

**Open Committee of the Whole Meeting**  
**AGENDA**

**Date: Tuesday June 9, 2026**

**Time: 7:00 pm**

**Venue: School Board Office, Second Floor**

<p><b>Committee Members:</b> Cristi May Sacht, Meeting Chair Michelle Waite, Board Chairperson Sarah Jane Howe, Board Vice Chair Chelsea McCannel-Keene, Trustee Janice Caton, Trustee Shannon Aldinger, Trustee Susan Leslie, Trustee</p>	<p><b>Staff:</b> Dr. Jeremy Morrow, Superintendent of Schools Harold Cull, Secretary Treasurer</p>
<p><b>Regrets:</b> none</p>	
<p><b>Recording Secretary:</b> Candace Jesson, Manager Administrative Services &amp; Projects</p>	
<p><b>Committee Members: Partner Groups – 2 members invited from each group</b> Indigenous Education Council (IEC) District Parents Advisory Council (DPAC) Canadian Union of Public Employees (CUPE 439) Comox District Teachers Association (CDTA) Comox Valley Principals and Vice-Principals Association (CVPVPA)</p>	

**A. WELCOME AND CALL TO ORDER**

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

**B. ADOPTION OF AGENDA**

Pages 1-2

**Motion:**

THAT the Committee of the Whole approve the June 9, 2026, agenda as presented.

**C. EDUCATION**

1. None

**D. GOVERNANCE**

1. None

**E. POLICY**

- 1. Gender-based Violence and Sexual Misconduct** Pages 3-8  
Shannon Aldinger, Policy Committee Chair
- 2. Sanctuary Schools** Pages 9-10  
Shannon Aldinger, Policy Committee Chair

**F. OPERATIONS**

- 1. 5-Year Major Capital Plan Submission** Pages 11-13  
Molly Proudfoot, Director of Operations

**G. FINANCE**

1. None

**H. OTHER**

1. None

**I. ADJOURNMENT**

**Motion:**

THAT the Committee of the Whole adjourn this meeting.

## Gender-Based Violence & Sexual Misconduct Policy

### PREAMBLE

Gender-based violence and sexual misconduct is complex, underreported, and pervasive in our society, and can have serious and long-lasting impacts on the physical, mental, emotional, and spiritual health and wellness of an individual and their families.

Gender-based violence and sexual misconduct exists on a continuum from discrimination and harassment to sexual violence, sexual exploitation, and related misconduct that targets a person because of gender, gender identity, or gender expression. Gender-based violence and sexual misconduct is rooted in unequal power relations and biased social constructions of gender. It disproportionately affects individuals who are Indigenous, racialized, persons with disabilities, and those who identify as 2SLGBTQIA+. The internet and online environments have increased opportunities for exploitation, including among youth. This policy recognizes historical and intergenerational factors linked to colonization and residential schooling that add complexity and vulnerability to those that experience gender-based violence and sexual misconduct.

Freedom from gender-based violence is an inherent human right.

### POLICY STATEMENT

The Board of Education is committed to safe, supportive, and inclusive learning and work environments, free from gender-based violence and sexual misconduct in any form across all district schools, facilities, district-related activities, and online environments involving district-affiliated individuals.

It is the responsibility of all School District staff and the expectation of the school community to promote an environment that is free of gender-based violence and sexual misconduct and to be knowledgeable about this policy and associated procedures.

This policy applies to gender-based violence and sexual misconduct incidents involving students at all district schools and sites, and to gender-based violence and sexual misconduct occurring at any district-related activities or in circumstances where such conduct could have a negative impact on the school environment, including online activity outside school hours or premises.

### DEFINITIONS

- **Gender-based Violence (GBV):** Any unwanted behaviour targeting a person based on gender, gender identity, or gender expression. This includes verbal, physical, emotional, psychological, financial or sexual conduct and may occur on a continuum from discrimination to sexual violence or misconduct.

- **Sexual Violence and Misconduct:** Any sexual activity or behaviour that occurs without voluntary and informed consent. This includes actions that are physical, sexual, verbal, psychological, or financial, and that target a person’s sexuality. Sexual violence can be threatened, attempted, or completed and may involve one or multiple incidents, and can occur between strangers, peers, or intimate partners, including online.
- **District-Related Activity:** Any activity at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment, including online behaviours created outside of the school setting.

Additional definitions included in Appendix A.

## OBJECTIVES

The Board is committed to:

- A safe and secure learning and working environment free from gender-based violence and sexual misconduct.
- Preventative education and organizational practices that promote a culture of consent, safety, and respectful relationships.
- Students who have experienced gender-based violence and sexual misconduct receiving trauma-informed and culturally responsive support.
- Protecting the privacy and dignity of individuals involved in accordance with human rights, legislation, privacy laws, and educational standards.
- Accountability through clearly defined roles, training, and documented processes for education, reporting, investigation, discipline, and remedial measures.

Legal Reference:

British Columbia School Act  
Freedom of Information and Protection of Privacy Act  
BC Human Rights Code

Adopted: May 2026

## APPENDIX A - Definitions

**Coercive control:** describes a pattern of abusive behaviour used to control or dominate another person through repeated acts that disempower or make the other person feel “trapped” in the relationship. Examples include repeated acts of humiliation, intimidation, criticism, gaslighting, isolation, monitoring, jealousy, exploitation, manipulation, playing “mind games” and/or other weaponizing behaviours.

**Consent:** means the active, voluntary agreement to engage in a specific sexual activity at a particular time. Consent must be given actively, willingly, and continuously throughout all sexual activity. Any sexual activity without consent is sexual assault. Consent cannot be assumed or implied; silence or the absence of “no” is not consent. A person who is impaired by alcohol or drugs may not be capable of giving consent. Consent cannot be obtained through threats, fraud, deception or coercion, and it can be withdrawn or revoked at any time. A person who is unconscious cannot give consent. A person may also be unable to give consent due to their age (under 12), an age difference between the people engaged in the sexual activity, or because one person is in a position of power or authority over the other.

**Cultural Safety:** refers to policies and practices that are respectful of diverse cultural identities, values, and lived experiences of individuals and communities. It involves ensuring that policies do not perpetuate harm, discrimination, or marginalization and instead actively support the dignity, empowerment, and safety of all individuals, particularly those who are most vulnerable. Cultural safety incorporates an acknowledgment of intergenerational trauma.

**Emotional abuse:** happens when a person repeatedly uses words, threats, or actions to control, frighten, isolate, embarrass or undermine another person, or to take away their self-respect. It is also called psychological abuse. It can include:

- put downs, name calling or insults
- frequently yelling or raising one’s voice at the other person
- ongoing criticism, blaming or mocking the other person
- controlling behaviour, including stopping someone from seeing friends or family
- preventing the other person from practicing their religion, faith or culture, or expressing their own opinions
- destroying someone’s personal belongings, hurting pets, or threatening to do so
- bullying, intimidation or humiliation
- making false or unsupported accusations, including accusations of flirting, cheating, or being interested in someone else
- threatening:
  - to harm the other person, themselves, or someone important to that person
  - to share intimate images, private information, or secrets
  - to withhold love and affection from the other person
- gaslighting or playing mind games

**Gaslighting:** is a form of psychological manipulation that usually happens over time and causes a person to question their own memory, judgment, or sense of reality. It can lead to confusion, loss of confidence and self-esteem, uncertainty about one’s emotional or mental stability, and dependence on the person causing the harm.

**Gender-based Violence:** any unwanted behaviour targeting a person based on gender, gender identity, or gender expression, and which behaviour may be verbal, physical, emotional, psychological, financial or sexual.

**Sexual Violence and Misconduct:** Is any sexual activity or behaviour that happens without a person's consent. This can include unwanted or unwelcome actions that are physical, sexual, verbal, psychological, or financial, and that target a person's sexuality. Can be threatened, attempted, or carried out, and may happen once or repeatedly. Can happen between strangers, between students or co-workers, or between people in a relationship, and can happen in-person or online. Includes:

- Sexual assault
- Sexual exploitation
- Sexual abuse
- Sexual harassment
- Threats of harm to oneself or others
- Threats or pressure to engage in sexual activity
- Coercive or controlling behaviour\*, including gaslighting
- Stalking
- Indecent or sexualized exposure
- Voyeurism
- Trafficking
- Sharing or threatening to share intimate and/or sexually explicit images or personal information without consent
- Creating, showing or distributing pictures or materials that are degrading or of a sexual nature
- Sharing or threatening to share private information about a person's sexual history or sexuality without their consent

**Homophobia:** refers to attitudes or actions based on fear, dislike, or lack of acceptance of gay, lesbian, bisexual, or Two Spirit people. These attitudes are often rooted in traditional beliefs about gender or sexuality.

**Indecent or Sexualized Exposure:** refers to intentionally exposing one's genitals in public.

**Intersectional (Intersectionality):** refers to how a person's lived experiences are shaped by the interaction of different social positions that can result in privilege or oppression. These may include sex, sexual identity, gender identity or expression, Indigeneity, race, ethnicity, dis/ability, or faith. These interactions are rooted in and shaped by interconnecting systems of power such as colonialism, racism, homophobia and transphobia, ableism, and patriarchy.

**Misogyny:** means the belief or attitude that men and masculinity, are more valuable, powerful or naturally dominant than women and femininity.

**Peer-to-peer:** means interactions between children or youth who are close in age or stage of development.

**Physical abuse:** is the intentional use of force against someone without their consent. It can cause pain or injuries that may be long lasting. Physical abuse can include:

- pushing or shoving
- hitting, slapping or kicking

- pinching or punching
- strangling or choking
- spitting or biting
- stabbing or cutting
- throwing objects at someone
- damaging someone's property
- holding someone down
- other acts that hurt or cause physical harm

**Sexual Assault:** is any sexual contact without the other person's consent and can range from unwanted kissing or sexual touching to forced sexual intercourse (also known as rape).

**Sexual Abuse:** describes any situation where a person is forced, pressured, or manipulated into unwanted sexual activity, and can include being forced to look at or watch sexual images or acts.

**Sexual Exploitation:** occurs when someone uses a position of power, authority, or trust for sexual purposes, and can include, but is not limited to, situations involving blackmail.

**Sexual Harassment:** refers to any unwanted sexual behaviour which contributes to an intimidating, hostile, offensive, or uncomfortable learning or work environment. It can happen in person or online, and may include, but is not limited to:

- Unwanted sexual comments, flirting, advances, or propositions
- Requests for sexual favours
- Unwanted physical contact of a sexual nature (such as touching, grabbing, pinching, or brushing up against a person)
- Sexually suggestive, obscene, or degrading comments or gestures, or name-calling
- Sexual jokes or remarks
- Leering, staring, or catcalling
- Stalking or cyber-stalking
- Sharing or displaying sexual images, videos, or livestreams, including material involving sexual violence
- Creating AI generated sexual images of another person
- Unwanted questions or remarks or rumours about someone's sex life, appearance, clothing, gender expression or sexual orientation
- Promises of rewards (spoken or implied) in exchange for complying with a sexual request
- Intimidation, such as blocking or cornering someone in a sexual way
- Microaggressions of a sexual nature

**Stalking:** involves repeated unwanted attention that makes someone feel uncomfortable or afraid, and can include repeatedly following, watching, or communicating with someone over time

**Trafficking:** involves recruiting, housing, controlling, or transporting a person for the purpose of sexually exploiting them or enabling their exploitation.

**Transphobia:** refers to attitudes or actions that deny, disrespect or violate the existence and human rights of trans people.

**Trauma-Informed:** means recognizing how trauma affects the brain and a person's life and responding in ways that avoid re-traumatization. A trauma-informed approach prioritizes safety, choice, empowerment, and respect, acknowledges that healing looks different for everyone, and rejects myths and stereotypes about victims and survivors of sexual and gender-based violence.

**Two-Spirit:** is a term used to describe an Indigenous person who embodies both masculine and feminine qualities, often involving a spiritual, cultural and gender identity outside the Western gender binary.

**2SLGBTQIA+:** is an acronym that stands for Two-Spirit, lesbian, gay, bisexual, trans, queer, intersex, and asexual, and the '+' recognizes that there are many more gender and sexual identities as well.

**Victim/survivor:** refers to a person who has experienced gender-based violence and/or sexual misconduct.

**Voyeurism:** means watching someone for sexualized purposes without their knowledge and consent, including but not limited to while they are undressing, naked, or engaged in sexual or other private activity; includes "up-skirting".

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## Sanctuary Schools Policy

### PREAMBLE

The Board of Education affirms the role of public education in supporting the well-being, dignity, and success of all students. Schools must be safe, inclusive, and welcoming environments where students are able to participate and learn without barriers related to their personal circumstances.

The Board of Education recognizes that students and families may experience uncertainty or vulnerability related to immigration or residency status. The purpose of this policy is to affirm that every student has the right to access public education without fear and that the district will act in accordance with its legal and moral obligations to protect student privacy, equity, and human dignity.

### POLICY STATEMENT

All school-age children who are ordinarily resident within the boundaries of the district are entitled to admission to school and the provision of educational services in accordance with the School Act.

This commitment applies to students and families regardless of immigration or residency status. No child who is ordinarily resident in the district will be denied access to education based solely on immigration status.

### OBJECTIVES

- Schools are expected to ensure that students can participate fully in educational programs and school life without barriers related to personal circumstances, including immigration or residency status.
- All school-age children who are ordinarily resident within the district are entitled to access public education in accordance with the School Act.
- No student who is ordinarily resident will be denied admission or access to educational services based solely on immigration or residency status.
- The District will take reasonable steps to support equitable access to education, recognizing its importance to student well-being and community inclusion.
- Personal information collected for the purposes of registration, student records, and educational programming will be used, stored, and disclosed in accordance with applicable privacy legislation, including the Freedom of Information and Protection of Privacy Act.
- The District will not disclose personal information related to a student or their family to external parties except where legally required or permitted. Any such disclosure will be conducted in accordance with established District protocols.

- The Superintendent develop and maintain Administrative Procedures to support the implementation of this policy. These procedures will provide direction to schools and staff regarding roles, responsibilities, and processes to ensure consistent and compliant application across the District.

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Legal Reference:

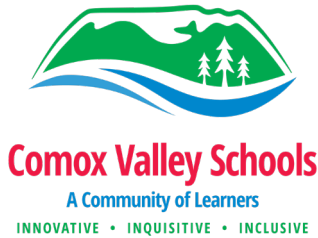
School Act (RSBC 1996, c. 412)

Freedom of Information and Protection of Privacy Act (RSBC 1996, c. 165)

British Columbia Human Rights Code (RSBC 1996, c. 210)

Canadian Charter of Rights and Freedoms (Part I of the Constitution Act, 1982)

Adopted: June 2026



**BRIEFING NOTE**

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**TO:** Committee of the Whole **DATE:** June 9, 2026  
**FROM:** Molly Proudfoot, Director of Operations  
**RE:** **Proposed 2027-28 5-Year Major Capital Plan Submission**

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**Purpose**

To provide the Committee of the Whole with the proposed 27–28 5-Year Major Capital submission, due June 30, 2026 for input prior to presenting to the Board for consideration at their June 23<sup>rd</sup> meeting.

**Strategic Plan Alignment**

The 5-Year Major Capital Plan submission aligns with the District’s Strategic Plan by ensuring that new infrastructure and significant upgrades support inclusive, holistic, and personalized learning environments. This alignment is reflected through the incorporation of flexible learning spaces, technology-enhanced classrooms, and environments designed for experiential and land-based learning. Future learning spaces will prioritize safety, equity, and the integration of Indigenous perspectives, reinforcing the District’s commitment to Truth and Reconciliation. By adhering to these principles, the District will continue to foster environments where every student can grow, thrive, and share their unique gifts.

**Background**

Annual 5-Year Capital Plan submissions from Boards of Education enable the Ministry to identify and prioritize capital projects for potential inclusion in the provincial Capital Plan for the upcoming fiscal year. These submissions also provide critical insight into longer-term capital priorities, supporting government planning and informing anticipated funding needs across the public education system.

The Ministry of Infrastructure uses a web-based Capital Asset Planning System (MyCAPS) to support school districts in preparing and submitting their annual 5-Year Capital Plans.

**Long-Range Facilities Plan (LRFP)**

In Fall 2025, the School District engaged a consultant to update its 10-Year Long-Range Facilities Plan (LRFP). This plan provides a strategic framework to guide decisions on capital investments in school buildings, sites, and learning environments over the next decade.

As a Ministry-required planning document, the LRFP supports the effective management of district facilities. It addresses key considerations such as enrolment trends, space utilization, evolving program needs, accessibility, safety, and sustainability.

The updated LRFP builds on previous planning work, aligns with the District’s Strategic Plan, and informs future capital submissions to the Ministry of Infrastructure.

A comprehensive engagement process was undertaken to ensure the LRFP reflects a broad range of perspectives and priorities. This included input from the Board of Education, partners and rights holders, and the broader public. Engagement activities were designed to gather meaningful feedback on facility needs, long-term planning considerations, and emerging priorities to inform the plan’s development.

**Engagement activities included:**

- **Committee of the Whole; Info Session** – November 2025
- **Board Engagement** – March 2026
- **Partner and Rights Holder Engagement** – May 2026
- **Public Feedback Survey** – April-May 2026

To date, the consultant’s work has focused on discovery, analysis, and the development of recommendations to support this year’s Major Capital submission. A key component has been refining the District’s 10-year enrolment projections using local data and insights.

Findings indicate that previously identified Major Capital priorities remain valid and are recommended for resubmission.

Through Summer 2026, the consultant will continue refining long-term recommendations and completing the remaining components of the draft LRFP, with finalization anticipated in Fall 2026.

**Annual Submission & Approval Process:**

- **April 2026:** Ministry releases Capital Plan instructions.
- **May–September 2026:** District prepares 5-Year Major and Minor Capital Plans.
- **June 30, 2026:** Submission of 5-Year Major Capital Plan.
- **September 30, 2026:** Submission of 5-Year Minor Capital Plan.
- **October 1, 2026:** Submission of Food Infrastructure Program Plan.
- **August–December 2026:** Ministry of Infrastructure reviews and prioritizes submissions, establishes capital budgets, and provides recommendations to the Minister of Education.
- **January–March 2027:** Ministry finalizes and approves the Capital Plan; response letters issued to districts by March 2027.

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

**Major Capital Funding Programs:**

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

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

**Recommended Project Requests (in priority order):**

**SMP – SEISMIC MITIGATION**

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

**EXP – NEW SCHOOLS, ADDITIONS, & SITE ACQUISITION**

School	Project Details
Georges P. Vanier Secondary	Design & construct a pre-fab addition to address over capacity.
Mark R. Isfeld Secondary	Design & construct an addition to address area pressures.

**REP – REPLACEMENTS**

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

**RDP – RURAL DISTRICTS PROGRAM**

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

Respectfully submitted,



Molly Proudfoot  
Director of Operations