.


11

## STATIONS



**Station #6 Javelin Range**

Students joined members from SET BC to blast pool noodles out of leaf blowers and launch small ducks into a pool.



12

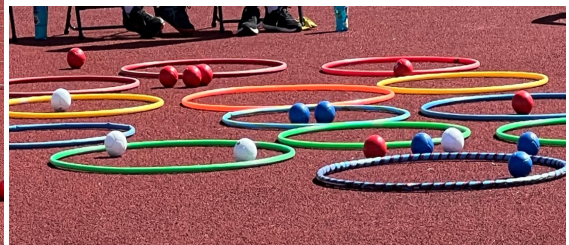


## STATIONS



### Station #7 Boccia

Students joined members from OneAbility Games to learn the game of Boccia through a series of progressions. These included using a ramp and throwing and rolling boccia balls into hula hoop targets.



13

## STATIONS



### Station #8 Beachball Volleyball

Students joined Delaura and staff from Daryl Robbins and Company for a fun twist on volleyball.



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## OUR SPECIAL GUESTS FROM I•SPARC





**I•SPARC**  
Move | Play | Compete

Indigenous Sport,  
Physical Activity &  
Recreation Council






DWAYNE AND PAULINE

INTRODUCING:  
Re-Think Your Drink Station

Pauline made a selection of drinks all with natural ingredients. Both students and parents loved her samples and recipes!

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## OUR SPECIAL GUESTS FROM PACIFICSPORT VANCOUVER ISLAND





ROBYN BULL

INTRODUCING: WheelChair Sports

Robyn Bull arrived with a trailer full of racing chairs and taught the students and adults how to use a wheelchair and had them race.



16



## OUR SPECIAL GUESTS FROM SET BC



### SET BC

#### DARREN MITZEL AND STAFF

##### INTRODUCING: Inclusive Games

Darren is part of a Provincial Outreach Program funded by the Ministry of Education and childcare. They set up a station where kids were able to launch objects using a leaf blower and catapult.

17

## OUR SPECIAL GUESTS FROM ONEABILITY GAMES



#### ANDREA CAREY AND CHRIS WRIGHT

##### INTRODUCING: Boccia

The OneAbility Games will take place next May at the Richmond Oval in Vancouver. Inspired by Defi Sportif AlterGo in Montreal, this inclusive multi-sport event is designed for participants of all ages and abilities.

We are grateful to Andrea for her generous contributions to our district. She donated a set of boccia balls to every school, along with two ramps to support student learning and participation in the game. Additionally, Andrea provided all the food for the event.



18

## OUR SPECIAL GUESTS FROM THE COMMUNITY



### Many community organizations donated to this event:

- Darryl Robbins and Company – 110 beachballs and sunglasses and 10 staff
- Royal Bank - \$1000
- Chinook Forest Products – \$250
- McDonald’s – Free ice cream for athletes and free coffee coupon for adults
- Ryan Williams, Re/Max – tents
- Foveo Running – Water filling station
- BC Ambulance – First aid
- Courtenay Fire Fighters – Sent volunteers and truck
- Mainroad Contracting – \$1000
- Oneability Games – \$8,000 for boccia equipment and \$1,000 for event food
- Chris Ford, Parent – \$250
- Studio IPF – Group warm up by Leanne
- Comox Valley Child Development Association-Booth/prizes

19

## MINI MARATHON AND BUBBLE PARTY



20

## REFLECTION



Watching the day unfold was an incredible experience. The expressions on the students faces and level of enthusiasm and participation said it all.

Inclusivity goes beyond diversity; it's about making sure everyone feels valued, included, and empowered to contribute fully. By fostering inclusivity, we can create environments where everyone has opportunity to thrive.

This is a crucial aspect of our work and feel we need to continue to strive to open doors for these students.

21



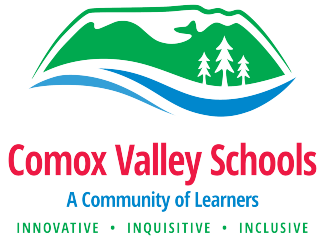
## Thank you

Jina Taylor  
 Amanda Lange  
 Mat Zadvorny



22





**BRIEFING NOTE**

**TO:** Board of Education **DATE:** May 27, 2025  
**FROM:** Carrie McVeigh, Secretary-Treasurer  
**RE:** **2025-26 Annual Budget – Public Feedback & Next Steps**

**Purpose**

The purpose of this briefing is to provide the Board with a summary of the public feedback received through the 2025-26 Budget Process to date.

**Background**

The preliminary 2025-26 Annual Operating Budget was presented to the Committee of the Whole on May 13, 2025. Educational partners were invited to attend and given the opportunity to provide feedback and ask questions. Leadership also attended a District Parent Advisory Council (DPAC) meeting on May 5, as well as a special meeting with the Indigenous Education Council (IEC) on May 15, 2025.

It should be noted that budget conversations are taking place throughout the year with Leadership and our partners on a regular basis and feedback is considered during the development of the budget. In addition, a survey was launched and made available on the Districts’ website and shared on social media outlets April 23-May 12, 2025.

**Public Feedback**

285 responses were received through the budget survey and have been summarized in Attachment #1.

The table below provides some additional feedback received verbally during various meetings with Partners.

<b><u>2025-26 Annual Budget - Additional Partner Feedback Collected to May 20, 2025</u></b>	
Employee Benefit Premiums	Advocacy to Ministry to assist with covering large benefit premium increases
Indigenous Education	Encouraged to continue Board commitment to move \$100,000/year out of targeted funding to operating beyond 3 years.

## **Strategic Alignment**

Providing feedback received through the 2025-26 budget process 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 before June 30th; and allow for implementation of the budget for the 2025-26 school year. Details regarding Capital and Special Purpose funds will be shared in an upcoming meeting on June 10th.

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

Public and Partner feedback received through the budget process may also be considered at year end when surplus restrictions are considered, the 2025/26 amended budget process once actual enrolment is realized in the fall, and future budget development years.

## **Recommendation:**

*THAT the Board of Education for School District No.71 (Comox Valley) receive the public feedback regarding the 2025-26 Annual Preliminary Operating Budget.*

Respectfully submitted,

*Carrie McVeigh*

Carrie McVeigh  
Secretary-Treasurer

Attachment #1 – 2025-26 Budget Survey Results

**Budget Feedback Survey – April 23 – May 12, 2025**

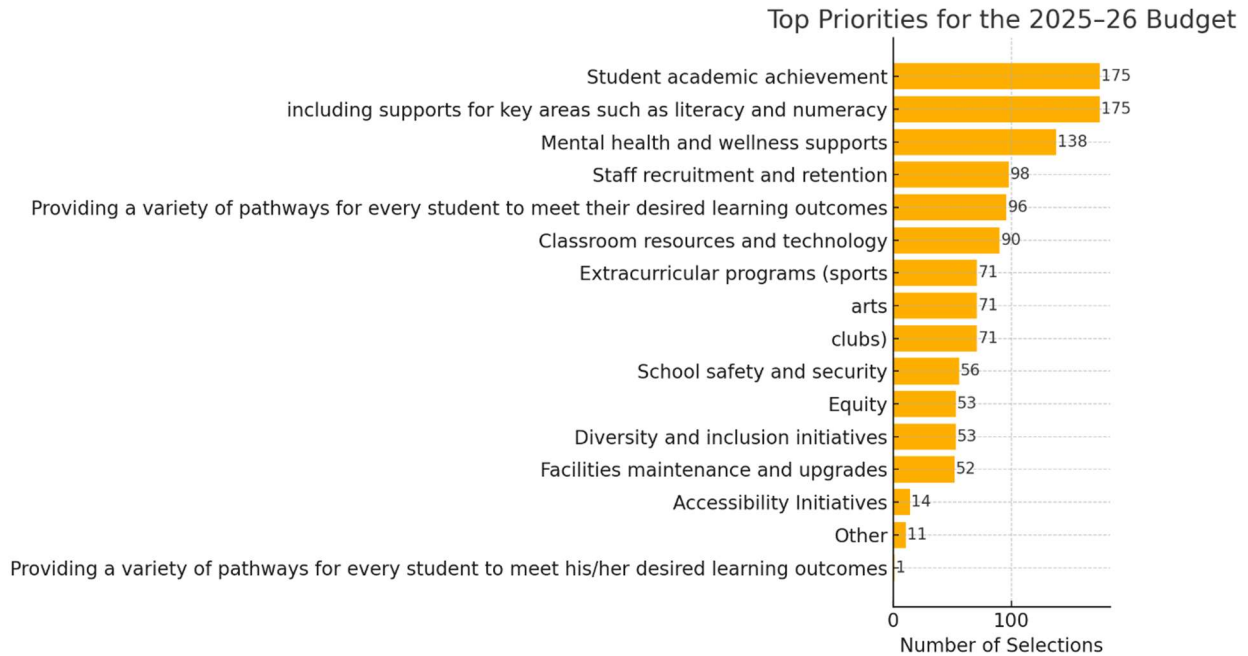
**Question:** *What best describes your connection to the Comox Valley School District? (Required)*

The respondents include:

- 135 Teachers (47.4%)
- 65 Support Staff Members (22.8%)
- 59 Parents (20.7%)
- 14 Site or School Administrators (4.9%)
- 6 Community Members (2.1%)
- 4 Students (1.4%)
- 2 Other (0.7%)

**Question:** *What should be the top three priorities for the 2025-26 budget? (Required)*

*Select exactly 3 choices.*





**Question:** *Having reviewed the Board's Strategic Plan, do you have advice regarding alignment of the budget with the Board's strategic priorities? (Top themes identified)*

### **Enhanced Support for Diverse and Neurodiverse Learners**

Many respondents emphasized the need for greater funding and training for Educational Assistants, classroom supports, and inclusive practices to help neurodiverse students and those requiring unique education support.

### **Investment in Mental Health and Student Wellbeing**

There were repeated calls for sustained and improved access to mental health supports, counselling services, and trauma-informed resources for both students and staff.

### **Equity in Access to Programs and Services**

Several comments emphasized the importance of equitable district programs and encouraged equal access regardless of school catchment or location. (e.g., distributed learning, music, behaviour support)

### **Sustainable Support for Arts and Music**

Respondents expressed the importance of protection and restoration of music and arts programs. They feel that these programs are valuable contributors to student engagement, well-being, and development.

### **Transportation for Learning Opportunities**

A number of comments asked for improved transportation options to support educational field trips, extracurriculars, and equitable participation in learning opportunities outside of the school setting.

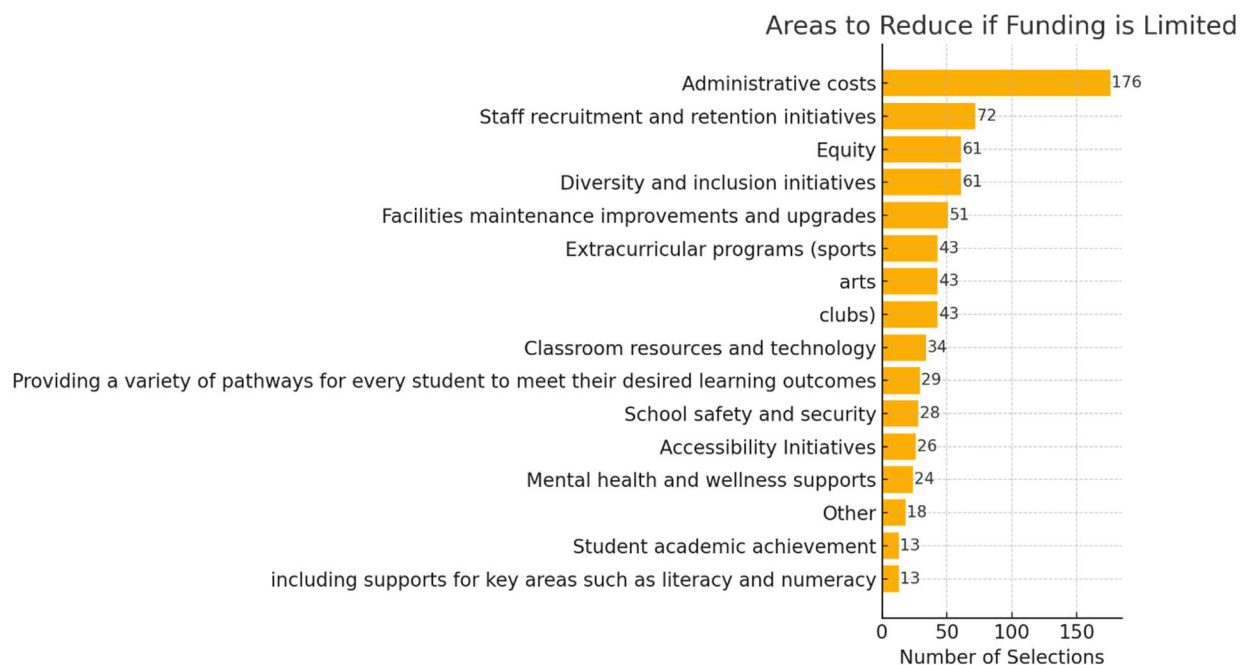
### **Teacher and Leadership Support**

Respondents voiced the need to invest in leadership roles like department heads or instructional coordinators to support staff professionally and address workload and retention concerns.

### **Accountability and Value for Spending**

A few responses emphasized the importance of financial transparency to ensure the alignment with the strategic plan and classroom needs.

**Question:** *If funding is limited, which area would you not invest in or reduce? (Required)*  
*Select between 1 and 3 choices.*



\*\*53 respondents selected only "Administrative costs" as their sole area for reduction.

**Question:** *Do you have any further advice for the Board of Education regarding Budget 2025/26?*

*The following are themes identified from the responses:*

**More Classroom and Mental Health Support**

A recurring message was the necessity for additional in-class support and mental health resources for students struggling academically, emotionally, or behaviourally.

**Meet the Needs of All Learners**

Comments pointed to the importance of supporting a diverse range of student needs—including neurodivergent learners and those with undiagnosed challenges—through inclusive learning strategies and funding.

**Investment in Front-Line Staff**

Many respondents emphasized the need to prioritize funding for teachers, Educational Assistants (EAs), and school-based staff.

**Reduce Inequity and Prioritize Student-Centred Spending**

Several respondents recommended aligning funds with student needs across schools, ensuring smaller or rural schools are considered.

### **Increase EA Staffing and Training**

Several respondents encouraged greater funding and training for Educational Assistants.

### **Prioritize Spending on Learning and Ensure Budgeting Aligns with School Needs**

Some respondents urged the district to keep resources focused in schools where the impact is direct and visible. The importance of ensuring budgets are based on school staffing requirements and program gaps was emphasized.

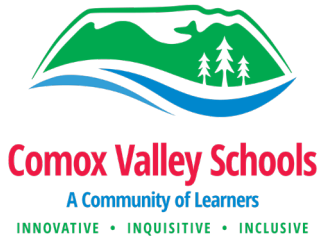
**Question:** *How well do you feel informed about the district's current budget and spending priorities? (Required)*

Regarding how informed respondents feel about the budget:

- 174 (61%) are "Somewhat informed"
- 86 (30%) are "Not informed"
- 25 (9%) are "Very informed"

**Question:** *What's the best way for the district to share budget information with you? (Required)*

1. Email Newsletters (selected in 224 responses)
2. Website Updates (selected in 113 responses)
3. Social Media (selected in 62 responses)
4. Community Meetings (selected in 40 responses)
5. Printed Materials (selected in 31 responses)



# Comox Valley Schools

School District No. 71  
Office of the Secretary-Treasurer

## BRIEFING NOTE

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**TO:** Board of Education **DATE:** May 27, 2025  
**FROM:** Carrie McVeigh, Secretary-Treasurer  
**RE:** **Teacher Staffing – Contractual vs. Discretionary**

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### Purpose

To provide the Board of Education with an overview of teacher staffing for the 2025–26 school year, including both contractual and discretionary components, and how these allocations are designed to support student success, inclusive education, and staff well-being, in alignment with the Board’s Strategic Plan.

The overview also aims to highlight the implications of the restored collective agreement language under the Supreme Court ruling, as teacher staffing must comply with the provisions of this language.

### Strategic Alignment

Teacher staffing decisions are a direct expression of the Board’s commitment to its core values of learning, equity, relationships, safety and integrity.

The 2025–26 staffing framework supports:

- Inclusive and personalized learning by providing a balance of core and targeted supports.
- Equity in education through staffing models that honour diverse learner needs and create socially and emotionally safe spaces.
- Staff wellness by fostering manageable workloads and collaboration across teams.
- Continuous improvement in educational practice through responsive and evidence-informed deployment of resources.

These decisions uphold the Board’s strategic vision of compassionate, connected and personalized learning for all and, its purpose to lift each learner to thrive, grow, and share their unique gifts.

The investment in both contractual and discretionary staffing aligns strongly with the Board’s Strategic Priorities, particularly in the areas of student success, equity and inclusion, and staff wellness.

Maintaining optimal class sizes and providing additional direct supports for learners ensures that all students are given the opportunity to thrive, particularly those who benefit from specialized services or targeted interventions.

## **Background**

Staffing in British Columbia public schools is governed by both statutory and contractual frameworks. Class size and composition are subject to requirements under the School Act and the Collective Agreement with the British Columbia Teachers' Federation (BCTF) and the Comox District Teachers' Association (CDTA). Specifically, staffing caps or maximums related to class size and composition have long existed under both frameworks. In addition to these mandates, school districts like Comox Valley Schools, invest in supplemental, discretionary staffing to respond to emerging needs and support holistic student development.

The 2025–26 budget reflects this dual commitment to meeting contractual obligations while also enhancing learning environments through targeted leadership-driven allocations.

In 2016, the Supreme Court of Canada ruled that the removal of 2002 collective agreement language regarding class size and composition was unconstitutional due to a failure to negotiate. As a result, the 2002 language was restored in full, not because of its inherent appropriateness, but due to the process by which it was removed. This landmark decision led to a significant influx of targeted funding from the Ministry of Education through the Classroom Enhancement Fund (CEF).

For School District No. 71 (Comox Valley), this restoration brought with it more than 73 additional teacher FTEs (Full-Time Equivalents) and over \$7 million in new funding, excluding remedy or overhead costs. Currently, the CEF supports an estimated 94 teacher FTEs and more than \$11 million in funding, directly benefiting learners across the district. This enhanced staffing has enabled lower class sizes and imposed limits on the number of designated learners per class, thereby significantly improving learning conditions. Notably, these restrictions do not apply to online learning environments, where workload must instead be monitored to ensure it remains manageable.

## **Staffing Overview 2025–26**

The district anticipates moderate enrolment growth of approximately 71 students for the 2025–26 school year. The draft budget includes:

- Total Operating Budget Teacher FTE: 670
- Administrative FTE: 30
- Enrolling & Non-Enrolling Teacher FTE: 640.00 (excluding administration)

\*Not included in the numbers above are any Teacher FTE funded through the restriction of Surplus e.g. Indigenous Engagement and Knowledge Specialist

Staffing is structured into three core categories:

- Contractual Staffing – Supported by the Block funding and the Classroom Enhancement Fund, enrolling teacher positions tied to class size and composition language, and non-enrolling positions such as Learning Assistance, Resource, and ELL teachers that are determined by

contractual staffing ratios and supported through the CEF. It's noted that the district current staffing exceeds, on average, the class size restrictions as imposed by the Collective Agreement.

- Formula-Based Staffing – Allocated based on established internal guidelines developed through operational experience and system needs over time to ensure equity and efficiency.
- Discretionary Staffing – These are positions above and beyond contractual minimums or for positions whereby there are no requirements, that are allocated through educational leadership decisions to address emerging needs, improve student success, and promote inclusion and well-being. While termed “discretionary,” these positions are central to realizing the Board’s goals for learning, inclusion, and well-being. They are crafted with intention and informed by data, experience, and values.

**FTE Breakdown: Contractual vs. Discretionary**

**Educator Staffing - year over year comparison**

	<b>Budget FTE 2025-26</b>	
<b>Educator Staffing</b>		
Elementary Staffing	298.92	Contractual, Formula based, Discretionary
Middle/Secondary Staffing	179.58	Contractual, Formula based, Discretionary
On-line Learning Staffing	87.73	Contractual, Formula based, Discretionary
District Staffing	103.92	Contractual, Formula based, Discretionary
Total School Staffing 2025-26	670.15	
Total School Staffing 2024-25	661.65	
Difference due to enrollment	8.50	

\*Note that the above numbers include Administrator time

**Elementary Staffing**

Teachers	272.32	Contractual	Includes Library and Prep
Administrators	21.20	Formula	
Unique Complex - School Based	2.20	Discretionary	
Curriculum Support - School Based	2.80	Discretionary	
Total	298.52		

**Middle/Secondary Staffing**

Teachers	135.08	Contractual	Includes Library & Prep
Administrators	9.24	Formula	
Unique Complex - School Based	1.63	Discretionary	
Learning Support	6.25	Contractual	

Inclusion Support	3.00	Discretionary
Counselling	7.50	Contractual
Science	0.38	Discretionary
Fine Arts	1.00	Discretionary
Career	4.25	Discretionary
International	9.88	Discretionary
French	0.88	Contractual
Other - Spring	0.50	Contractual
<b>Total</b>	<b>179.58</b>	

### **Elementary Staffing**

The Unique Complex - School-Based allocation is developed based on learner demographics and includes Social Economic Indicators and the Early Development Instrument (EDI). Eight schools get this allocation, and it is differentiated based on need.

The Curriculum Support - School Based allocation is assigned to each school for a teacher to be designated as the lead for the school in respect of the Literacy and Numeracy Framework. The lead teachers liaise between school-based staff and come together as a district team to collaborate. Each school receives a .2 FTE allocation.

### **Middle/Secondary Staffing**

The Unique Complex - School-Based allocation is developed based on learner demographics and includes Social Economic Indicators and Middle Years Development Instrument (EDI). Four schools get this allocation, and it is differentiated based on need.

Learning Support, Inclusion Support and Counselling are all considered non-enrolling staff subject to collective agreement language and are based on student to educator ratios.

The Science allocation, while discretionary, is provided to each school to ensure that labs are kept clean and safe, especially with regard to chemicals that need to be inventoried, purchased and disposed of properly.

The Fine Arts allocation, while discretionary, supports schools in ensuring the fine arts thrive and, the school hosting the district play receives a higher allocation.

Career blocks, while discretionary, are provided to each school to support pathways post-graduation, including dual credit programs and work experience.

International FTE, while discretionary, is provided to each school who host students and is designed to provide these students with additional supports.

Additional FTE is provided for French schools and supports the coordination of programming.

Built into the staffing allocations is a contingency to support any unanticipated enrollment in September.

The “other staffing” supports second semester staffing, should the need arise.

Comox Valley Schools, as with other schools, provides district supports in various areas and funded from various sources, including Operating, Indigenous Education, Community Links etc.

### **Summary**

Staffing in Comox Valley Schools reflects a deliberate alignment with the Board’s Strategic Plan. Each decision, whether contractually mandated or discretionary, is designed to nurture safe, inclusive, and engaging learning environments where all students can thrive.

While the restored collective agreement language has resulted in significant and ongoing provincial investment into classroom conditions that support both teachers and students, it is also contractual and needs to be abided by.

The Board's continued commitment to discretionary staffing complements this framework by ensuring that local needs, informed by evidence and experience, are met with timely and compassionate responses.

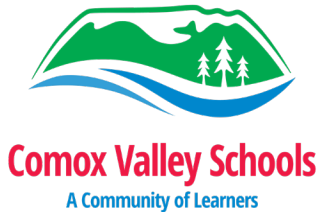
We remain committed to transparency, fiscal stewardship, and putting learners at the center of every staffing decision.

Respectfully submitted,

*Carrie McVeigh*

Carrie McVeigh  
Secretary-Treasurer





**Open Committee of the Whole Meeting**  
**Report to the Board**  
**May 13, 2025**

**In Attendance at Meeting:**

**Committee Members:**

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

**Staff:**

Dr. Jeremy Morrow, Superintendent of Schools  
Carrie McVeigh, Secretary-Treasurer  
Vivian Collyer, Associate Superintendent  
Joe Heslip, Associate Superintendent  
Sean Lamoureux, Associate Superintendent  
Jay Dixon, Associate Superintendent  
Jennifer Nelson, Assistant Secretary-Treasurer  
Candice Hilton, Director of Finance  
Josh Porter, Director of Information Technology  
Molly Proudfoot, Director of Operations  
Gwynn Whyte, Manager of Human Resources  
Chelsea Ullstrom, Manager of Human Resources

**Regrets:** Cristi May Sacht, Trustee

**Recording Secretary:** Candace Jesson, Manager Administrative Services & Projects

**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 Meeting Chair welcomed attendees and called the meeting to order at 7:00pm inviting introductions by Board members, Superintendent, Secretary-Treasurer and partners.

**2. ADOPTION OF AGENDA**

Pages 1-2

**Motion: (COWO-2025-05-13-01)**

THAT the Board of Education of School District No. 71 (Comox Valley) approve the May 13, 2025, Open Committee of the Whole agenda as amended.

Howe/Waite

**CARRIED**

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

**Vision Statement** - *Compassionate, connected and personalized learning for all.*

**Purpose Statement** – *To create safe, equitable learning environments that lift each learner to thrive, grow and to share their unique gifts.*

**3. EDUCATION**

- a. None

**4. GOVERNANCE**

- a. None

**5. POLICY**

- a. None

**6. OPERATIONS**

- a. None

**7. FINANCE**

- a. **2025-2026 Annual Budget** – Report and Presentation  
Jennifer Nelson, Assistant Secretary-Treasurer and  
Candice Hilton, Director of Finance

Pages 3-42

Assistant Secretary-Treasurer Jennifer Nelson delivered the presentation on the 2025–2026 Preliminary Annual Budget, stating that the district is on track for adopting a balanced budget by June 30, 2025 (Ministry deadline). Highlights included a projected enrolment of 10,548 FTE, a projected revenue increase of \$3.1 million, and anticipated cost pressures related to teacher staffing, employee benefits, and support services. It was noted that any wage increases for unionized staff are unknown as there is no public sector mandate and bargaining has not concluded. As a result, any related costs/revenue will be reflected in the amended budget.

Included in the proposed budget: Indigenous student support, department heads, increases to school supply budgets, cybersecurity, and continued growth of flexible learning environments. A \$1.47 million transfer to local capital is planned, and the current contingency reserve sits within the Board's policy range at 2.67%.

Public survey feedback will be reviewed at the May 27, 2025, Regular Board Meeting, and the final budget, inclusive of capital, special purpose funds, any required adjustments, and recommended surplus restrictions, will be presented at the June meeting.

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

*Vision Statement - Compassionate, connected and personalized learning for all.*

*Purpose Statement – To create safe, equitable learning environments that lift each learner to thrive, grow and to share their unique gifts.*

Trustees expressed appreciation for the balanced position, while questions arose regarding enrolment projections. The Superintendent noted a projected levelling-off in enrolment following the graduation of larger student cohorts, with growth primarily continuing through online learning. Modest growth assumptions were used in building the budget helping ensure that the district can sustain inflationary pressures.

Trustees requested a breakdown of Staffing FTE for the current and upcoming school year, and a better understanding of the “status quo” being referenced throughout the presentation. There was specific interest in Teacher FTE to be identified as discretionary vs. contractual.

Staff answered a number of questions from Trustees and partner representatives.

The budget report and presentation are attached to the agenda. For additional detailed information, the meeting is recorded and available to the public.

**8. OTHER**

- a. None

**9. ADJOURNMENT – 8:31 pm**

**Motion: (COWO-2025-05-13-02)**

*THAT the Board of Education of School District No. 71 (Comox Valley) adjourn the May 13, 2025, Committee of the Whole meeting at 8:31 pm.*

Howe/Waite

**CARRIED**



**AD HOC POLICY COMMITTEE**  
**BOARD REPORT**

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**Date:** Tuesday April 29, 2025  
**Time:** 4:00 pm – 6:00 pm  
**Venue:** School Board Office, Meeting Room 111

**Committee Members**

**Trustees:**

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

**Staff:**

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

**Regrets:** None

**Recording Secretary:** Candace Jesson, Manager Administrative Services & Projects

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**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)
- 

**PLEASE READ: N/A**

**ATTACHMENTS:**

- 1) Ad Hoc Policy Committee Board Report – March 12, 2025
  - 2) Open Committee of the Whole Meeting Report to the Board – April 8, 2025
  - 3) Policy 1 – Draft Foundational Statements
  - 4) Policy 4 – Draft Trustee Code of Conduct with Appendix
  - 5) Policy 17 – Sexual Orientation & Gender Identity
  - 6) Policy 24 – Equity & Non-Discrimination
-

**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 4:06 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 – April 22, 2025**

The committee reviewed the April 22, 2025, Ad Hoc Committee Board Report.

**4. COMMITTEE CHAIR**

**5. OLD BUSINESS**

**A. Policy 1 – Foundational Statements**

Review of partner feedback from the Open Committee of the Whole held April 8, 2025, along with editorial changes recommended, discussion regarding accessing references listed within the policy, and developing a consistent format across all policies.

To be submitted to the Board for approval at the May 27, 2025, meeting.

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

Confirmation that the policy is ready for submission to the Board for approval at the May 27, 2025, meeting.

To be submitted to the Board for approval at the May 27, 2025, meeting.

**C. Policy 17 – Sexual Orientation & Gender Identity**

Review and feedback included recommendations on capturing changes pertinent to change across all policies along with content removed to be included in other policies and/or administrative procedures. It is desirable to develop a consistent tone, use of 'our', replacement of 'shall' with 'will', and inclusion of representatives from community for which the policy affects.

**D. Policy 21 – Community Education and Community Schools**

Engaged in a discussion regarding various community school models and the differing levels of community engagement within these schools. The Vancouver Island North policy was highlighted as a strong example, emphasizing the value of community involvement in fostering a supportive and inclusive school environment. As part of the

conversation on rethinking the policy, questions were raised regarding the communication mechanisms between community schools, the guiding principles from the BC Coalition, and the potential use of AceBC as a resource for further development. The discussion underscored the importance of clear, consistent communication and collaboration across schools to enhance community engagement and improve educational outcomes.

**E. Policy 24 – Equity & Non-Discrimination**

Tabled for next meeting.

**6. NEW BUSINESS**

A. None

**7. ACTION ITEMS**

Action Items	Person(s) Responsible	Deadline
• Research on font accessibility.	Candace Jesson	May 12
• Editorial changes to Policy 1	Candace Jesson	May 20
• Recommendation to Board for approval of Policy 1 and Policy 4	Candace Jesson	May 14
• Determine the cost of release time for staff to contribute to policy development	Carrie McVeigh	May 14
• Policy 17 - Split out administrative procedure elements	Currently unassigned until decision on policy expert.	May 14
• Revisit the feasibility of hiring a policy expert.	Carrie McVeigh	N/A
• Policy 21 – Provide review and feedback in SharePoint by Trustees	Chelsea McCannel-Keene	May 11

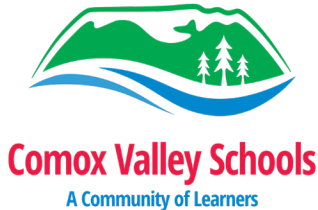
**8. RECOMMENDATIONS TO THE BOARD OF EDUCATION**

*THAT The Board of Education of School District No. 71 (Comox Valley) approve Policy 1 – Foundational Statements and Policy 4 – Trustee Code of Conduct, as presented.*

**9. FUTURE MEETING DATES**

Date and Time: Wednesday May 14, 2025, 4:00 pm – 5:30 pm

**11. ADJOURNMENT – 6:08 pm**



**AD HOC POLICY COMMITTEE**  
**BOARD REPORT**

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**Date:** Wednesday May 14, 2025

**Time:** 4:00 pm

**Venue:** School Board Office, Meeting Room 111

**Committee Members**

**Trustees:**

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

**Staff:**

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

**Regrets:** None

**Recording Secretary:** Candace Jesson, Manager Administrative Services & Projects

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**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)
- 

**PLEASE READ: N/A**

**ATTACHMENTS:**

- 1) Ad Hoc Policy Committee Board Report – April 29, 2025
  - 2) Policy 1 – Foundational Statements (new layout)
  - 3) Policy 17 – Sexual Orientation & Gender Identity
  - 4) Policy 21 – Community Education and Community Schools
  - 5) Policy 24 – Equity & Non-Discrimination
-

**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 4:05 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**

The committee reviewed the April 29, 2025, Ad Hoc Committee Board Report.

**4. COMMITTEE CHAIR**

**5. OLD BUSINESS**

**A. Policy 1 – Foundational Statements**

Review editorial changes requested. Question regarding use of logo on the policy. The addition of the policy details moved to the end of the document and the policy more upfront. Look to review some more layouts before deciding on the final version. Idea recommended in adding color to associate the policies in their categories. The preparation of documents for the Board approval will be sent to the committee by email for approval.

**B. Review Information Gathered Regarding Accessibility**

Reviewed recommendations and resources for creating accessible documents. Highlights included posting documents online using accessible fonts and avoiding embedded fonts, clear layout and well-structured for readability, and use digitally generated documents for readers.

**C. Status Update on Board Approvals**

Confirmed item is on the May 27, 2025, Regular Board Meeting agenda and proposed motions.

**D. Revisiting Hiring of a Policy Expert**

Superintendent reported having met with Scott Benwell (former Superintendent for SD 64) to review the scope of work related to policy development.

Discussion on past practices, where policy writing was typically led by content experts rather than by previous policy committees. It was noted that trustees are traditionally been more directly involved in the development of policies specifically affecting the Board.



Some committee members expressed a desire for broader trustee involvement beyond trustee-specific policies. There was further discussion regarding the intersection between administrative procedures and policy development. The committee agreed that Scott could be engaged to support the drafting of select policies, with the potential to establish a longer-term arrangement for his continued support.

**E. Cost Analysis of Release Time**

Review estimated cost of hiring Mischa Oak for policy development work.

**F. Policy 21 - Community Education and Community Schools**

Chair McCannel-Keene shared examples of relevant policies from other districts via email. The committee discussed structuring the draft policy to begin with a section on community involvement in schools, followed by a separate section focused on community schools. Questions were raised about the current district culture and understanding of both concepts.

It was noted that the motivation for some schools to become designated community schools is to access additional grant funding. However, such a shift requires a broader cultural and policy transformation—one that is aspirational in nature and clearly outlines expectations.

The committee acknowledged that, following consultation with the Board to better understand its vision and priorities, this work may be transitioned to the policy consultant for further development.

**G. Policy 17 - Sexual Orientation & Gender Identity**

The committee expressed interest in engaging Mischa Oak to support the revisions.

**6. NEW BUSINESS**

**A. Policy 24 - Equity & Non-Discrimination**

Members were reminded to review and edit the policy posted in SharePoint for review and discussion at the next meeting.

**7. ACTION ITEMS**

Action Items	Person(s) Responsible	Deadline
<ul style="list-style-type: none"> <li>Provide an edited layout to the committee members based on discussion.</li> </ul>	Candace	May 20, 2025
<ul style="list-style-type: none"> <li>Set up a meeting between Scott Benwell and the Board to discuss their vision.</li> </ul>	Jeremy	June 12, 2025
<ul style="list-style-type: none"> <li>Determine the cost of hiring Mischa Oak to review and provide feedback on policy 17.</li> </ul>	Carrie	June 12, 2025
<ul style="list-style-type: none"> <li>Remind Board members to review and provide feedback on Policy 24.</li> </ul>	Chelsea	May 23, 2025

**8. RECOMMENDATIONS TO THE BOARD OF EDUCATION**

- A. *The Ad Hoc Policy Committee recommends that the Board of Education of School District No. 71 (Comox Valley) adopt the revised Policy 1 – Foundational Statements, as presented.*
- B. *The Ad Hoc Policy Committee recommends that the Board of Education of School District No. 71 (Comox Valley) adopt revised Policy 4 – Trustee Code of Conduct, as presented.*
- C. *THAT the Board of Education of School District No. 71 (Comox Valley) receives the two Reports to the Board dated April 29, 2025, and dated May 14, 2025, as presented.*

**9. FUTURE MEETING DATES**

Date and Time: Thursday June 12, 2025, at 4:00 pm

**11. ADJOURNMENT – 5:13 pm**

# Foundational Statements

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## 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 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 center 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 of 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 will 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.

### Legal and Policy References:

School Act (RSBC 1996, c. 412) Section 65, 75, 81, 85  
Framework for Enhancing Student Learning - Province of British Columbia  
Statement of Education Policy Order (OIC 1280/89)  
Ministerial Order 217/2024 - Indigenous Education Council Order (IEC Order)  
BC DRIPA: Declaration on the Rights of Indigenous Peoples Act (SBC 2019, c. 44)  
UNDRIP: United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)  
Truth and Reconciliation Commission of Canada: Calls to Action

Policy Type	Governance
Adopted	September 2019
Replaces <i>(if applicable)</i>	
Amended	May 2025
Editorial Change	
Next Review Date	2028
Responsible Operational Leader	The Board of Education

DRAFT

# Trustee Code of Conduct

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## Purpose Statement

This policy reflects our shared responsibility to foster compassionate, connected and personalized learning for all, grounded in equity, integrity and respect for Indigenous ways of knowing and being.

Our purpose is to create safe, equitable learning environments that lift each learner to thrive, to grow, and to share their unique gifts by ensuring trustees demonstrate ethical leadership, uphold high standards of conduct, and commit to decolonizing and Indigenizing education.

## Introduction

The Trustee Code of Conduct Policy provides a framework to ensure that trustees of the Comox Valley School District act in a manner that promotes the values and vision of the District. Trustees are entrusted to lead with transparency, integrity, and respect, ensuring that all decisions and actions are centered on student learning, equity, and well-being. This policy is grounded in the principles of decolonization and Indigenization and commits to upholding ethical governance that is aligned with our Strategic Plan's vision, values, and goals.

## Guiding Values and Principles

Trustees are guided by the shared values of their Strategic Plan, ensuring that their actions and decisions align with the following principles:

- **Learning: Centering learning in all that we do.**  
Trustees are committed to promoting environments where all students can access high-quality, personalized education that supports their growth, core competencies, and well-being.
- **Equity: Recognizing diversity as a strength and inclusion as a right.**  
Trustees will lead with equity, advocating for fair treatment, opportunities, and outcomes for all students, especially those from historically marginalized communities.
- **Relationships: Connection, compassion and respect in all that we do.**  
Trustees will engage with compassion, respect and connection, prioritizing healthy relationships within the Board, K'ómoks First Nation, Indigenous Communities, Partner



Groups, the broader School Community, and the public. Building strong relationships with local First Nations and respecting Indigenous perspectives and rights are paramount.

- **Safety: Learning communities where all feel safe and belong.**  
Trustees are committed to fostering learning and working communities where all feel safe, respected and valued, ensuring that educational and workspaces support both the physical and emotional well-being of all students and staff.
- **Integrity: High ethical standards through transparency, honesty and accountability.**  
Trustees will uphold high ethical standards, demonstrating transparency, honesty, and accountability in their governance roles. This includes acting in accordance with the *School Act*, the *Declaration on the Rights of Indigenous Peoples Act*, the BC Human Rights Code and other relevant legislation.

### **Commitment to Indigenous Ways of Knowing and Being**

Trustees recognize the importance of Indigenous ways of knowing and being in shaping educational experiences that are inclusive, equitable, and culturally responsive. In partnership with local First Nations, Métis, and Inuit communities, trustees will:

- Uphold the principles of reconciliation as outlined in the Truth and Reconciliation Commission's Calls to Action.
- Work towards district policies, procedures, curricula and practices that reflect Indigenous histories, perspectives and knowledge.
- Engage in ongoing learning and reflection to better understand the impacts of colonization and actively participate in decolonizing education within the district.

### **Trustee Conduct and Responsibilities**

Trustees are expected to conduct themselves in a manner that reflects the Board's values as articulated in Policy 1 and the principles of all policies. Specific expectations include:

- **Confidentiality:** Trustees must maintain the confidentiality of information obtained in closed sessions or designated as confidential and/or information that is reasonably considered confidential, respecting the privacy of students, staff, trustees, and community members; and
- **Conflicts of Interest:** Trustees are responsible for declaring any conflicts of interest in matters before the Board and must abstain from voting on or influencing decisions where such conflicts exist; and

- **Collaboration:** Trustees will work collaboratively with Board colleagues, district staff, Indigenous communities, and the school community to support student success and well-being. Trustees will act with a spirit of harmony and cooperation, recognizing that effective governance requires respectful and productive dialogue; and
- **Communication:** Trustees will communicate with integrity and clarity, both in person and online. This includes using social media responsibly and refraining from engaging in behaviours that could undermine the Board's integrity or relationships within the community.

**Trustees as members of the corporate Board of Education will:**

Integrity and Dignity of the Office:

1. Discharge their duties loyally, faithfully, impartially and in a manner, that will inspire public confidence in the abilities and integrity of the Board; and
2. Act as a trustee of this district and work carefully to ensure that it is well maintained, fiscally secure, and operating in the best interest of those served; and
3. Recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently in the best interests of learners in the district; and
4. Work together with trustee colleagues to communicate to the electorate, accurate information about the district and the schools; and
5. Do their utmost to attend regular Board meetings, committees of the whole and meetings of the Board committees to which they have been appointed, and meetings for which they have been appointed to serve as Board representatives, including communicating non-attendance to such meetings to the Board Chair; and
6. Provide leadership to the community through setting goals and policies for district operations and educational programs and by regularly evaluating to determine if intended results are achieved; and
7. Not use the position of trustee for personal advantage or to the advantage of any other individual apart from the total interest of the district, and resist outside pressure to so use the position.

Compliance with Legislation:

1. Observe bylaws and rules of order, the policies and procedures of the district, and the laws, rules and regulations governing education in British Columbia, the *BC School Act*, BC Human Rights Code, the United Nations *Declaration on the Rights of Indigenous Peoples Act*; and
2. Respect and understand the roles and duties of individual trustees, the Board of Education, the Superintendent of Schools and the Chair of the Board.

#### Civil Behaviour:

1. Represent the Board of Education responsibly in all Board-related matters and act with decorum at all times. (Decorum: behaviour that is controlled, calm, and polite); and
2. Work with trustee colleagues, the Superintendent of Schools and the district as a whole, in a spirit of respect, openness, harmony and co-operation, encouraging the free exchange of diverse views on any topic at all times and expressing any contrary opinions in a respectful and constructive manner; and
3. Not make disparaging remarks in or outside Board meetings, about other Board members or their opinions, and be respectful of staff, students and the public; and
4. Use social media responsibly, including an acknowledgment that opinions expressed are those of the individual not the Board.

#### Upholding Decisions:

1. Base their decisions on all available facts, data and perspectives of an issue, respect the opinions of others and diligently pursue what they believe to be in the best interest of the students and others of the district; and
2. Accept that authority rests with the Board and that no trustee has individual authority to direct district staff other than that delegated by the Board; and
3. Uphold publicly the majority decisions of the Board of Education and the implementation of any Board resolutions; and
4. Accept that the Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other trustee will speak on behalf of the Board unless expressly authorized by the Chair of the Board or Board to do so. When individual trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board.

#### Respect for Confidentiality:

1. Keep confidential any information disclosed or discussed at a meeting of the Board or committee of the Board, or part of a meeting of the Board or committee of the Board that was closed (in-camera) to the public, and keep confidential the substance of deliberations of a meeting closed (in-camera) to the public unless required to divulge such information by law or authorized by the Board to do so; and
2. Not use confidential information for personal gain or to the detriment of the Board or district; and
3. Not divulge confidential information, including personal information about an identifiable individual or information subject to lawyer-client privilege that a trustee becomes aware of because of their position, except when required by law or authorized by the Board to do so.

### **Commitment to Ongoing Learning and Reflection**

Trustees will engage in ongoing professional development and self-reflection to enhance

their governance capabilities and understanding of the design principles of the Strategic Plan. The Board will provide training during onboarding and throughout a trustee's term to support their growth and alignment with the values of this policy. The learning may take many different forms including presentations at Board and Committee of the Whole meetings, working sessions, attendance at various conferences, as well as training provided by Staff.

### **Written Commitment and Affirmation**

To demonstrate the expectation of adherence to the Trustee Code of Conduct, Trustees will sign Policy 4 when taking the Oath of Office and thereafter, annually. Upon assuming office, Trustees will read aloud, "I [insert name], have read, understand and agree to adhere to Policy 4 – Trustee Code of Conduct."

### **Conclusion**

The Trustee Code of Conduct Policy reflects our commitment to ethical governance, decolonization, and the creation of inclusive and equitable learning environments. Trustees pledge to embody the values of learning, equity, relationships, safety, and integrity, ensuring that all actions are aligned with our shared vision of compassionate, connected, and personalized learning for all.

### **Appendix A – Breaches of Trustee Code of Conduct – Procedures**

In the event of a breach of this policy, the Board may take a range of actions. The Board of Education will endeavour to encourage a restorative justice process that prioritizes healing and relationship-building.

The specific procedures related to addressing Breaches of conduct can be found in Appendix A: Breaches of Trustee Code of Conduct – Procedures. This section outlines detailed procedures for addressing breaches of conduct and applying sanctions as per the Trustee Code of Conduct. It includes the specific steps for conciliatory measures, complaint handling, and the sanctions process. For full details, refer to the attached document.

Legal and Policy  
References:

British Columbia School Trustees Association (BCSTA) Criteria for Trustee Codes of Conduct  
School Act (RSBC 1996, c. 412)

Policy Type	Governance
Adopted	September 2019
Replaces (if applicable)	
Amended	May 2025
Editorial Change	
Next Review Date	2028
Responsible Operational Leader	The Board of Education

DRAFT

## Appendix A – Trustee Breaches of Conduct

In alignment with our commitment to ethical governance, cultural respect, and relationship-building, this appendix provides a structured process to address breaches of conduct in a manner that promotes healing, learning, and mutual understanding. The Board's approach is grounded in the principles of restorative justice, Indigenous perspectives, and the values of the Strategic Plan, emphasizing accountability, transparency, and equity.

### In the Event of a Breach

In cases where a breach of conduct may have occurred, the Board may take various actions, including but not limited to:

- Encouraging a restorative justice process that centers on healing and relationship-building.
- Creating a reflective and corrective action plan focused on responsibility, personal growth, and reconciliation.
- Engagement in relevant training or coaching to foster development and awareness.
- Passing a motion of censure or removal from committees if allowed under the School Act.

The procedures detailed below are designed to uphold accountability and provide a respectful, culturally attuned approach to resolving breaches.

### Addressing Breaches of Conduct

#### Restorative Practice

A trustee who believes that a trustee colleague has breached the Code of Conduct is encouraged to seek resolution through restorative, conciliatory measures before lodging an official complaint. This approach aligns with our commitment to dialogue, respect, and building trust within the Board.

1. Individual Conversation: The trustee who perceives a breach is encouraged to address the matter privately with the trustee involved. This initial step reflects Indigenous conflict-resolution practices, focusing on respect and understanding.
2. Conciliatory Engagement: If the private conversation does not yield a resolution, the

trustees may seek the support of the Board Chair or Vice-Chair to facilitate a constructive dialogue. If the concern involves the Chair, the Vice-Chair will facilitate.

3. **Third-Party or Indigenous Circle Facilitation:** By mutual agreement, a third party may be engaged, or an Indigenous Circle may be held, led by a qualified facilitator to foster a respectful, values-centered dialogue. This reflects our commitment to inclusive and culturally responsive practices.

### **Formal Process for Addressing Breaches**

If the matter cannot be resolved informally, a formal complaint may be filed according to the following steps:

1. **Filing Complaint**  
A trustee wishing to file an official complaint under the Code of Conduct will deliver a written complaint to the Board Chair (or Vice-Chair if the Chair is involved) within 30 days of the alleged breach, outlining the nature of the complaint and the specific sections of the Code alleged to have been breached. The Chair will share the complaint with all trustees within five days of receipt.
2. **Maintaining Confidentiality**  
To protect the integrity of the process, all details of the complaint remain strictly confidential, and public disclosure is a violation of the Code of Conduct. The Board Chair may disclose information only at the Board's direction following a Code of Conduct hearing.
3. **Supporting a Hearing**  
At least one other trustee must support the complaint in writing within three days of receiving it. If no support is provided, the complaint will not proceed, and the Board Chair will inform all trustees in writing that no further action will be taken.
4. **Convening the Hearing**  
When a complaint is supported, the Board Chair will convene a closed (in-camera) meeting to allow the complainant trustee to present their views on the alleged breach. The Board Chair will outline the nature of the alleged breach at the start of the meeting.
5. **Ensuring Fairness and Confidential Deliberation**  
The Chair will ensure that the following sequence is followed for a fair and balanced hearing:
  - **Complainant Presentation:** The complainant trustee presents their case, either in written or oral form.
  - **Respondent Presentation:** The respondent trustee presents their response.
  - **Opportunity for Replies:** Both parties are given opportunities to reply to each other's statements.



- Trustee Questions: Trustees may ask questions of both the complainant and respondent.
  - Final Comments: Both parties have a final opportunity to comment.
6. Private Deliberation and Resolution  
After the presentations, all parties except trustees without conflicts of interest will leave the room. The remaining trustees deliberate in private, ensuring cultural sensitivity, transparency, and equity in their decision. If additional clarification is needed, the hearing may be adjourned to collect further information.
  7. Issuing Sanctions  
Depending on the circumstances, the Board may institute any of the following sanctions:
    - Personal Letter of Censure: A confidential letter from the Board Chair to the offending trustee.
    - Public or Private Motion of Censure: Passed by a majority vote.
    - Committee or Appointment Removal: The trustee may be removed from Board committees or appointments by majority vote.
  8. Document Retention and Public Disclosure  
All documentation related to the hearing will be returned to the Secretary Treasurer after the conclusion of the hearing and retained in compliance with legal standards. The Board may, at its discretion, disclose findings to the public to promote transparency and accountability.

### **Breach of Confidentiality**

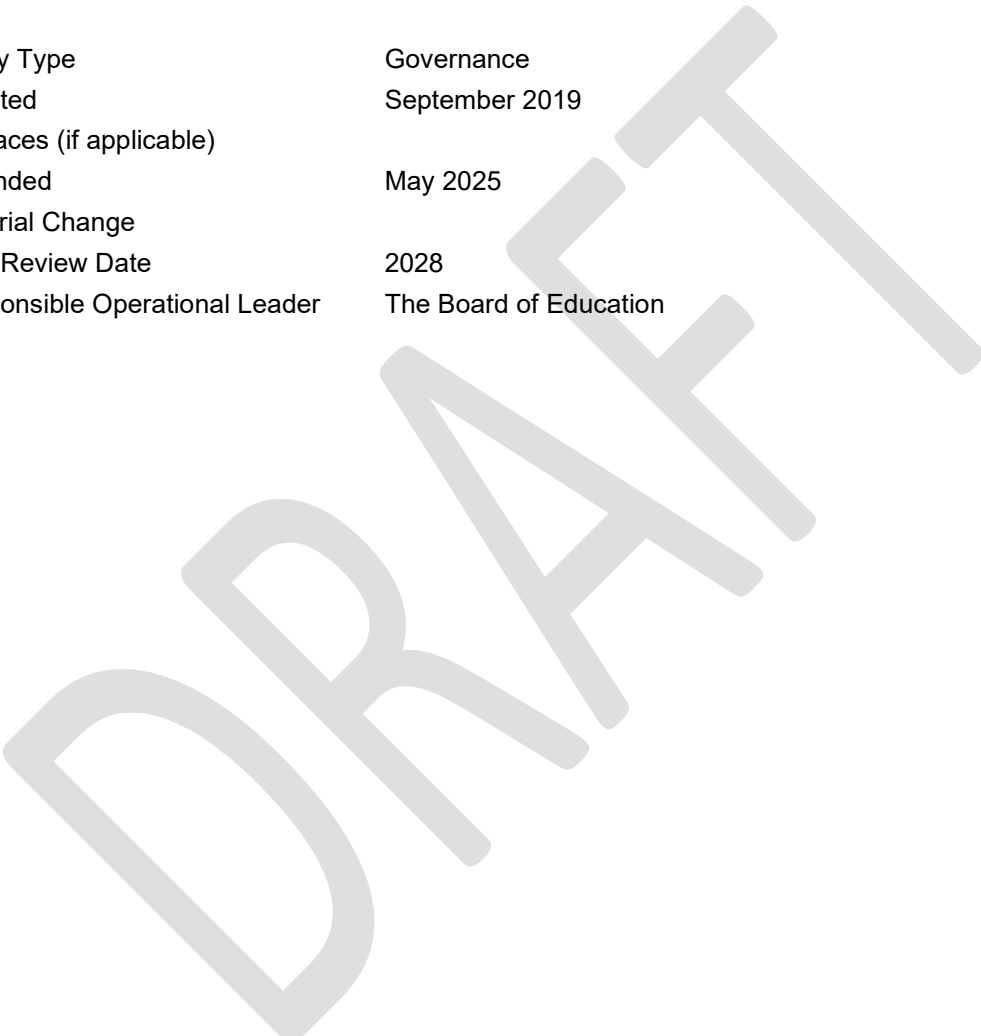
Confidentiality is essential to the Board's operations. Should a suspected breach occur, the following process is followed:

1. Independent Investigation: The Board Chair will ask the Secretary Treasurer to appoint an independent investigator under the Freedom of Information and Protection of Privacy Act.
2. Review and Recommendations: The investigator provides findings to the Board Chair, which are reviewed in a closed (in-camera) meeting where the trustee in question may offer additional information.
3. Board Decision: If a breach is confirmed, the Board may issue a censure or escalate the matter in alignment with our commitment to ethical governance and transparency.

*This updated Appendix A maintains all procedural steps while integrating principles of restorative justice, reconciliation, and respect for Indigenous perspectives, consistent with the Board’s Strategic Plan.*

Legal and Policy      Policy 4 – Trustee Code of Conduct  
References:            British Columbia School Trustees Association (BCSTA) Criteria for Trustee Codes of Conduct  
School Act (RSBC 1996, c. 412) 49, 50, 55-64, 65, 85, 94, 95

Policy Type	Governance
Adopted	September 2019
Replaces (if applicable)	
Amended	May 2025
Editorial Change	
Next Review Date	2028
Responsible Operational Leader	The Board of Education





**Gender-Based Violence Working Committee**  
**Report to the Board**  
**May 27, 2025**

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**Committee Membership:**

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

**Background:**

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

At its April 23, 2024 Regular Board Meeting, the Board of Education passed a motion to adopt the following Terms of Reference for the GBV Committee:

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

The GBV Committee has met monthly since October 2024 and is clear in our messaging that:

- The committee operates on the understanding that gender-based violence is a society-wide problem that is not unique to our district, but also that the school system can and should take an active role in addressing it.
- Committee is *not* asking staff or students to share personal experiences.

**Committee work to date:**

The Committee’s work to date has included:

- Review of district policies & administrative procedures to identify gaps, review of policies of the few other districts that have such policies as well as a sample from post-secondary institutions
- Review of district resources in relation to consent education and sexual health education
- Meetings with district staff:
  - Youth & Family Support Workers (Jan 2025)
  - Secondary Counselors (Feb 2025)
  - Elementary Counselors (Mar 2025)

- Indigenous Support Workers (May 2025)
- Educator with certified sexual health training (April 2025)
- Meeting with our district Student Leadership group (Feb 2025)
- Meeting with Secondary Teacher with sexual health education training certificate through Options for Sexual Health (April 2025)
- Contact with district Resource Learning Centre librarian
- Outreach to community organizations (including Comox Valley Transition Society, Community-Based Victim Services, Police-Based Victim Services, the Foundry, the LINC, and AIDS Vancouver Island)
- Anonymous Survey for staff, students and parents/caregivers (Mar/Apr 2025):
- How can our schools better prevent and better respond to sexual harassment, sexual assault and other forms of gender-based violence among students;
- Over 300 responses received.
- Compiled list of resources

Our most recent meeting was May 14, 2025 and committee members decided to carry over the work into the following year (2025/26) rather than to rush to finish it this year.

The next meeting is Wednesday September 24, 2025. The intervening period will provide an opportunity to further review the information collected and to consider any further steps to be undertaken before the report can be prepared and finalized. We expect to have the report concluded and ready for presentation to the Board by December 2025.

#### **Preliminary Findings:**

- The lack of common language/terminology remains a barrier to addressing this societal problem.
- Our children and youth are navigating an increasingly complex social and sexual landscape.
- A frequent theme was that gender-based violence starts with attitude and culture of “boys will be boys” and by high school such behaviours become normalized. This feedback is consistent with the findings of a 2017 study conducted by Harvard University’s Graduate School of Education (“[The Talk: How Adults Can Promote Young People’s Healthy Relationships and Prevent Misogyny and Sexual Harassment](#)”) which included among its key findings that misogyny and sexual harassment is so pervasive among young people that young people are increasingly desensitized to it and that peer sexual harassment “largely flies under our [adult] radar,” with “large numbers of parents, educators, and other adults appear to be either unaware of the seriousness of the problem or don’t know how to deal with it.”
- More education is needed for staff and for students at all grade levels. Grades 4 to 7 were specifically noted as key development years which require more attention. Secondary school students need considerably more opportunities for questions and nuanced discussion and learning.
- Community subject matter experts generally spoke more openly and expressed greater familiarity and comfort about these complexities and have more specific training to address them.
- Our baseline sexual health education curriculum materials were prepared by an externally hired sexual health educator in 2018/2019 and have not been comprehensively updated for district-wide use since. While there are individuals and teams (both in-house and in community) creating and updating lesson plans and other educational opportunities and resources for students, there does not appear to be a centralized list of resources available (in-house or in community).

- Our district lacks policy and has a flawed administrative procedure in relation to gender-based violence and sexual misconduct between students.
- Many students expressed a general understanding that they can report to “a trusted adult” but don’t know what to expect to happen thereafter and often feel little or nothing is done as a consequence. This discourages reporting. Parents and some staff expressed similar lack of knowledge about the expected process. Community organizations referenced youth expressing reluctance to report to schools due to fear that will automatically result in report to RCMP.

**Committee Recommendation for Budget Request:**

- Establish and fund a continuing position to coordinate and oversee continuation of development of consent culture across the district (including but not limited to consent awareness week), sexual health education, and other initiatives to address gender-based violence (including cyber-based), including developing and updating curriculum, lesson plans and other resources; liaising with others in the district who are developing curriculum about cyber-safety and digital integrity/responsibility; encouraging and coordinating district-wide collaboration; providing professional learning, capacity-building, mentorship and other support to educators; where necessary, teaching or team-teaching sexual health education and engaging external subject-matter expert presenters.
  - Fund release time for educators interested in capacity building for above purposes.
-



**Comox Valley Schools**  
A Community of Learners

# Comox Valley Schools

School District No. 71  
Board of Education

2488 Idiens Way  
Courtenay, B.C. V9N 9B5  
Fax (250) 334 5552  
Telephone (250) 334 5500

May 15, 2025

*Via Email*

## **RE: Provincial Action Plan to address Gender-Based Violence in K-12 Education**

Dear Honourable Lisa Beare,  
Minister of Education and Child Care

Following our meeting of May 12, 2025, we write to provide additional information on our request to partner with the Ministry of Education and Child Care to develop a provincial K-12 gender-based violence action plan.

Comox Valley Schools has identified safety as a foundational value and the prevention of gender-based violence (GBV) as a strategic priority, aligning with our Strategic Plan goals of student-centered learning, inclusive and culturally responsive practices, and strengthened system structures. As such, we seek the Ministry's leadership in advancing a coordinated, province-wide framework for K-12 Gender-Based Violence (GBV) prevention and response. Comox Valley Schools is prepared to contribute leadership and dedicated resources to co-develop this initiative.

## **Background**

Since 2022, the Comox Valley Board of Education has prioritized addressing gender-based violence across its school communities. A district-wide GBV Committee, co-chaired by Trustees and inclusive of Indigenous and Inclusive Education, students, union partners, district parent advisory council, and community partners, has guided this work in consultation with partner groups and local subject matter reviewing policies, identifying systematic gaps, and initiating prevention strategies.

In June 2022, the SD71 Board of Education unanimously passed a motion to establish a district-wide GBV Committee. The committee's mandate includes:

- Reviewing existing policies and procedures related to GBV
- Identifying system gaps
- Consulting with community organizations and education stakeholders
- Recommending district-wide approaches to prevent and respond to GBV

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

**Vision Statement** - *Compassionate, connected and personalized learning for all.*

**Purpose Statement** - *To create safe, equitable learning environments that lift each learner to thrive, grow and to share their unique gifts.*

To date, the SD71 GBV Committee has undertaken the following actions:

- Policy and Procedure Review:
  - Review of SD71’s policies and administrative procedures, with comparative scans of other K–12 districts and post-secondary institutions.
- Engagement with Partner Groups and Community:
  - Consultations with school-based professionals and student leaders
  - Engagement with external agencies, including:
    - Comox Valley Transition Society
    - Police- and Community-Based Victim Services
    - The Foundry
    - AIDS Vancouver Island
    - The LINC Youth Centre
- District-wide Anonymous Survey (March–April 2025):
  - Over 300 responses from students, staff, and caregivers identified priorities for improved prevention, education, and disclosure support.

Despite significant progress at the district level, our work has made one thing clear: a coordinated, province-wide framework is essential to provide equitable protection, prevention, and support across B.C.’s diverse school communities.

## Why Now

While GBV prevention is not specifically referenced in your mandate letter, it is clearly established as a provincial priority. The BC Gender-Based Violence Action Plan (2023) names "breaking cycles of violence through prevention, healing, and accountability"—including in K–12 education—as a key goal. Furthermore, the province’s recent declaration of gender-based violence as an epidemic reinforces the urgency and scale of this issue.

There is currently no provincial standard or mandate guiding school districts in preventing or responding to GBV in K–12 settings. The absence of coordinated action exposes significant gaps in consistency, training and safety protocols.

Of note, the post-secondary sector is supported through the Sexual Violence and Misconduct Policy Act (2016) and, the K–12 system deserves the same level of structure and support to protect students and staff alike.

The K–12 system is uniquely positioned to advance prevention efforts, promote safety, and help break intergenerational cycles of violence—particularly among girls, Indigenous students, and other equity-deserving youth. This links directly to your government’s stated commitment to making “our neighborhoods and communities safer.”

## What We’ve Learned

From our engagement work, including an anonymous survey with over 300 respondents, professional learning initiatives, and partnerships with organizations like Comox Valley Transition Society and The Foundry, we know:

- GBV exists in schools and is underreported.

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- Indigenous learners are disproportionately impacted by GBV.
- Educators and administrators lack the confidence and training to respond effectively. Students want education and safe spaces to speak up.
- Culturally responsive, trauma-informed approaches are essential.

## Conclusion

We believe this is more than policy; it's a moral imperative. We cannot expect to create safe and inclusive learning environments without directly addressing the reality of gender-based violence in our schools. With the Ministry's support, we can develop a province-wide framework that ensures every student in British Columbia learns in a school that is safe and inclusive, where they are safe, seen, heard and supported. This is how we foster a sense of confidence and belonging.

We would welcome the opportunity to meet with you and your team to share our work and begin building this essential partnership. Comox Valley Schools is committed to supporting this work and is ready to contribute.

Sincerely,

Michelle Waite  
Board Chairperson  
Comox Valley Schools