

REGULAR BOARD MEETING AGENDA

Tuesday June 23, 2026

7:00 pm

A copy of the Regular Board Meeting Agenda is available on the [School District website](#)

Public Board Meetings are recorded and live streamed on the [School District's YouTube channel](#).

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

1. Call to Order

2. Welcome and Land Acknowledgement

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.

3. Agenda Changes/Additions

4. Adoption of Agenda

Pages 1-5

Recommended Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the June 23, 2026, Regular Board Meeting Agenda as presented.

5. Adoption of Board Meeting Minutes

Recommended Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the May 19, 2026, Special Public Board Meeting Minutes as presented.

Pages 6-7

Recommended Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the May 26, 2026, Regular Public Board Meeting Minutes as presented.

Pages 8-14

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.*

6. Record of In-Camera Meeting Minutes

Page 15

- May 26, 2026 – Regular In-Camera Meeting
- June 2, 2026 – Special In-Camera Meeting
- June 9, 2026 – Closed Committee of the Whole Meeting

7. Presentations / Delegations

A. Equity Scan

Pages 16-74

Joe Heslip, Associate Superintendent

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Equity in Action Report dated June 23, 2026, as presented.

8. Announcements

A. Board Chairperson Report

B. Superintendent Report

C. Trustee Reports

i. Superintendent Performance Appraisal Working Group

Sarah Jane Howe, Working Group Chair

9. Standing Committee Reports

A. Open Committee of the Whole Board Report

Pages 75-76

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Open Committee of the Whole Board Report dated June 9, 2026, as presented.

B. Ad Hoc Policy Committee Board Report

Shannon Aldinger, Committee Chair

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) **rescind** the motion passed in the May 26, 2026, meeting receiving the May 5 and 19, 2026 Ad Hoc Policy Committee Board Reports as the May 5, 2026, Board Report was not made available to Trustees prior to the vote.

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

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Recommended Motion:

Pages 77-79

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Ad Hoc Policy Committee Board Report dated May 5, 2026, now that they have been made available.

Recommended Motion:

Pages 80-82

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Ad Hoc Policy Committee Board Report dated May 19, 2026, as presented.

Recommended Motion:

Pages 83-88

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Gender-based Violence and Sexual Misconduct policy as presented.

Recommended Motion:

Page 89

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Sanctuary Schools policy as presented.

Recommended Motion:

Pages 90-109

THAT the Board of Education of School District No. 71 (Comox Valley) approve the revised Board Committee policy as presented.

Recommended Motion:

Pages 110-129

THAT the Board of Education of School District No. 71 (Comox Valley) give all 3 readings of the Trustee Election Bylaw, this 23rd day of June 2026.

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) give first, second and third readings to the Trustee Election Bylaw No. 1D.

Recommended Motion:

Pages 130-149

THAT the Board of Education of School District No. 71 (Comox Valley) remove Appendix A from the Board Operations Policy, as trustee election procedures are governed by the Trustee Elections Bylaw which takes precedence; and

THAT the Board direct a review of the Board Operations Policy by the *Support Services Committee* to bring forward recommended revisions to align the policy with recently updated Board policies, bylaws, and governance practices.

Recommended Motion:

Pages 150-152

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Ad Hoc Policy Committee Board Report dated June 16, 2026.

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

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10. Decision Items

- A. Major Capital Plan**
Molly Proudfoot, Director of Operations

Pages 153-155

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) in accordance with provisions under section 142 (4) of the School Act, approve the proposed Five-Year Capital Plan (Major Capital Programs) for 2027\28, as provided on the Five-Year Capital Plan Summary for 2027/28 submitted to the Ministry of Infrastructure.

11. Information Items

A. Learning Services

- i. District Progress Report (Spring)**
Jeremy Morrow, Superintendent

Pages 156-182

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Spring 2026 Progress Report, as presented.

B. Business Services

- i. None

12. Board Business

A. Unfinished Business

- i. None

B. New Business

- i. 2026-27 Board Meeting Schedule**
Harold Cull, Secretary-Treasurer

Pages 183

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the 2026-27 Board Meeting Schedule, as presented.

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

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- ii. **2026-27 Board Work Plan**
Harold Cull, Secretary-Treasurer

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the 2026-27 Board Work Plan, as presented.

13. Correspondence

- A. None

14. Public Question Period to the Board

- A. None

15. Adjournment

Recommended Motion:

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



SPECIAL PUBLIC BOARD MEETING MINUTES
Tuesday May 19, 2026
7:00 pm

In Attendance:

Trustees:

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

Staff:

Dr. Jeremy Morrow, Superintendent of Schools
Harold Cull, Secretary-Treasurer
Candice Hilton, Director of Finance

Regrets: Jennifer Nelson, Assistant Secretary-Treasurer

Recording Secretary: Candace Jesson, Manager Administrative Services & Projects

1. Call to Order

The Board Chairperson called the meeting to order at 7:00 pm.

2. Welcome and Land Acknowledgement

The Board of Education acknowledged that the meeting took place on the traditional territories of the K'ómoks First Nation and thanked them for the privilege of living on their land and the gift of working with their children.

3. Adoption of Agenda

Pages 1

Motion: (RPS-2026-05-19-01)

THAT the Board of Education of School District No.71 (Comox Valley) adopt the May 19, 2026, Special Regular Board Meeting Agenda as presented.

Caton/Howe

CARRIED

4. Decision Items

A. 2026/27 Annual Budget Bylaw

Pages 2-18

Harold Cull, Secretary-Treasurer

The Secretary-Treasurer gave an overview of the proposed annual budget. Trustees and partners asked questions for clarification and staff answered.

Motion: (RPS-2026-05-19-02)

THAT the Board of Education of School District No. 71 (Comox Valley) gives first reading to the 26/27 Annual Budget Bylaw in the amount of \$173,446,504 at their meeting on May 19, 2026.

Caton/McCannel-Keene

CARRIED UNANIMOUSLY

5. Public Question Period to the Board

6. Adjournment – 7:47 pm

Recommended Motion:

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

CARRIED

Board Approved on:

June 23, 2026

Certified Correct:

Harold Cull
Secretary-Treasurer

Michelle Waite
Board Chairperson

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

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REGULAR BOARD MEETING MINUTES
Tuesday May 26, 2026
7:00 pm

In Attendance:

Trustees:

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

Staff:

Dr. Jeremy Morrow, Superintendent of Schools
Harold Cull, Secretary-Treasurer
Jennifer Nelson, Assistant Secretary-Treasurer
Dr. Vivian Collyer, Associate Superintendent
Joe Heslip, Associate Superintendent
Jay Dixon, Associate Superintendent
Tara Ryan, District Principal Inclusive Education
Candice Hilton, Director of Finance
Molly Proudfoot, Director of Operations
Josh Porter, Director of IT
Craig Sorochan, Manager of Communications

Regrets: none

Recording Secretary: Candace Jesson, Manager Administrative Services & Projects

1. Call to Order

The Board Chairperson called the meeting to order at 7:03 pm.

2. Welcome and Land Acknowledgement

The Board of Education acknowledged that the meeting took place on the traditional territories of the K'ómoks First Nation and thanked them for the privilege of living on their land and the gift of working with their children.

3. Agenda Changes/Additions

None

4. Adoption of Agenda

Motion: (RP-2026-05-26-01)

THAT the Board of Education of School District No.71 (Comox Valley) adopt the May 26, 2026, Regular Board Meeting Agenda as presented.

Caton/Howe

CARRIED

Pages 1-5

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

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5. Board Meeting Minutes

Pages 6-12

Motion: (RP-2026-05-26-02)

THAT the Board of Education of School District No.71 (Comox Valley) adopt the April 28, 2026, Regular Board Meeting Minutes as presented.

Howe/McCannel-Keene

CARRIED

6. Record of In-Camera Meetings

Page 13

- April 28, 2026 – Regular In-Camera Meeting
- May 12, 2026 – Closed Committee of the Whole Meeting
- May 19, 2026 – Special In-Camera Meeting

7. Presentations / Delegations

A. None

8. Announcements

A. Board Chairperson Report

Pages 14-15

The Board Chair also acknowledged the District's *Indigenous Brilliance* professional development day, upcoming commencement ceremonies including the first annual District Indigenous Graduation Ceremony, National AccessAbility Week, and Pride Month, recognizing the district's continued commitment to inclusion, accessibility, and student success. Furthermore, the Board Chair highlighted the Board's enhanced 2025/26 budget engagement and planning process, noting increased public participation, expanded consultation opportunities, and earlier financial planning timelines aligned with district strategic priorities.

B. Superintendent Report

The Superintendent highlighted several recent district initiatives, events, and achievements, including Indigenous Brilliance Day of Learning, the third annual Inclusive Sports Festival, recognition of an Airport Elementary StrongStart educator by Métis Nation BC, continued learning visits to the Kumugwe Big House, the Mark R. Isfeld Secondary senior girls soccer team's undefeated season and qualification for provincials, the district-hosted Hackergal Hackathon, and the second annual Enduro Mountain Bike Race in Cumberland. Congratulations were also extended to graduating students across the district as commencement season begins.

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C. Trustee Reports

i. Indigenous Education Council (IEC)

Pages 16-17

Cristi May Sacht, Trustee Representative

Trustee May Sacht highlighted associated events and celebrations in addition to the report provided.

9. Standing Committee Reports

A. Open Committee of the Whole Board Report

Pages 18-19

Next Open Committee of the Whole Meeting:

DATE: June 9, 2026

TIME: 7:00 pm

LOCATION: School Board Office: 2488 Idiens Way, Courtenay

Motion: (RP-2026-05-26-03)

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Open Committee of the Whole Board Report dated May 12, 2026.

Howe/May Sacht

CARRIED

B. Ad Hoc Policy Committee Board Report

Pages 20-33

Next Ad Hoc Policy Committee Meeting:

DATE: June 16, 2026

TIME: 5:30 pm

LOCATION: School Board Office: 2488 Idiens Way, Courtenay

Highlighted policies proposed for discussion at the June Open Committee of the Whole meeting.

Motion: (RP-2026-05-26-04)

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Ad Hoc Policy Committee Board Reports dated May 5 and May 19, 2026.

Aldinger/Leslie

CARRIED

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

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Motion: (RP-2026-05-26-05)

THAT the Board of Education of School District No. 71 (Comox Valley) approve the proposed policy template for Board use, with flexibility for the inclusion of additional elements where appropriate.

Howe/McCannel-Keene

CARRIED

Motion: (RP-2026-05-26-06)

THAT the Board of Education of School District No. 71 (Comox Valley) provide the draft Gender-based Violence and Sexual Misconduct policy for rightsholders and partner feedback at the June 9, 2026 Open Committee of the Whole meeting.

Howe/Leslie

CARRIED

Motion: (RP-2026-05-26-07)

THAT the Board of Education of School District No. 71 (Comox Valley) provide the draft Sanctuary Schools policy for rightsholders and partner feedback at the June 9, 2026 Open Committee of the Whole meeting.

Howe/May Sacht

CARRIED

Motion: (RP-2026-05-26-08)

THAT the Board of Education of School District No. 71 (Comox Valley) approve the revised 'Equity and Non-discrimination' policy, as presented.

Howe/Waite

CARRIED

10. Decision Items

A. 2026-27 School Fees

Jay Dixon, Associate Superintendent

Pages 34-42

Motion: (RP-2026-05-26-08)

THAT the Board of Education of School District No. 71 (Comox Valley) approve the attached Fee Schedules for the 2026-27 school year.

Howe/Leslie

CARRIED

B. 2026/27 Annual Budget Bylaw

Harold Cull, Secretary-Treasurer

Pages 43-60

The Secretary-Treasurer presented the Annual Budget Bylaw and provided an overview of the District's 2025/26 budget development process, including public and

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partner engagement, strategic alignment considerations, and key financial assumptions. Trustee questions were asked and answered.

Motion: (RP-2026-05-26-09)

THAT the Board of Education of School District No. 71 (Comox Valley) gives second and third reading to the 26/27 Annual Budget Bylaw in the amount of \$173,446,504 at their meeting May 26, 2026.

Howe/Caton

CARRIED

11. Information Items

A. Learning Services

i. Accessibility Update

Joe Heslip, Associate Superintendent

Pages 61-63

Tara Ryan, District Vice Principal of Inclusive Education and Accessibility Committee Chair provided an update including student participation, accessibility audits completed at seven schools, and ongoing efforts to support accessibility and inclusion across the district. The Committee also highlighted collaboration with Operations staff, recognition of National AccessAbility Week, and priorities for continued accessibility planning and awareness in 2026/27.

Motion: (RP-2026-05-26-10)

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Accessibility Report as presented.

Howe/May Sacht

CARRIED

ii. Gender-based Violence and Sexual Health Update

Jeremy Morrow, Superintendent

Pages 64-65

The Superintendent provided an update on progress related to the Gender-Based Violence Working Committee recommendations, including expanded consent education resources, professional learning, student supports, safer and more inclusive school initiatives, and the appointment of a K-12 Lead Teacher: Sexual Health and Gender-Based Violence Education. Expected upcoming work includes awareness initiatives, engagement planning, and the development of administrative procedures to support implementation of the Board's Gender-Based Violence and Sexual Misconduct policy.

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

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Motion: (RP-2026-05-26-11)

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

Howe/Aldinger

CARRIED

B. Business Services

i. 2026 May Enrolment Update

Jay Dixon, Associate Superintendent

Pages 66-68

Associate Superintendent Dixon provided a report comparing projected and actual 2025/26 Online Learning enrolment figures at NIDES, noting that actual enrolment exceeded projections in September, February, and May. The Board also received information regarding the Ministry of Education and Child Care's funding framework for Online Learning enrolment.

Motion: (RP-2026-05-26-12)

THAT the Board of Education of School District No. 71 (Comox Valley) receive the 2025-2026 May Online Learning Enrolment Report as presented.

Howe/May Sacht

CARRIED

ii. Carbon Neutral Action Report

Molly Proudfoot, Director of Operations

Page 69

Staff informed the Board that the 2025 PSO Climate Change Accountability Report will be submitted to the Ministry of Energy and Climate Solutions by May 30, 2026, in accordance with the *Climate Change Accountability Act* and Carbon Neutral Government Regulation. Highlights included a 2% decline in emissions despite growth in the district. Overall we have had a 33% reduction since the benchmark year of 2010, albeit it is more and more challenging due to an increase in electrical costs due to water shortages.

Motion: (RP-2026-05-26-13)

THAT the Board of Education of School District No. 71 (Comox Valley) receive the 2025 PSO Climate Change Accountability, as presented.

Howe/May Sacht

CARRIED

12. Board Business

A. Unfinished Business

- i. None

B. New Business

- i. None

13. Correspondence

- A. None

14. Public Question Period to the Board

Questions were asked and answered.

15. Adjournment – 8:45 pm

Motion:

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

Howe/McCannel-Keene

CARRIED

Board Approved on:

June 23, 2026

Certified Correct:

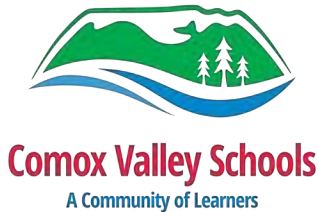
Harold Cull
Secretary-Treasurer

Michelle Waite
Board Chairperson

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Comox Valley Schools

School District No. 71
Office of the Secretary Treasurer

RECORD OF IN-CAMERA MEETINGS

TO: Board of Education **DATE:** June 23 2026
FROM: Office of the Secretary Treasurer
RE: Record of In-Camera Meetings

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

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

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

May 28, 2026 – Regular In-Camera Meeting

1. Receipt of and updates on governance matters, information for the Board
2. Receipt of and updates on personnel/legal matters, information for the Board
3. Receipt of and updates on land/property matters, information for the Board

The meeting was called to order at 5:30 pm and adjourned at 6:49 pm.

June 2, 2026 – Special In-Camera Meeting

1. Receipt of and updates on governance matters, information for the Board

The meeting was called to order at 5:32 pm and adjourned at 7:08 pm.

June 9, 2026 – Closed Committee of the Whole Meeting

1. Receipt of and updates on governance matters, information for the Board
2. Receipt of and updates on land/property matters, information for the Board

The meeting was called to order at 5:38 pm and adjourned at 6:55 pm.

Equity In Action Final Report

School District No. 71 (Comox Valley)

Equity for Indigenous Learners

Prepared by: Dr. Gerald Morton & Dr. Joe Heslip

June 2026

Prepared for: Community Led District Equity Scanning Team



Preface

Land Acknowledgment

Land acknowledgements may be formalized or personalized. As the district leader responsible for implementing the Equity Scan, I have chosen to begin this report with a personalized land acknowledgement that embraces an Indigenous worldview respecting multiple perspectives, histories, and ways of knowing. Honouring ALL local First Nations members' perspective means that there is currently no *singular* way to acknowledge the territory that our schools operate on. Therefore, I would like to acknowledge that this Equity Scan was conducted on the unceded ancestral territory of the Pentlatch, E'ik'w'sən, Sahtlout, and Sasitla Peoples. I respectfully acknowledge the territory of K'ómoks First Nation and honour our responsibilities and reciprocal relationship with KFN Chief and Council as we serve K'ómoks students. The way that we acknowledge territory on this Land may change as we learn more, and I will endeavour to listen carefully and walk gently moving forward.

Acknowledgment of the Equity Scan Committee

This work would not have been possible without the Community Led Equity Scanning Team (CLEST). The CLEST is an all Indigenous group consisting of individuals with First Nations, Inuit and Métis heritage. Their guidance, trust, and commitment to Indigenous students shaped every stage of this engagement.

[Hereditary Chief Rob Everson, Hereditary Chief Trevor Hardy, Hereditary Chief Wedlidi Speck, KFN Elected Councillor Candace Newman, KFN Elected Counsellor Susan Savoie, Inuit rep, Letitia Pokiak, MIKI'SIW Metis Elder Colleen Devlin, MIKI'SIW Metis rep Heather Grealey, (alternate), IEC rep Trish McPhail, IEC rep Keisha Everson, KFN Elder Fernanda Pare, Community Elder Evelyn Voyageur, Community Elder Edna Leask, (alternate) Former KFN student rep Mahatta Price, Current Indigenous student reps Greg Hanson, Sophia Martin, CUPE rep Cheryl Graham, Trustee Susan Leslie, CDTA rep Lynn Swift, PVPA rep Lelaina Jules, PVPA rep Jeannine Lindsay, Exempt staff rep Chettie Macdonald, BCSSA rep Joe Heslip] – Thank you to Ilana Blunt for data support.

We raise our hands in gratitude and respect for their time, brilliance, thoughtful consideration and care.



Community Led Equity Scanning Team

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1. Executive Summary

Despite having trusted and caring adults, engaged communities, and committed staff, Indigenous students and community lack confidence that schools will take effective, accountable action when bias and inconsistency are reported. This report documents students' equity concerns, inequitable experiences and outcomes, the district's response gaps and their underlying causes, and proposes seven action priorities to close them.

At a Glance	Value
Students surveyed	560 of 1,822+ (328 elementary; 232 secondary)
Teachers surveyed	531 of 694 (based on Q2 EDAS, July 1, 2025 – Dec 31, 2025)
CUPE members surveyed	188 of ~639
Schools (Qualitative data)	11 of 22
Schools (Quantitative data)	22
District Programs	Indigenous Ed, Inclusive Ed, Centralized Staff,
Trustees / District Leadership	Anonymized
Comments from Quantitative and Qualitative Data	54,000+
Major Findings (Themes)	8 identified
Action priorities	7 identified



St'iXim / Spilus at Pentlatch (Comox) Lake

2. Background & Context

2.1 Data Analysis and Interpretation Project Overview

This report presents the findings of a data analysis and interpretation contract awarded to Dr. Gerald Morton by School District No. 71. The work drew on quantitative surveys from Indigenous students, teachers, CUPE members, principals, trustees, and district leadership, qualitative coding of facilitated discussion notes from 11 schools, and ministry attendance and school completion data. Administered by Dr. Joe Heslip, the contract ran December 20, 2025 through May 29, 2026. **Direct quotes articulated in this report are verbatim (unless edited to ensure anonymity). No quotes are attributable to Artificial Intelligence.*

Project Detail	
Contractor	Dr. Gerald Morton
Client	School District No. 71, Comox Valley
Contract period	December 20, 2025 – May 29, 2026
Administered by	Dr. Joe Heslip

2.2 Policy Context

[The calls to provide Equity for Indigenous Learners is supported through local, provincial, national and international agreements and legislation]

Local Education Agreement

K'ómoks, pursuant to its inherent jurisdiction over the education of its children, has the authority and responsibility for the education of K'ómoks Students and desires to ensure its students all have access to, and receive, quality education that is respectful and reflective of their unique culture and history; Principals, teachers and other staff in BC Public Schools have a critical role to play in the provision of quality education programs and services for K'ómoks Students and in the implementation and effectiveness of the LEAs they enter into.

(Source: Local Education Agreement, 2022)

Enhancement Agreement

The Aboriginal Education Enhancement Agreement (AEEA) is designed to enhance the educational success of Aboriginal students. It is a working agreement between our school district, all local Aboriginal communities, and the Ministry of Education designed to improve Aboriginal student success. The AEEA also establishes a collaborative partnership between Aboriginal communities and school districts that involves governance, shared decision making and specific goal setting to meet the educational needs of Aboriginal students. AEEAs highlight the importance of academic performance and stress the integral nature of Aboriginal traditional culture to Aboriginal student development and success. Fundamental to AEEAs is the requirement that school districts provide strong programs on the culture of local First Nations' Peoples on whose traditional territories the districts are located.

(Source: Enhancement Agreement, 2014)

Distinctions Based Approach

The Province is required to take a distinctions-based approach in all of its relations with First Nations, Métis, and Inuit. This requirement has a legal foundation in the Constitution Act, 1982; the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration); the Declaration on the Rights of Indigenous Peoples Act (Declaration Act); treaties; as well as the respective and distinct laws, legal systems, and systems of governance of First Nations, Métis, and Inuit. The Supreme Court of Canada has confirmed that section 35(1) of the Constitution Act, 1982 includes a recognition of the “distinctive societies” of Indigenous Peoples, with “their own practices, traditions, and cultures.” First Nations and Inuit are “distinctive societies” that pre-existed the arrival of Europeans, as sovereigns over their territories; and, Métis are “distinctive peoples who, in addition to their mixed ancestry, developed their own customs, way of life, and recognizable group identity separate from their [First Nations] or Inuit and European forebears.

(Source: Government of British Columbia, 2023)

B.C. Declaration on the Rights of Indigenous Peoples Act

The United Nations General Assembly adopted the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) in 2007. This Act includes 46 articles covering all facets of human rights of Indigenous Peoples including: culture, identity, religion, language, health, education and community. In November 2019, the provincial government unanimously passed legislation to implement the UN Declaration, which the Truth and Reconciliation Commission affirms as the framework for reconciliation. The Declaration on the Rights of Indigenous Peoples Act articulates a process to align B.C.’s laws with the UN Declaration. The Act mandates the province to ensure laws are in alignment with the UN Declaration. This requires the creation and maintenance of an action plan to achieve this work over time, thereby providing transparency and accountability.

(Source: Government of British Columbia, 2019)

Professional Standards for BC Educators, Standard 9

In British Columbia, standard 9 came into effect in 2019. This standard requires educators to respectfully embed Indigenous ways of knowing and being into their pedagogy. “Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, cultures of First Nations, Inuit and Métis. Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

(Source: Government of British Columbia, 2019)

2.3 Decision Makers

[CLEST Rightsholders have authority over the scope, objectives and processes of the Equity Scan. District Leadership are responsible for acting on prioritized recommendations]

The Equity Scanning framework, data analysis, and interpretation has uncovered and highlighted barriers for Indigenous learners. This report articulates themes and includes recommendations of targeted strategies. Responsibility rests with CLEST Rightsholders to prioritize themes to address inequities and provide direction and recommendations to district leadership.



Community Led Equity Scanning Team

3. Methodology

3.1 Data Sources

- 328 Indigenous elementary students surveyed (Quantitative)
- 232 Indigenous secondary students surveyed (Quantitative)
- 11 schools; facilitated staff discussion notes coded (Qualitative)
- 13 schools; facilitated K-12 student discussion notes coded (Qualitative)
- 22 schools; facilitated staff and student surveys
- Indigenous Education, Inclusive Education, centralized staff (Quantitative/qualitative)
- IEC (Qualitative)
- HAWD Report, MOECC, Power BI attendance, Suspension data (Quantitative)
- Community Engagement: KFN, MIKĪ'SIW, Wachiay & Indigenous Community (Qualitative)
- CUPE staff, (Quantitative & Qualitative)
- Indigenous Support Worker Circle (Qualitative)
- CDTA staff, (Quantitative & Qualitative)
- Trustees, (Quantitative & Qualitative)
- District leadership (Quantitative & Qualitative)
- Community Led Equity Scanning Team Circles x 7 (Qualitative)
- PVP (Quantitative & Qualitative)

3.2 Protocols Observed

[Prior to the creation of the CLEST, senior leadership sought to engage respectfully with Hereditary leadership and elected KFN Chief and Council members]

September - November, 2024, in person visits, phone calls, and/or written information with gifts of blankets shared with Hereditary leaders (Alan Mitchell, Cory Frank, Kerry Frank, Bruce Billie, Rob Everson, Trevor Hardy, Wedlidi Speck) and K'ómoks First Nation Elected Chief (Ken Price) and Councillor (Coral MacKay). **Appendix 1A*

CLEST circles begin with welcome or acknowledgement of territory and grounding with all participants.

CLEST circles end with Cedar Brushing from local knowledge holders to release negative feelings.

3.3 Communications

[IEC, KFN, MIKI'SIW, BOE, DPAC, CUPE, CDTA, PVPA, MOECC]

During the fall of 2024, district leadership held individual meetings and presentations with Rightsholders and partner groups to initiate and maintain reciprocal relationships, answer questions, dispel myths, gain insights from previous Equity Scan, provide draft messaging to executives to share with members, ensuring alignment with the purpose of the work. Share draft workplan **Appendix 1B*

October 2024 BOE meeting, associate superintendent shared 8 key themes from 5 years of Equity Scanning across the Province **Appendix 1C*

3.4 CLEST Planning and Implementation of Scan

[Meeting structure, timeline, planning, deliverables]

January 10, 2025 - Introduction to the Equity Scan Process. Provincial themes, Draft Workplan, Video [Equity in Action: Moving Forward Together](#)

February 21, 2025 - Create and review template survey (147 Questions) **Appendix 1D*

April 11, 2025 - Finalize all survey questions for staff / student / community discussions. Finalize staff scanning process. Creation of School based equity scanning teams and materials. [School Based Equity Scanning Instructional Video](#), *Appendix 1E*

June 13, 2025 - District update on PVP, CUPE, CDTA quantitative survey data (totalling 362 respondents) and qualitative inquiry circles. Initial data review through SD71 data analyst Ilana Blunt. Equity Scanning Circle Inquiry of the CLEST,

October 17, 2025 - Complete Equity Scanning Circle Inquiry of the CLEST. Review and advise next steps of equity framework. Indigenous student scanning. [Resources for Equity Scanning Indigenous Students](#) Review suspension data and direct anonymous quotes from staff/community surveys. Videographer hired to document CLEST and the Equity Scan.

December 12, 2025 - Filming of meeting for Equity video to be shared with the public. Online Survey Closed Dec 11. Review 5 community circle gatherings. CLEST directs staff to work with Gerald Morton for data analysis and interpretation. Data analysis begins.

February 13, 2026 - Equity video screening and recommendations to final edit. Gerald shared initial themes, [emerging patterns and propositions](#) from the data.

May 29, 2026 - Review draft final report. Review final [equity video](#).

June 15, 2026 - CLEST provides direction regarding next steps of Equity Action Plan.

3.5 Analytical Approach

The analysis ran two streams. Quantitative: surveys from students, staff, and community groups were analyzed using descriptive statistics. Cross-tabulations identified patterns across respondent groups. Results were benchmarked against School District 71 and provincial averages. Qualitative: facilitated discussion notes from 11 schools and seven community circles were thematically coded. Themes emerged from the data, not from prior assumptions. Where both streams converge, confidence in a finding is higher. Divergence is noted in the text.

3.6 Limitations

This study has several limitations. First, voluntary participation introduces self-selection bias, meaning that participants with particularly strong views—either positive or negative—were more likely to respond. Second, the facilitated discussions may be subject to a social desirability effect, where participants moderate their responses in a group setting. Third, the qualitative themes are illustrative, not exhaustive; they capture only what was reported, not what may have been withheld. Finally, the assessment data used in Section 5 ("Being in School") includes only students who participated in the assessments, a limitation whose impact is discussed further in that section.



Kumugwe Big House

4. Survey Findings

Eight findings. Each integrates quantitative evidence and voices from the field.

Finding 1: The Reporting Trust Gap

86.2% of students have a trusted adult. Only 40.5% say past reports were acted on. Gap: 45.7 points.

The Trust Gap

Where Indigenous students experience the system — and where the system fails them.

Most students know who to tell. Far fewer believe it will make a difference.



The system has the people. It does not yet have the method.

Source: SD71 Indigenous student surveys, secondary level (n = 232).

“I was bullied for 3 years straight and sometimes right in front of adults and they did nothing.”

— Indigenous Elementary Student, Survey

“My kid got harassed all the time at school. I’m not satisfied with how the school dealt with the racism my kid experienced.”

— Indigenous Community, Discussion

“I have been a victim of racism, and I did not feel confident or comfortable to ask someone for help.”

— Indigenous Student, Discussion

“Teachers desperately want to do well by our vulnerable students. But we can only do so much when we ourselves are so vulnerable.”

— Teacher, Survey

“The school system is screwed up over dealing with racism...guess who gets in trouble?!”

— Indigenous Community, Discussion

“Things have gotten better, but 2 years ago, a teacher humiliated an Indigenous student in front of the class.”

— Indigenous Community, Discussion

Notes & Reflections

Finding 2: The Adult Perception Gap

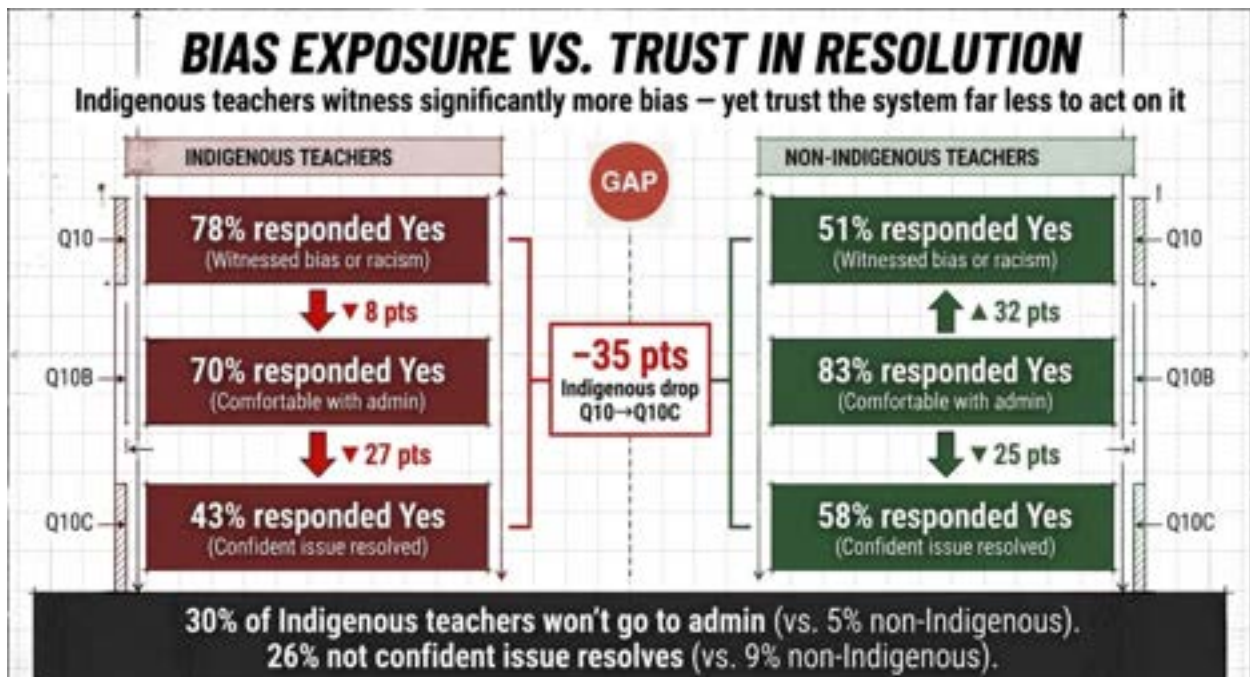
Indigenous **CUPE** staff: 82% aware of bias incidents. Non-Indigenous staff: 45%. Gap: 37 points. Workplace bias witnessed: 76% vs. 43% (+33 pp).

The Perception Gap

Where Indigenous and non-Indigenous staff experience school climate differently.



Indigenous **Teachers** report far higher exposure to bias and racism (78% vs. 51%). Their comfort with addressing it with admin is lower (Yes 70% vs. 83%). Only 43% of Indigenous teachers are confident an issue would be resolved appropriately, compared to 58% of non-Indigenous colleagues.



“We see racism in our school board and admin as they acknowledge that Indigenous students take less academic courses, and they expect less from us.”

— Indigenous Student, Discussion

“I know that there are teachers that are absolutely LIVID at having to complete this survey. They feel that they are post racial, unbiased, colourblind or whatever. Indigenous students will experience racism in the delivery of their classes.”

— Teacher, Survey

“Foundational knowledge is key. Cultural safety means looking at our biases and inviting everybody to come to the circle with open hearts.”

— Trustee, Discussion

“Is racism really that bad that we have to have a staff person hired for it?”

— Principal/Vice-Principal, Discussion

“I’ve never heard an indigenous student complain about bias or racism even though I’ve asked about it.”

— Teacher, Survey (Non-Indigenous)

“Several of my students have told me about the experience of being tokenized in their classroom. IE ‘You’re Indigenous, what do you think about fish farms’. Often well intentioned but not appropriate.”

— Teacher, Survey (Indigenous)

“I don’t think there is implicit bias or discrimination in this district. Every school has an indigenous support worker and a designated room.”

— CUPE, Survey (Non-Indigenous)

“I have asked: am I the only Indigenous person in this room? Stereotypes are widely used. We don’t always feel comfortable - and neither does the teacher. You don’t always have to be right. But you can always try.”

— Indigenous Community, Discussion

“I haven’t really thought about it.”

— Teacher, Survey (Non-Indigenous)

**CDTA Indigenous vs. Indigenous data in Supplementary Reports 3, p. 54.*

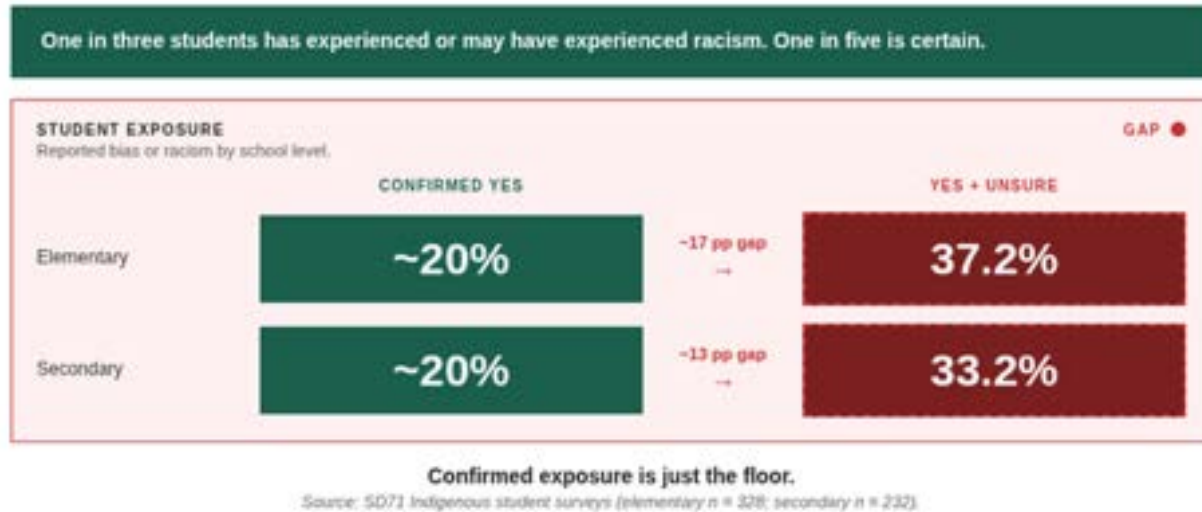
Notes & Reflections

Finding 3: Bias and Racism Exposure

~20% of students report direct experience of bias or racism, at both elementary and secondary levels. Yes + unsure: 37.2% (elementary), 33.2% (secondary).

The Exposure Gap

How widely bias and racism touch Indigenous students at school.



“During school, someone said it was unfair that I was Indigenous and that they should bring back residential school.”

— Indigenous Elementary Student, Survey

“In class kids complain that I get everything I want because I’m Indigenous.”

— Indigenous Elementary Student, Survey

“I have been called a lot of slurs, got made fun of because I’m ‘lying’ about being Indigenous.”

— Indigenous Secondary Student, Survey

“In the Indigenous program you feel included, but in the mainstream classes you are treated differently, worse.”

— Indigenous Community, Discussion

“I have heard teachers tell me that ‘Indigenous students learn differently, it’s so hard to get them to listen and follow’ — as if that were a defect of the students or their ethnicity.”

— CUPE Staff, Survey

“I have three children. Two are darker skinned and they get treated differently.”

— Indigenous Community, Discussion

“My son was sent to the Indigenous room when he was disruptive - treated like a disability because he was Indigenous. My daughter was not treated like that. She doesn't look Indigenous.”

— Indigenous Community, Discussion

“You are not really Indigenous, look at your skin color.”

— CUPE Staff, Survey

“I don't know if my kids will share their Indigenous identity at school.”

— Indigenous Community, Discussion

Notes & Reflections

Finding 4: Over-Reliance on Indigenous Support Workers

Qualitative finding across 11 schools + Quantitative survey results. Non-Indigenous staff consistently defer bias response to ISWs. Ownership of equity practice is not shared.

The Delegation Gap

How responsibility for bias response gets distributed in schools.

Equity work is frequently offloaded to the indigenous support worker.



ISWs are being asked to carry what belongs to everyone.

Source: 5071 staff equity circles (11 schools) and all 22 schools quantitatively.

“My teacher talks badly about another student who asks for help from the ISW or counsellor, so I am scared to ask for help myself.”

— Indigenous Student, Discussion

“We have wonderful ISWs and great support — but is it enough? I also feel that some students go to the ISWs for academic support, but it can be difficult if that staff member is not able to help in that subject.”

— Teacher, Survey

“Our school-based team often does not invite or inform the ISWs about meetings regarding our white-presenting Indigenous students. We are often left out of these conversations.”

— CUPE Staff, Survey

“My kids find safety in the Indigenous education room, but many of our Indigenous kids never finish high school.”

— Indigenous Community, Discussion

“I didn’t feel comfortable going to anyone but the ISW. It’s a hierarchy. One hundred percent. Thank goodness for the ISW - It made a huge difference.”

— Indigenous Community, Discussion

“We need Indigenous support workers to sit with parents at parent teacher interviews. It can be scary there on your own.”

— Indigenous Community, Discussion

Notes & Reflections

Finding 5: No Shared Language for Equity

Staff and students lack consistent definitions of bias and racism. Peer narratives of ‘special treatment’ emerge where shared language is absent.

The Language Gap

When equity has no shared definition, misunderstanding fills the space.

Without a shared language for racism, students fill the silence with “special treatment” narratives.



Where equity has no name, resentment finds one.

Source: SD71 student and staff surveys and inquiry cycles.

“No, they don’t know a lot about me. They treat me like being punished for being myself.”

— Indigenous Student, Discussion

“I would just get bullied for being Indigenous and my friends always say it’s unfair that Indigenous people get everything they want — but it’s not like that.”

— Indigenous Secondary Student, Survey

“Hearing children having a discussion about Indigenous students getting to leave the classroom — that conversation felt racist to me. It was shocking.”

— Principal/Vice-Principal, Discussion

“There is a racism of low expectations. We are seen as not smart. This is why they put our kids in the workplace math instead of the foundations math. We see academic streaming of our kids.”

— Indigenous Community, Discussion

“Referring to ISWs as sitting in a room and doing nothing, must be nice to have that job.”

— CUPE, Discussion

“The principal said Metis students won’t get culture from the ISW. The principal should see the gap. Different Nations, different territories - I understand that. But I want my child’s identity acknowledged.”

— Indigenous Community, Discussion

“When we talk about culturally safe, we need that to be defined.”

— Indigenous Community, Discussion

“It is beautiful when staff are curious about our kids and culture.”

— Indigenous Community, Discussion

Notes & Reflections

Finding 6: Curriculum Content Narrowness

Qualitative finding. Indigenous content and ways of knowing and being referenced primarily in relation to National Day for Truth and Reconciliation (*Orange Shirt Day*). Cross-curricular integration is rare.

The Learning Gap

How Indigenous content is — and isn't — woven into school learning.

Indigenous culture appears once a year. It belongs in every subject, every term.



A culture reduced to one day is not a curriculum.

Source: SD71 staff and student inquiry circles (11 schools).

"I would like learning it more often than just on indigenous day."

— Indigenous Secondary Student, Survey

"I have a fear of being disrespectful when teaching Indigenous content...I am not sure what mistakes I will make or how to fix them."

— Teacher, Survey

"Indigenous content is not taken as seriously as other content. Indigenous content is not seen as important as other learning."

— Indigenous Community, Discussion

"Balancing the call to support my Indigenous students as judiciously as I can with all of the other demands of this profession...doing the best I can, when expectations of teachers are increasingly nebulous and unattainable."

— Teacher, Survey

“More culture in schools should be normal - Metis studies, First Nations studies, Inuit studies. This is what everyone should be learning.”

— Indigenous Community, Discussion

“We are Indigenous Peoples. We don’t fit in a box.”

— Indigenous Community, Discussion

“avoid others from seeing it as a singled out area of learning that they, although incorrect, feel it is overdone.”

— Indigenous Secondary Student, Survey

“Instead of solely focusing on Comox First Nations, we should include other tribes. Indigenous people have such diversity in cultures — only focusing on one Nation is harmful to those whose culture isn’t celebrated.”

— Indigenous Secondary Student, Survey

“At this point, the realities of this scan seem to have been tokenized and dismissed by the admin introducing it. It was brought up as an inconvenience rather than an opportunity — that was shocking and disappointing.”

— Teacher, Survey

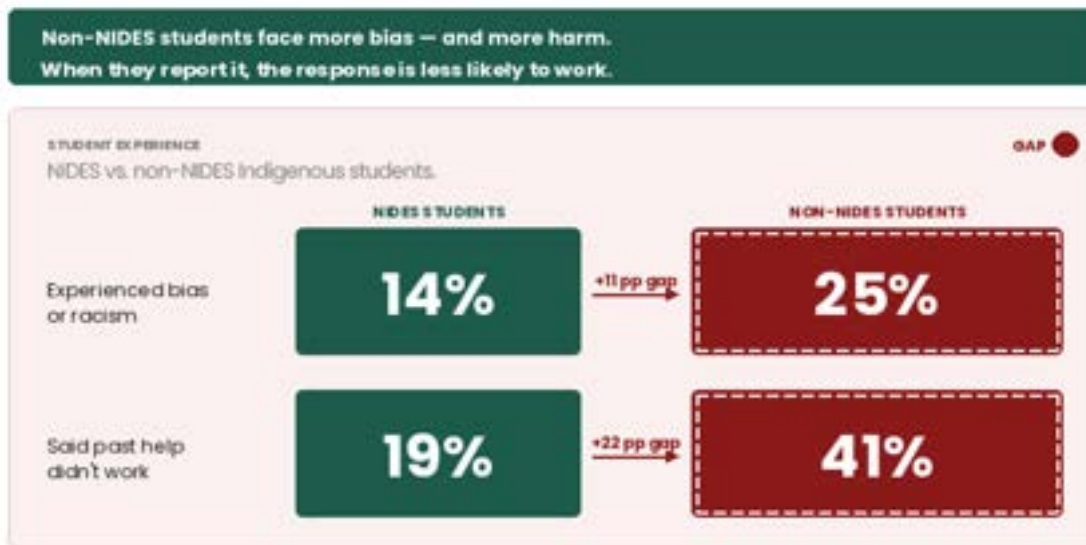
Notes & Reflections

Finding 7: NIDES and Non-NIDES Students: Where They Differ

Both groups share common ground. Teachers and ISWs are trusted. School experiences are broadly positive. The divergence is about harm and repair. Non-NIDES students face bias at nearly twice the rate. When they report it, repair is less likely to follow. Forty-one percent say past help didn't work. For NIDES students, that figure is 19 percent.

Exposure and Institutional Response Gap

Where NIDES and non-NIDES students diverge most.



The issue is not only what students experience. It is whether the response works.

Source: SD71 Indigenous student surveys, secondary level (NIDES n = 94; non-NIDES n = 135).

“Real diversity doesn’t require constant nudging or never-ending conversations. Constantly mentioning and treating Indigenous peoples like sore thumbs is the literal root cause of the racism toward Indigenous peoples.”

— Indigenous Secondary Student (NIDES), Survey

“I have seen racism and bias towards other students go unmentioned.”

— Indigenous Secondary Student, Survey

“Other than a few micro-aggressions from some parents, the only discriminatory comments I have encountered during my time at work have been from other teachers.”

— Teacher, Survey

“I feel safe around my teachers, and I know the adults care for me.”

— Indigenous Secondary Student (Nides), Survey

“I am different.. how I feel during big emotional moments that sometimes I can’t erase out of my mind.”

— Indigenous Secondary Student, Survey

For Full NIDES / Non-NIDES Report see Appendix 2 Supplementary Report

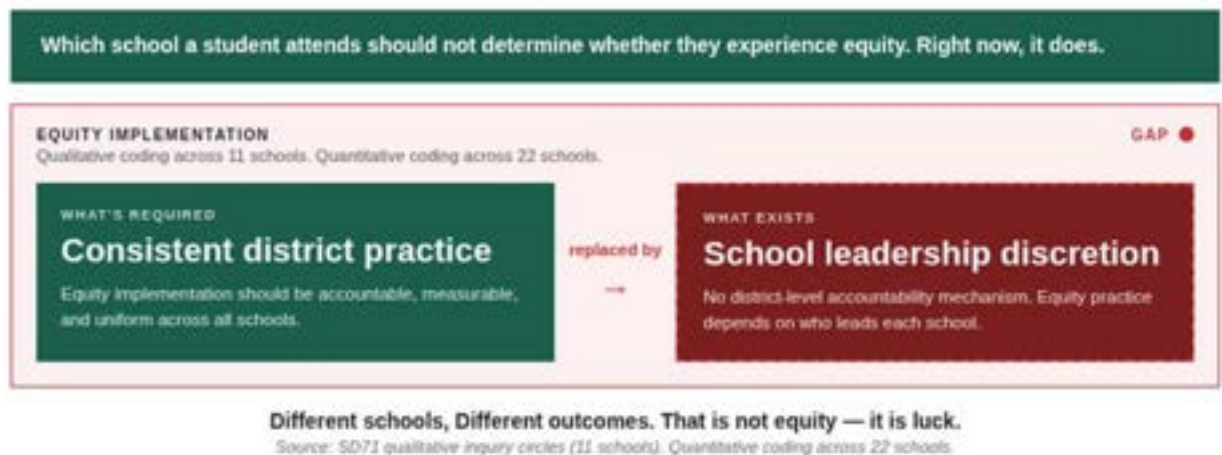
Notes & Reflections

Finding 8: Implementation Variance Across Schools

Quantitative coding across 11 schools and qualitative data from all 22 reveals uneven equity practice. No district-level accountability mechanism exists. Principal discretion and unique contexts within schools produces drift.

The Accountability Gap

How equity practice varies when no one is measuring it.



“No, nothing was done. It was reported to teacher, to teacher, to admin — nothing.”

— Indigenous Student, Discussion

“I get bullied — I don’t really know the reason why — but I sometimes think it’s because I have Indigenous culture. We all know the saying: treat people the way you want to be treated. Sometimes people don’t treat me nice back.”

— Indigenous Student, Discussion

“We have to look critically at our system and the discrimination of low expectations that leads to so many Indigenous students ending up in alternative programs.”

— Principal/Vice-Principal, Discussion

“He finally, finally felt that he belonged there. And that was grade 11.”

— Indigenous Community, Discussion

“Elementary school is supportive. Middle school is a little supportive. High school? There is nothing.”

— Indigenous Community, Discussion

“Two high schools. Two completely different experiences. Everything depended on who was at that school.”

— Indigenous Community, Discussion

“It is hard going into the school as an Indigenous parent. It all depends on the school and the principal.”

— Indigenous Community, Discussion

“Some schools are more welcoming than others. I feel safe in some schools, but not all schools.”

— Indigenous Community, Discussion

Notes & Reflections

5. Being in School - Attendance and Suspensions

Quantitative outputs reflect the 2024/25 school year. Qualitative staff and student data reflect fall 2025.

Attendance

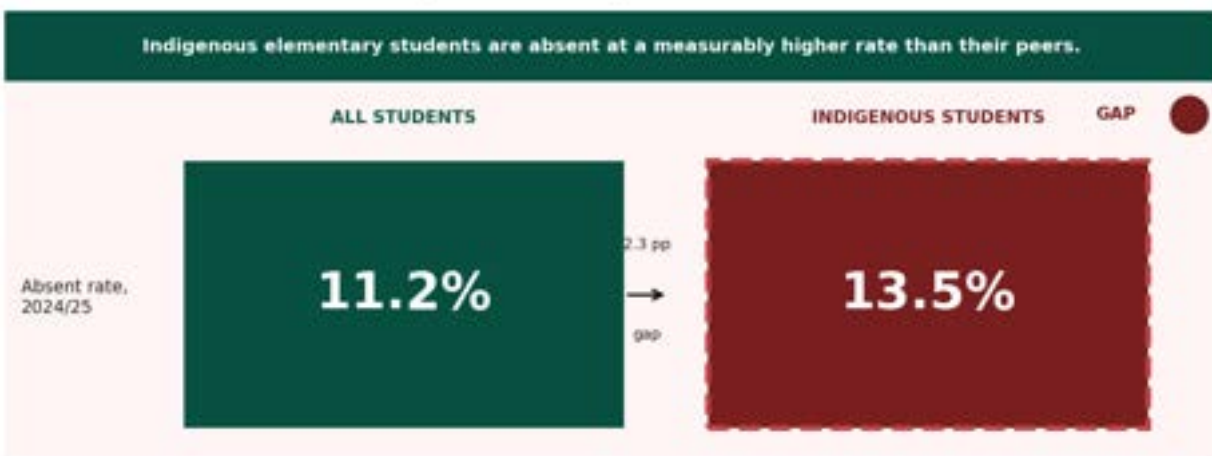
Attendance data for SD71 covers three school years: 2022/23, 2023/24, and 2024/25. The data is drawn from the BC Ministry of Education Hybrid Attendance Web Dashboard (Power BI). Absent rates measure days a student is registered as absent, regardless of whether the absence is excused. Data is reported separately for all resident students and for Indigenous students, at both the elementary and secondary levels. This data does not incorporate filtering by absence reason. Observed differences between student groups may be influenced by diverse cultural, social, and contextual factors, including legitimate obligations that are not reflected in the dataset (IE. Cultural work). Interpretation should be undertaken with caution.

Elementary

Indigenous elementary students were absent at a rate of 13.5% in 2024/25, compared to 11.2% for all resident elementary students — a gap of 2.3 percentage points. The gap is not new and shows no sign of closing. It has held between 2.2 and 2.8 percentage points across all three years measured.

The Attendance Gap — Elementary

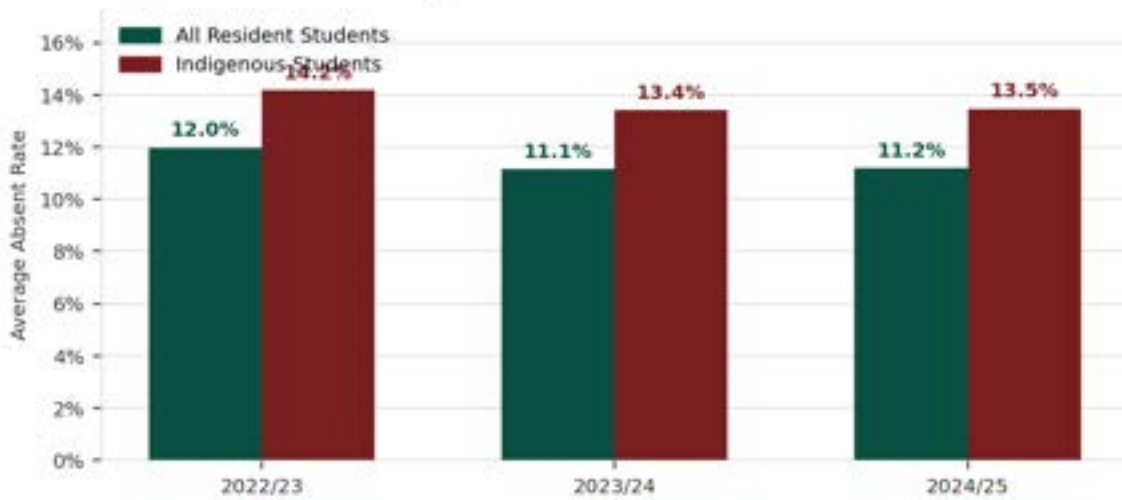
Absent rates for all resident students and Indigenous students compared.



The gap has persisted across all three years measured.

Source: BC Ministry of Education, HAWD dashboard: SD71 Corral Valley, School year 2024/25.

Elementary Absent Rate — Three-Year Trend



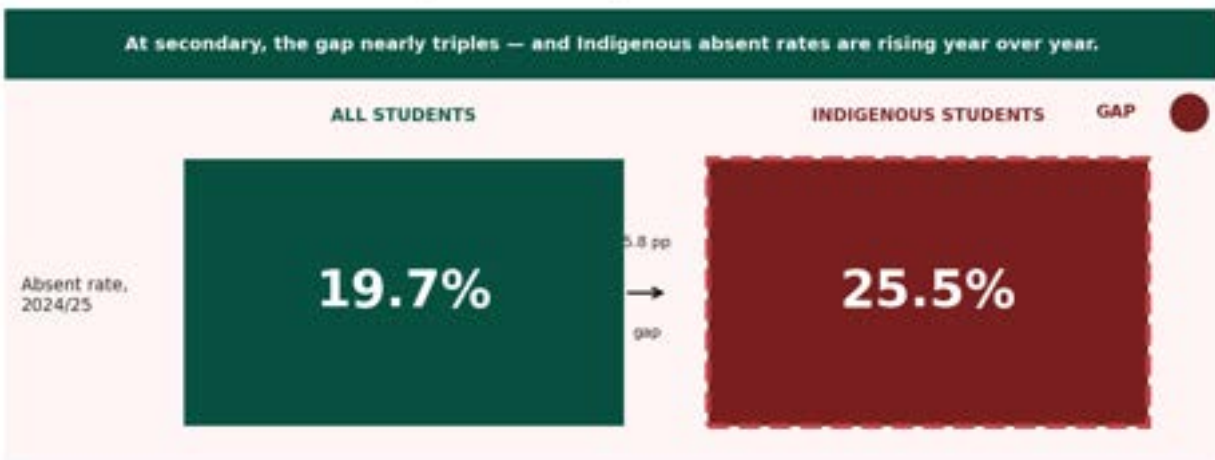
Source: BC Ministry of Education, HMWD dashboard. SD71 Comox Valley. Resident students.

Secondary

At secondary, the gap is larger and the trend is moving in the wrong direction. Indigenous secondary students were absent at a rate of 25.5% in 2024/25 — one in four school days — compared to 19.7% for all resident secondary students. While the all-student rate has remained essentially flat across three years (19.8%, 19.8%, 19.7%), the Indigenous rate has risen from 23.2% in 2022/23 to 25.5% in 2024/25. The gap is widening.

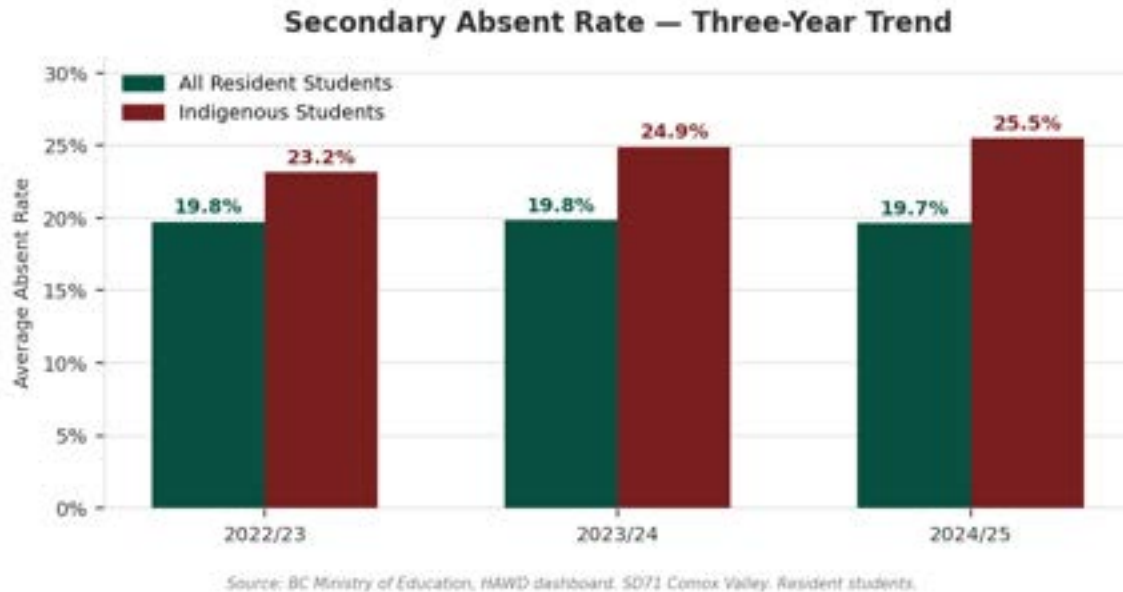
The Attendance Gap — Secondary

Absent rates for all resident students and Indigenous students compared.



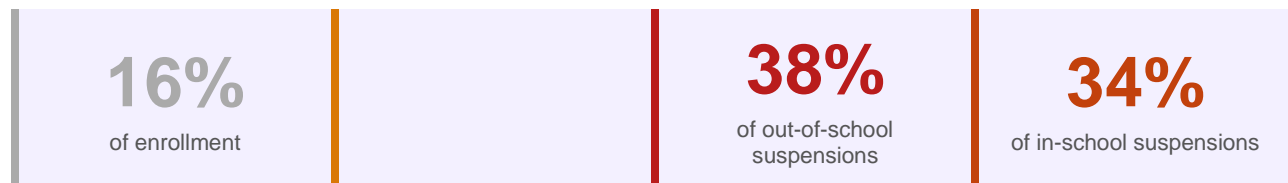
Indigenous secondary absenteeism rose from 23.2% to 25.5% across the three years measured.

Source: BC Ministry of Education, HMWD dashboard. SD71 Comox Valley. School year 2024/25.



Suspensions

Data covers the 2024/25 school year. Top 6 incident types. Indigenous students comprise 16% of SD71 enrollment.



Indigenous students are 16% of enrollment. They are 34% of in-school suspensions. They are 38% of out-of-school suspensions.

The gap is not uniform. It concentrates in specific incidents.

Disrespect and defiance is where it breaks hardest. Indigenous students received 71% of out-of-school suspensions for this reason — and 44% of in-school suspensions. The same incident label, a different exit. For non-Indigenous students, the same label routes inside more often.

Vaping repeats the pattern. Indigenous: 36% of out-of-school, 18% of in-school. The severity of response diverges.

Racism: All in-school racism related suspensions involved non-Indigenous students. 50% of all out of school suspensions involved non-Indigenous students and 50% involved Indigenous students.

For drugs, fighting, and behaviour, non-Indigenous students received out-of-school suspensions at higher rates. The pattern is not uniform across all incidents.

The aggregate matters. For in-school suspensions — the lesser consequence — Indigenous share is 34%. For out-of-school — the greater one — Indigenous share is 38%. Both figures are more than double the enrollment share.

Suspensions by Incident Type

Each pair of bars shows the Indigenous share of out-of-school and in-school suspensions for the same incident label. The dashed line marks 16% — the enrollment baseline.



Severity Gap by Incident

Indigenous students received a higher share of the more severe consequence (out-of-school) than the less severe (in-school) for the same incident.

Notes & Reflections

6. School Completion

Thirteen years in the making

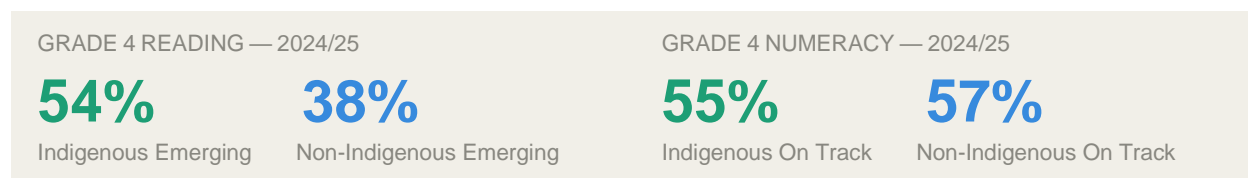
A child who enters kindergarten today will graduate in 13 years — if they graduate. The literacy and numeracy data we review at Grade 12 is not a current measurement. It is the final accounting of 13 years of schooling. Every number in the Grade 12 column was shaped by what happened in Grade 1, Grade 4, Grade 7, and every year in between.

A methodological note: the assessments at each grade level are not administered to the same children. Students move in and out of the district between assessment points, so Grade 4 and Grade 7 cohorts are not identical populations. That said, the volume of this movement is unlikely to materially alter the patterns visible in the data — the gaps are large enough, and consistent enough across years, that migration in and out does not explain them.

GRADE 4 Year 5 of 13

The FSA tells us something is wrong early — in both domains. In reading, 54% of Indigenous Grade 4 students were Emerging in 2024/25. In numeracy, On Track sits at 55%, and while the Emerging percentage is masked this year, 2023/24 data — when it was visible — showed 62% of Indigenous Grade 4 numeracy writers were Emerging. More than half, in Year 5 of 13.

The Non-Indigenous trend in both subjects is also deteriorating. Reading Emerging has climbed from 18% in 2020/21 to 38% in 2024/25. Numeracy Emerging has risen from 28% to 36% over the same period. Both groups are losing ground in the early grades. Indigenous students are simply further behind from the start.

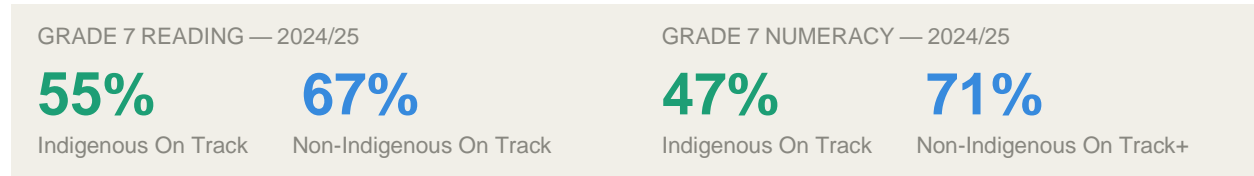


Note: Grade 4 numeracy Emerging is masked for Indigenous students in 2024/25. On Track rates appear similar between groups, but 2023/24 data showed Indigenous Emerging at 62% — well above Non-Indigenous at 38%.

GRADE 7 Year 8 of 13

By Grade 7, reading and numeracy tell different stories — the numeracy story is worse. Indigenous students On Track in reading: 55%, down from 65% in 2020/21. Indigenous students On Track in numeracy: 47%. Fewer than half. By the midpoint of a student's school career, numeracy has become the sharper deficit.

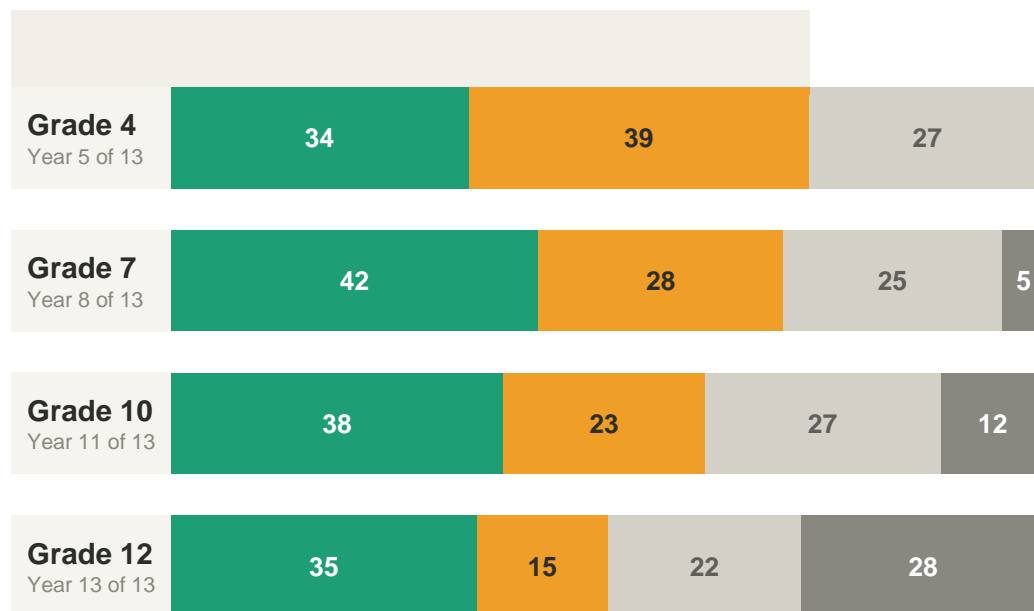
Non-Indigenous numeracy, meanwhile, has partially recovered after a troubling dip — Emerging peaked at 42% in 2022/23 but has since pulled back to 29% in 2024/25, with On Track plus Extending reaching 71%. That recovery has not extended to Indigenous students, where the numeracy On Track rate continues to fall.



By Year 8, a student who was Emerging in Grade 4 has spent the majority of their school life behind — in both reading and numeracy. The system has had eight years. The data says the gaps haven't closed; in numeracy, they've widened.

Thought Experiment: Literacy — If all Indigenous students were represented as 100 students

Across the final years of the 13-year journey. Each bar represents the numbers of students who are on track, struggling, enrolled, or left school.

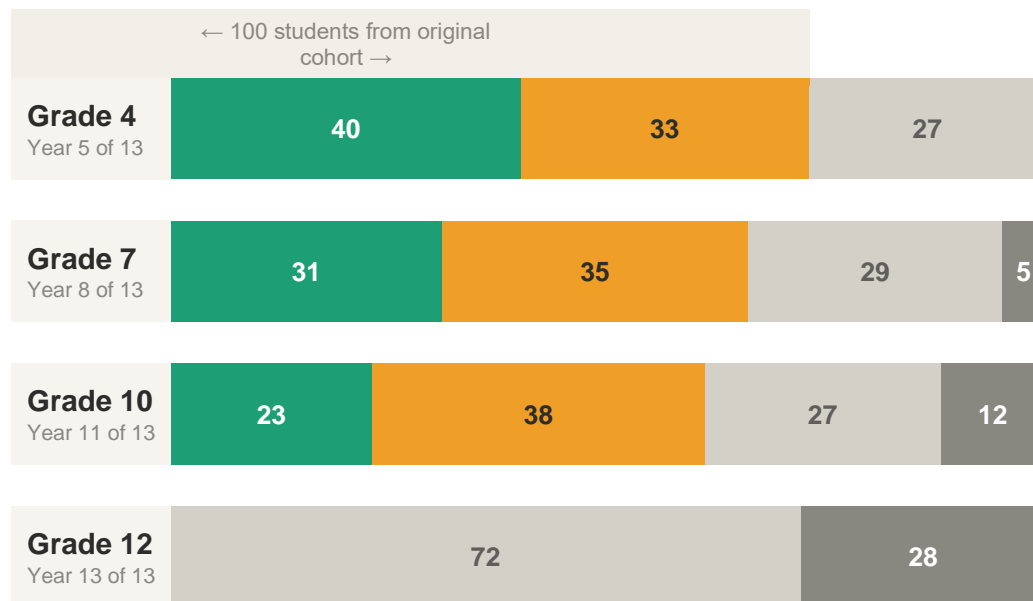


■ Proficient / On Track ■ Struggling, in school ■ Enrolled, not assessed ■ Left school

Estimated from reported FSA scores, participation rates, and Grade 8 cohort completion data (2019 cohort). Grade 7 reading proficiency estimated (Extending masked). "Left school" in grade 7 indicates students who left the district. Grades 10 & 12 indicates students who either left the district, the province, or dropped out.

Thought Experiment: — Numeracy

Across the final years of the 13-year journey. Each bar represents all 100 students from the original cohort



■ Proficient / On Track ■ Struggling, in school ■ Enrolled, not assessed ■ Left school

Cohort and participation assumptions match the Reading chart above. Grade 4 numeracy Emerging is masked in 2024/25 source data — Emerging count estimated from writers minus On Track. Grade 12: no provincial numeracy assessment exists; all enrolled students shown as not assessed. “Left school” in grade 7 indicates students who left the district. Grades 10 & 12 indicates students who either left the district, the province, or dropped out.

GRADE 10 Year 11 of 13

By Grade 10, two years from the end of a 13-year journey, the reading and numeracy gaps tell markedly different stories. In reading, Indigenous students report 62% Proficient or Extending versus 73% for Non-Indigenous — an 11-point gap. In numeracy, the gap is 37% versus 57% — 20 points. The numeracy gap is nearly double the reading gap, and 37% means that nearly two-thirds of Indigenous students still writing the assessment are not meeting proficiency in math.

These Grade 10 numbers reflect only students still enrolled and still writing — roughly 61 of the original 100 Indigenous students, after 10% have already left school and 27% opted out of or were absent from the assessment. The true proficiency rate across the full original cohort is substantially lower than either reported figure.

GRADE 12 Year 13 of 13

Reading proficiency at Grade 12: 70% Indigenous, 80% Non-Indigenous. A 10-point gap that, on its face, looks like progress from Grade 4. It is not. By Grade 12, 28 of the original 100 Indigenous students have left school. The assessment measures the

remaining 50 who were enrolled, present, and writing — a progressively more selected group.

The Adult Dogwood data adds context. Indigenous students are 16.6% of all Comox Valley students, yet they account for 26% of Adult Dogwood credentials — an alternative pathway typically taken by students who couldn't complete the standard program. That over-representation marks where struggling students are routed rather than retained. There is no Grade 12 numeracy assessment, so the numeracy trajectory simply goes dark after Grade 10.

There is also a deeper question worth sitting with. We pursue graduation because we expect graduates to leave school literate and numerate — ready for work, further education, and civic life. The Grade 12 literacy data should prompt us to ask whether that expectation is being met. Among Indigenous students who wrote the assessment, 30% did not reach proficiency. These are the students who made it through all 13 years. Graduation is not certifying what we assume it certifies. And for numeracy, we simply don't know: there is no Grade 12 assessment, so the question of whether graduates are numerate is one the system currently cannot answer.

The Grade 12 literacy gap of 10 points is not the real gap. The real gap opened in Grade 4, widened in Grade 7, and is most visible — in numeracy — at Grade 10. It has been 13 years in the making.

Taken together, the data describes a system that loses *priority* Indigenous students gradually and quietly — and then reports the scores of those who remain. The Grade 12 improvement is not a literacy success story. And the numeracy picture, visible only to Grade 10, is significantly more concerning than the reading picture it sits beside.

Notes & Reflections

Defining Success: A Cross-Group Analysis

Secondary students (n=232) • CUPE support staff (n=187) • Teachers (n=530) • Principals/Vice-Principals (n=49)
• Multi-tag coding; totals exceed 100%. Survey questions: "What does success mean to you regarding the students you serve, when considering their future?" (adults); "This is how I describe success at school" (students).

The Core Finding

Students define success as grades — 37%. No adult group mentions grades at all: not one respondent in 187 CUPE staff, not one in 530 teachers, not one in 49 school leaders.

Four groups. Four definitions. They do not align.

What Students Say

Grades lead at 37%. One in ten names passing — not failing — as success. Fourteen percent gave no interpretable answer. Taken together, roughly six in ten students hold a narrow, outcome-focused definition: pass, not fail, get the grade.

Twenty percent name effort. Eighteen percent each name belonging and wellbeing. Seven percent frame success as a future goal.

"doing the best you can, not necessarily getting high grades" — Student

"success at school is being able to go in and feel safe and like you are wanted there and feeling like you have a purpose to be there" — Student

One student named the structural gap directly:

"The ability to thrive in my own way. Thriving the way the school sees and my own way of thriving are different and I wish that school worked harder to meet in the middle." — Student

What Adults Say

All three adult groups lead with effort — CUPE at 71%, teachers at 81%, PVP at 76%. Wellbeing follows in every group. Grades appear in none.

CUPE holds the lowest future orientation among adult groups: 28%, half the teacher rate. On time horizon, CUPE respondents sit closer to students than to teachers or principals.

Teachers and PVP are the most future-oriented adult groups, both at 49%. PVP holds the highest social orientation across all four groups at 57% — school leaders weight belonging above everyone else.

"Success means that students leave my classroom with a stronger sense of identity, confidence, and purpose. It is not only about academic achievement." — Teacher

"Success means empowering each student to develop the skills, confidence, and character needed to thrive beyond the school environment." — Principal/VP

Indigenous Identity and Success

PVP: 25%. CUPE: 18%. Teachers: 8%. Students: 5%. Each step up the authority hierarchy, Indigenous identity is named more often. School leaders define success through cultural connection at five times the student rate.

"That we as a community wrap around our Indigenous students to celebrate them in such a way that they embrace who they are." — Principal/VP

One student defined success the same way:

"As an Indigenous student who loves math, success is not just about grades — it is showing others what is possible and uplifting my community and creating a future where I am successful and proud." — Student

Where They Meet

Belonging appears across all four groups. Students: 18%. CUPE: 28%. Teachers: 39%. PVP: 57%. The concept is shared; the weight is not. Every step up the hierarchy, belonging matters more.

Identity appears in every group. It is most prominent where authority is highest, least prominent where students live.

Three Questions for District Leadership

The definition of success held at the top of the system does not reach students at the bottom. Students work toward grades in a system where adults define success as growth, belonging, and identity. This is a structural gap, not a communication one.

1. What signals does the district send to students about what success means?
2. How are Indigenous identity and cultural connection present in what students encounter each day?
3. Why does CUPE — the group in closest daily contact with students — hold lower future orientation than teachers or principals?

Theme	Students (n=232)	CUPE (n=187)	Teachers (n=530)	PVP (n=49)
GRADES	37%	0%	0%	0%
EFFORT	20%	71%	81%	76%
WELLBEING	18%	50%	68%	63%
SOCIAL	18%	28%	39%	57%
COMPLETION	16%	0%	0%	0%

UNCLEAR	14%	1%	0%	0%
PASSING	10%	0%	0%	0%
FUTURE	7%	28%	49%	49%
ATTENDANCE	7%	0%	0%	0%
IDENTITY	5%	18%	8%	25%

Table 1. Theme frequencies by respondent group. Multi-tag coding; totals exceed 100%.

Notes & Reflections

6. Considerations for Change

Seven priorities follow. All depend on the first. Build the accountability mechanism. SD71 has none at district level. Individual leadership discretion and staff awareness drives practice. Different schools provide different outcomes and opportunities for Indigenous students. Discretion produces variance. Variance produces drift. Priority 1 addresses this.

Priority 1: Build the accountability mechanism

Uneven equity practice. No district mechanism to measure, report, or correct. An equity accountability measurement tool per school is the lever. Systematic reporting to district leadership. Annual review by Rightsholders.

Suggestions for ACCOUNTABLE ROLES

Senior leadership designs the accountability measurement tool with CLEST. Principals report each quarter. The Board of Education receives the summary. CLEST Rightsholders review annually.

HORIZON

- Year 1 — Baseline set. Accountability measurement tool created. Communication to partner groups.
 - Years 2–3 — Quarterly reporting cycle active.
 - Years 4–5 — Equity variance across schools reduced and tracked.
-

Priority 2: Repair the reporting pathway

Students have trusted adults. 86.2 percent of them. Institutional response fails them. Only 40.5 percent say past reports worked. Gap: 45.7 points. The system has the people. Not the method.

An incident micro-protocol is the lever. A student reporting pathway. First-response guidance for staff. A visible definition of “addressed.”

Suggestions for ACCOUNTABLE ROLES

Senior leadership leads protocol design with CLEST. Principals implement it in their schools. Indigenous Education to co-develop the student-facing language.

HORIZON

- Year 1 — Protocol designed and published.
 - Years 2–3 — Staff trained. Feedback loop established.
 - Years 4–5 — Trust metric embedded in climate survey.
-

Priority 3: Calibrate adult bias, racism perception

Indigenous staff see bias at 82 percent. Non-Indigenous staff at 45. Gap: 37 points. Same institution, different experience.

Cultural humility framework is the lever. Senior Leadership models the behaviours and expectations. Scenario-based calibration Led by senior leaders and administrators. Cross-role disclosure forums follow.

Suggestions for ACCOUNTABLE ROLES

Senior leadership co-creates and maintains Cultural Humility Circle with CLEST and other Rightsholders. Principals lead school-level calibration. CDTA co-designs professional development in alignment with Professional Standards for BC Educators. Associate Superintendent monitors change.

HORIZON

- Year 1 — Cultural Humility Circle operationalized and maintained. Calibration sessions begin.
 - Years 2–3 — Embedded in annual PD cycle.
 - Years 4–5 — Perception alignment measured annually.
-

Priority 4: Audit bias hotspots

One in five students reports direct bias or racism. Hotspots are known. Buses. Unstructured time. Where supervision is light. Where routine is loose.

A supervision audit is the near-term lever. Curriculum audit follows.

Suggestions for ACCOUNTABLE ROLES

Principals conduct the audit in their schools. CUPE, CDTA and Exempt staff identify hotspots from their vantage. Senior leadership reviews results across schools.

HORIZON

- Year 1 — Hotspot audit complete.
 - Years 2–3 — Supervision adjusted. Curriculum audit underway (in conjunction with Cultural Humility Circle)
 - Years 4–5 — Bias exposure tracked to target.
-

Priority 5: Clarifying the role of INED Department

Non-Indigenous staff defer bias response to ISWs. Ownership is not shared. The mechanism is role ambiguity. The role is not understood universally. Neither has its boundary.

INED department shift toward capacity-building. Other staff take on frontline response. The transition is significant. It requires district support.

Suggestions for ACCOUNTABLE ROLES

Senior leadership collaborates with INED to define the revised role. Indigenous Education leads co-design of the transition. Principals enforce the boundary in their schools.

HORIZON

- Year 1 — Revised ISW role and boundaries documented, communicated and understood by the system.
 - Years 2–3 — Whole-staff capability built.
 - Years 4–5 — ISW functions as equity coach.
-

Priority 6: Establish shared definitions

Staff disagree on what counts as bias or racism. “Special treatment” narratives fill the gap. Without shared language, calibration fails. Student-facing communication becomes incoherent.

Suggestions for ACCOUNTABLE ROLES

District leadership co-authors the definitions with Rightsholders. CDTA and CUPE utilize definitions in member communications. Principals embed definitions in school culture.

HORIZON

- Year 1 — Definitions published.
 - Years 2–3 — Staff calibrated. Student-facing communication in place.
 - Years 4–5 — Equity literacy embedded in curriculum.
-

Priority 7: Integrate Indigenous content across curriculum

Indigenous content in SD71 is largely limited to Orange Shirt Day. Calendar management, not integration. Cross-curricular integration is the lever. Co-developed with Rightsholders.

Suggestions for ACCOUNTABLE ROLES

CLEST Rightsholders define scope and cultural parameters. CDTA co-leads instructional integration. District administration provides resourcing.

HORIZON

- Year 1 — Partnership scope agreed with Rightsholders.
 - Years 2–3 — Pilot across grades.
 - Years 4–5 — Embedded across curriculum.
-

Priority 8+: CLEST Recommendations

-

Notes & Reflections

7. From Evidence to Action

Each finding informs one or more considerations for change.

Finding	Considerations for Change
1. The Reporting Trust Gap	Priorities 1, 2
2. The Adult Perception Gap	Priority 3
3. Bias and Racism Exposure	Priorities 3, 4
4. Over-Reliance on ISWs	Priority 5
5. No Shared Language for Equity	Priority 6
6. Curriculum Content Narrowness	Priority 7
7. Nides and Non-Nides Students	Priorities 2, 4
8. Implementation Variance	Priority 1

Notes & Reflections

Appendix 1 Process Notes

Appendix 1A: Letter to Hereditary Chiefs

Gilakas'la and čěčhaθěč Chief _____.

My name is Joe Heslip, and I work at the Comox Valley School District. Please accept this blanket and honorarium as I wish to be respectful and follow the appropriate protocols as I reach out to you, Hereditary Chief.

I am heading up an Equity Scan in our school district in the 2024/25 school year and I would very much like to invite you to join us (and guide the district in doing a better job of serving First Nations, Métis, and Inuit students).

We will be having 3 or 4 Meetings this year to set the agenda and work for the Equity Scan. There will be a \$250.00 honorarium (per meeting) for anyone attending these meetings that would not be paid by their organization to attend.

These meetings will be 2.5 to 3 hours in length. **We will be having our first Equity Scanning meeting in early January.** The Equity Scanning meetings will have representation from the partner groups below. The names in yellow have indicated that they are interested in being a part of the scan.

If you are interested in guiding us in our work to make a more equitable education system here in SD71, please call my cell number ANYTIME at **250-207-3801**, or email me at joe.heslip@sd71.bc.ca. This is an open invitation but not an obligation. If you miss the first meeting and would like to attend any of the following meetings you are ALWAYS WELCOME.

Also, if you would prefer not to meet with the big group above, but would prefer to sharing your thinking with me individually, (or have a delegate share on your behalf) I would be happy to meet with you (or them) individually, at KFN, the school district, or anywhere in the community. I would be honoured to take you out for a meal, and speak with you. Lastly, if you would rather meeting individually, I want to assure you that you would be provided with the honorarium for your time.

Thank you very much for reading this letter. I am hopeful that we can learn from you and honour you and your family in our work moving forward.

Joe Heslip

Associate Superintendent

Comox Valley School District

Phone: 250-207-3801

Email: joe.heslip@sd71.bc.ca

Appendix 1B: Draft Workplan

Proposed Draft Workplan 2024/25

Student Voice – (Learning Environment / Pedagogical Core)

1. Nala'atsi (Circle + Student Lunch and Learn) x 2
2. Glacier View, Vanier, Highland, Isfeld (Indigenous student Lunches) x 4
3. District Youth Leadership Committee x 4
4. One on one anecdotal conversations – Interviews with early school leavers
5. Microsoft Forms Survey – (Anonymous) (ISW's facilitate \$100.00 gift card raffle per school)
6. Student Learning Survey Results

Indigenous Community Voices – (Learning Environment / Pedagogical Core)

1. K'ómoks First Nation Dinner and Learning Sessions x 2
2. Microsoft Forms Survey (\$100.00 gift card raffle x 2)
3. East / West - Indigenous Parent and Community Dinner and Learning Sessions (Metis / Inuit / non-status Indigenous families) (\$100.00 gift card raffle x 2)
4. Indigenous Education Council Guided Discussion

Indigenous Support Workers / Indigenous Support Teacher / District Indigenous Mentor Teachers / Manager – (Learning Environment / Pedagogical Core)

1. East - ISW Guided Discussion
2. West - ISW Guided Discussion
3. Microsoft Forms Survey (Anonymous)

Teachers and Support Staff (Pedagogical Core / Learning Environment)

1. Microsoft Forms Survey (Anonymous)
2. Staff Meeting Qualitative data (3 question Prompts @ 5 PGT schools) Joe Facilitates discussions and collects data
3. Teacher Librarians: Indigenous resource review

PVP – District Staff – (Learning Profile / Policy and Governance / Learning Environment)

1. Learning and Connecting Meeting – Guided discussion and anecdotal evidence gathered + Anonymous written questions submitted.
2. Microsoft Forms Survey (Anonymous)
3. Administrative Procedures Review
4. Quantitative Data Analysis, (Suspensions, FSA, A&W Math/Pre Calc, Alternate, Adult dogwoods, Gifted, 5-6 year completion rates, Attendance)

Trustees & Superintendent– (Policy and Governance)

1. Syeyutsus Policy Review
2. Anti-Indigenous Racism Policy Review / Creation?
3. Roberts Rules / Alternative Approaches

Equity Scanning Structures:

Communication Plan:

1. JH to assemble Equity Scanning Team – (In Progress)
2. JH to seek guidance from KFN – (In Progress)
3. JH to seek guidance from IEC – (In Progress)
4. JH to communicate Equity Scanning Process with Hereditary Chiefs to seek guidance (In Progress)
5. JH communicate with CDTA, CVPVPA, CUPE re: participation and planning (In Progress)

District Co-lead Equity Scanning Activities:

1. District staff co-create Microsoft Survey Forms – Quantitative Data
2. Facilitate “Learning and Connecting Meetings” with exempt staff – Qualitative Data
3. Ministry and district data analysis – Quantitative data
4. JH to personally conduct Nala’atsi / Glacier View / Vanier / Hillside / Isfeld (Indigenous student pizza lunch and Circle) – Qualitative Data
5. JH to facilitate 2x K’ómoks First Nation Dinner and Learning Sessions (Qualitative Data)
6. JH to facilitate Individual Hereditary Chief’s Learning Conversations (Qualitative Data)
7. JH to facilitate 2x ISW Equity Scanning Sessions (Qualitative Data)
8. JH to co-facilitate 5 school staff meeting equity scanning sessions (Qualitative / Quantitative Data)
9. JH / JM to facilitate Trustee Equity working session (Qualitative data)

Equity School Teams: Teacher, P & or VP, Indigenous Support Worker (Student?)

1. Communicate Equity in Action (Scan) to all staff
2. Facilitate online anonymous scan – Quantitative Data
3. Facilitate Equity Scanning Lunch and Learn with students – Qualitative Data
4. Facilitate Equity Scanning Staff Questions
5. Link scanning data to short / medium / long term Equity School Goals

Appendix 1C: 8 Provincial Themes



Appendix 1D: SD71 Equity Scan Survey Questions - All Groups

[SD71 Equity Scan Surveys](#)

Appendix 1E: School-based Equity Scanning Team Materials

[School-based Equity Scanning Team PPT](#)

[Parent-Guardian Equity Scan Letter](#)

[Ways of Being in Circle \(Qualitative Dialogue\)](#)

[Equity Information Poster for Schools](#)

[Equity Infographics and QR Code](#)

[Equity Framework for School Based Equity Scanning teams](#)

[Cultural Safety Resources](#)

Appendix 1F: Survey Methodology [Sampling. Coding approach. Limitations detail.] 54,000+

Appendix 2 Supplementary Reports

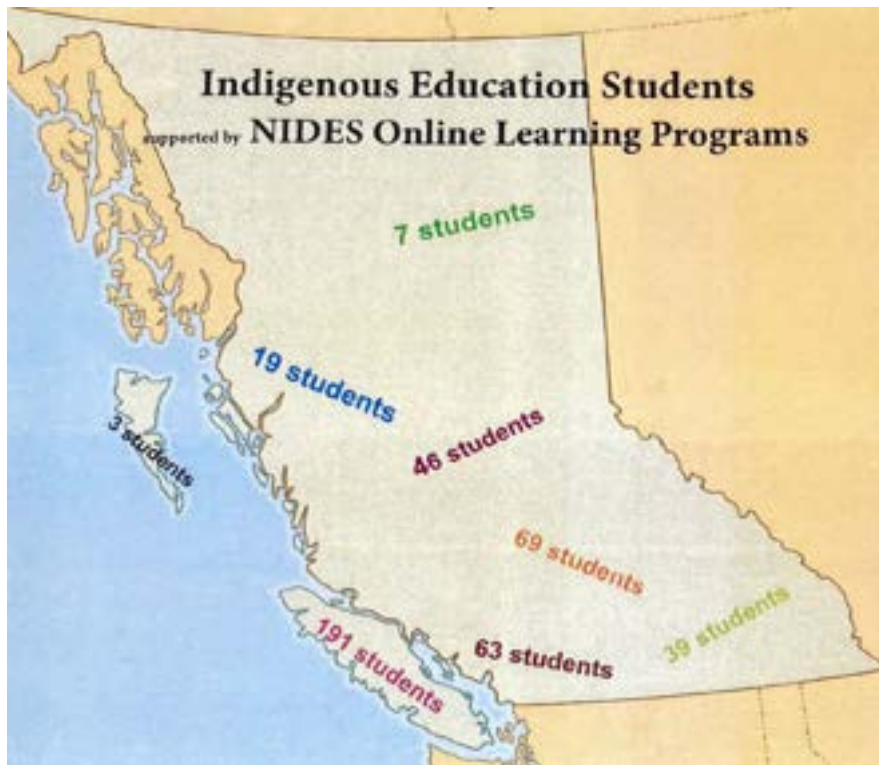
Supplementary Report 1

NIDES and Non-NIDES Indigenous Student Survey

Secondary School Comparison Report

Comox Valley School District

Nides (n=94) vs. Non-Nides Secondary Students (n=135)



Introduction

This report compares survey responses from two groups of Indigenous secondary students in Comox Valley School District: 94 students enrolled in NIDES (referred to here as Nides students), who attend school primarily online, and 135 students attending district in-person schools (Non-Nides). Both groups completed the same survey. The 16 question areas covered in this report include experiences of bias and racism, cultural support, participation in class, appropriateness of Indigenous learning, language learning opportunities, staff belief in student success, school inclusiveness, available supports, impact on achievement and wellbeing, what non-Indigenous students should know, academic grades, choice in learning, mental health support, cultural comfort and identity, how students define success, and satisfaction with Indigenous learning.

Each section of the report presents a question, a response rate line, a summary table, and a short narrative. Closed questions (Yes/No/Unsure or frequency scales) show counts and percentages for each response option. Open-text questions are coded into themes; percentages reflect the share of each full group (Nides n=94, Non-Nides n=135), not just those who answered. For questions where respondents could select more than one option, percentages do not sum to 100.

Three notes on reading the data.

First, the two groups are not equivalent. Nides students attend school online, which means questions about physical school environments — hallways, classrooms, face-to-face staff — apply differently to them. Read differences with that context in mind rather than as straight comparisons.

Second, response rates vary by question. Closed questions typically drew responses from all or nearly all participants. Open-text questions were answered by a smaller share of each group, sometimes fewer than half. The response rate line at the top of each table shows the exact count.

Third, the Q10 sub-items (10c through 10h) use a different denominator. Those items were shown only to students who answered Yes or Unsure to Q10a. That gives a base of 26 Nides students and 51 Non-Nides students, not the full groups.

The survey was completed by 232 Indigenous secondary students in total. Three students declined to answer the question identifying them as Nides or Non-Nides and are excluded from this report, leaving 229 students in the comparison. The data are not broken down by Nation, age, or grade.

Overview

This report compares survey responses from 94 students enrolled in Nides (online learners) and 135 students attending district in-person schools (Non-Nides) across 16 question areas. The two groups are not directly equivalent — the online versus in-person context shapes how many questions apply — and differences should be read with that in mind. Nonetheless, the data reveal a striking degree of common experience alongside several meaningful divergences.

Where the Groups Were Similar

Across most of the survey, Nides and Non-Nides students gave responses that were close in proportion and consistent in theme.

Academic identity and success. Both groups define school success primarily through grades and academic performance (Nides 30%, Non-Nides 31%), with effort, completion, and showing up as the next

most valued qualities. Social and holistic definitions of success — belonging, safety, being who you are — appeared at comparable rates in both groups.

Positive influences. Teachers are the top positive influence on achievement and well-being in both groups at an identical 37%. Indigenous Support Workers (ISWs) rank second in both (Nides 16%, Non-Nides 15%), and both groups name specific individuals whose consistency and care made a tangible difference — a finding that holds across every school setting.

Supportive staff. Approximately 77–80% of students in both groups can identify two staff who believe in their success. Teachers and ISWs are the most frequently named roles. Both groups also identify bus drivers and janitors as believing adults — confirming that meaningful relationships are not confined to classrooms.

Appropriateness of Indigenous learning. Satisfaction is high and nearly identical: 85% of Nides and 84% of Non-Nides students find what they learn about Indigenous peoples, cultures, and histories appropriate. Despite this approval, both groups produce high open-text response rates with consistent requests for more hands-on experiences, content that spans beyond local Nations, and deeper rather than surface-level treatment.

What non-Indigenous students should know. Both groups most want peers to understand the history of colonization and residential schools. A strong secondary theme in both is that Indigenous peoples are not a single culture, and that identity cannot be assessed by appearance. Several students in each group acknowledge knowing very little about their own culture — a reminder that the intended audience for cultural education includes Indigenous students themselves.

Grades and learning. The pattern is nearly identical: "Most of the time" is the top response in both groups (Nides 46%, Non-Nides 47%), and approximately 13% in each say they know or understand more than their grades reflect. Attendance, submission habits, and learning-style mismatches are cited at similar rates.

Participation. Both groups report strong access to school activities. Combined positive responses (all the time + most of the time) sit at 87% for Nides and 86% for Non-Nides. Neither group attributes any participation limits to Indigenous identity.

Where the Groups Differed

Several areas produced gaps large enough to warrant attention. The table below highlights the most significant.

Area	Nides (online, n=94)	Non-Nides (in-person, n=135)
Experienced bias/racism	14% Yes	25% Yes — nearly double
Past help for bias was successful	19% say No	41% say No — a sharp gap
Want more cultural support	32% Yes	44% Yes

Area	Nides (online, n=94)	Non-Nides (in-person, n=135)
Learning local Indigenous languages	33% Yes	21% Yes — Nides higher
School respect & inclusiveness	93% positive	87% positive
Food/snacks available	74% aware	94% aware — in-person visibility
Mental health: uncertainty	28% Unsure	22% Unsure
Choice in learning (Not often)	17%	22% — more structured timetable
Satisfaction with Indigenous learning	67% satisfied	56% satisfied — Nides higher
Comfortable being self at school	71%	81% — Non-Nides higher
Comfortable saying 'I am Indigenous'	78%	72%
Indigenous support room comfort	85% Yes; 14% Unsure	92% Yes; 5% Unsure
EA named as believing adult	12%	22% — physical school context

Bias and its aftermath. The most striking divergence is not in the rate of reported bias — though Non-Nides students do report it at nearly twice the rate (25% vs 14%) — but in what happens after. Of students who experienced bias, 41% of Non-Nides say past help was unsuccessful, compared to 19% of Nides. Confidence in the response process declines in both groups as it moves from disclosure toward resolution, but the gap at the end of that chain is the largest in the survey.

Language learning. Nides students are more likely to report learning local Indigenous languages (33% vs 21%), likely reflecting online programming that includes language components. In both groups, the most common experience is no access or incidental exposure only. A recurring frustration — appearing in both groups — is that French and Spanish are offered while Indigenous languages are not.

Cultural comfort and belonging. Non-Nides students are more comfortable being themselves at school (81% vs 71%), which may reflect greater opportunity to establish identity and belonging in an in-person social environment. By contrast, Nides students are slightly more likely to say they feel comfortable identifying as Indigenous (78% vs 72%) and show more uncertainty about the Indigenous support room, which they cannot physically access (14% Unsure vs 5%).

Satisfaction with Indigenous learning. Nides students are more satisfied overall (67% vs 56%), and Non-Nides students are more likely to say "Not often" (17% vs 9%). The high "Unsure" rate in both groups (18–20%) may reflect uncertainty about whether what students receive constitutes meaningful Indigenous learning, not just dissatisfaction with its quantity.

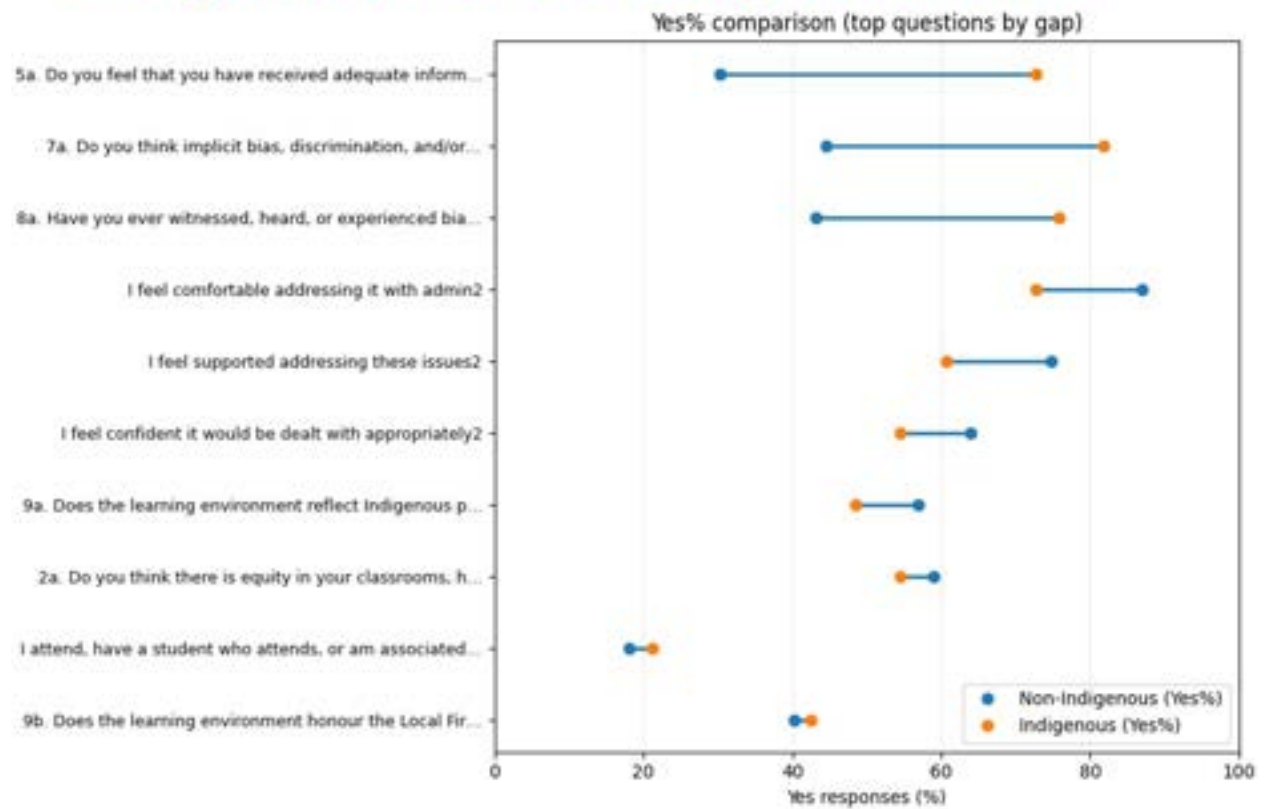
Mental health support. Overall rates are comparable (Nides 57% Yes, Non-Nides 60%), but qualitative differences emerge. Nides students occasionally cite the online environment itself as protective — it removes social stressors. Non-Nides students are twice as likely to describe unmet needs (6% vs 3%), including accounts of concerns being dismissed and support that is generic rather than individually responsive.

Key Takeaway

The two groups share a common foundation: high regard for teachers and ISWs, broadly positive school experiences, and consistent themes in what they want to learn and how they define success. The divergences that matter most are not about program satisfaction or academic confidence — they are about safety and repair. Non-Nides students encounter bias more often, and when they do, they are far less likely to say the response worked. That gap between the rate of harm and the effectiveness of the response is where the most significant work remains.

Supplementary Report 2

Indigenous VS non-Indigenous Staff



*CUPE Staff

Supplementary Report 3

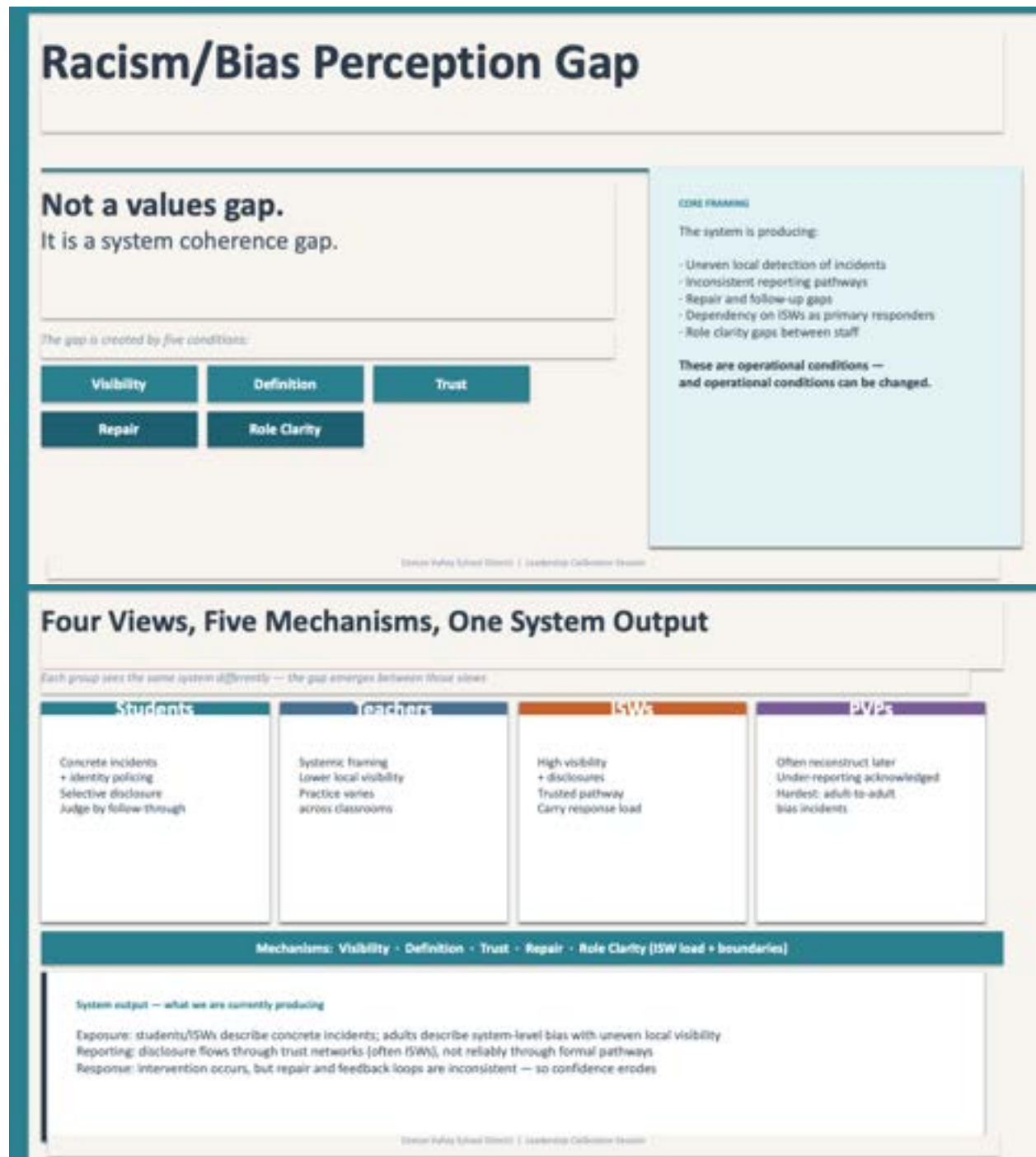


Table 1. Theme frequencies by respondent group. Multi-tag coding; totals exceed 100%.

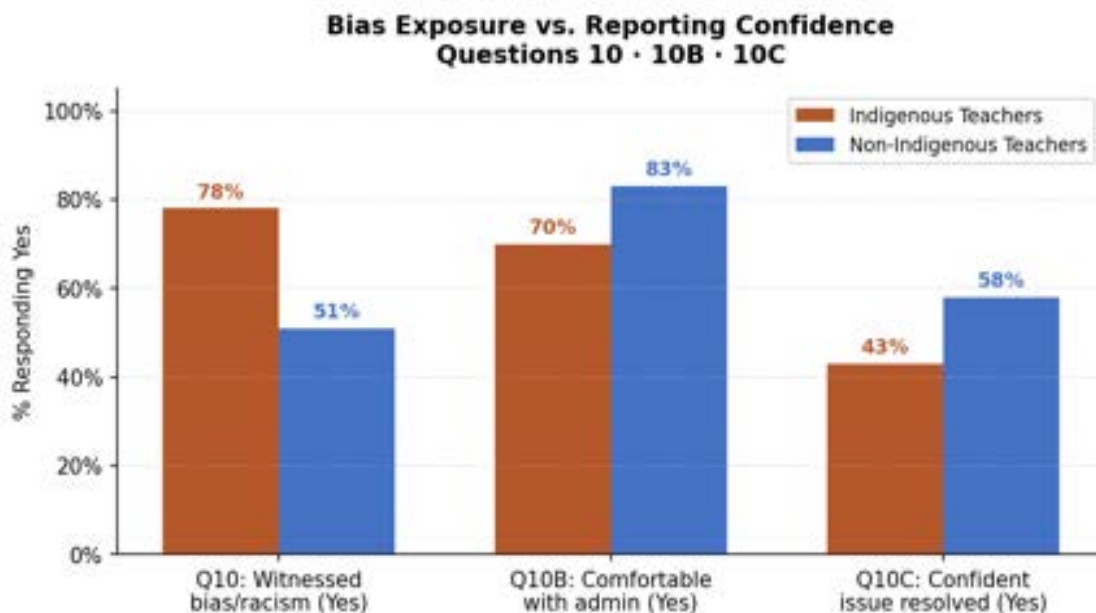
Teacher Survey (Excluding Nides) Bias Exposure & Reporting Confidence

Key Findings

Indigenous teachers report far higher exposure to bias and racism in the workplace (78% vs. 51%). They are not, however, more likely to act on it. Comfort with addressing the bias with administration is lower (Yes: 70% vs. 83%), and the gap widens when teachers consider outcomes: only 43% of Indigenous teachers are confident an issue would be resolved appropriately, compared to 58% of non-Indigenous colleagues.

The pattern is consistent across all three questions. Indigenous teachers move from highest exposure to lowest confidence — a 35-point drop from witnessing bias to trusting resolution. Non-Indigenous teachers show a smaller decline (51% to 58%), and their confidence actually exceeds their exposure rate, suggesting a fundamentally different relationship with institutional reporting processes.

The "No" responses reinforce this. On Q10B, 30% of Indigenous teachers are not comfortable going to admin, versus 5% of non-Indigenous. On Q10C, 26% lack confidence in resolution, versus 9%. These are not marginal differences — they reflect a structural trust gap.



* Some percentages do not total 100% due to blank responses or rounding.

Supplementary Report 4

CUPE Teacher Survey Comparison Report

Percentages are within-group and rounded to one decimal place. Difference is Teacher % minus CUPE % (percentage points). Cells with n < 5 are suppressed.

Section A: Yes / No / Unsure Items

2a Equity for Indigenous students

Question text (CUPE): 2a. Do you think there is equity in your classrooms, hallways, spaces for Indigenous students?

Question text (Teacher): 2a. Do you think there is equity in your classrooms, hallways, spaces for Indigenous students?

Response	CUPE n	CUPE %	Teacher n	Teacher %	Difference (pp)
Yes	109	58.3	251	47.3	-11.0
No	29	15.5	105	19.8	4.3
Unsure	49	26.2	175	33.0	6.8
Missing/Blank	0	0.0	0	0.0	0.0

5a Sufficient information

Question text (CUPE): 5a. Do you feel that you have received adequate information to support Indigenous students in a culturally sensitive way?

Question text (Teacher): 5a. Do you feel that you have received adequate information to teach indigenous content in a culturally sensitive way?

Response	CUPE n	CUPE %	Teacher n	Teacher %	Difference (pp)
Yes	73	39.0	198	37.3	-1.7
No	55	29.4	182	34.3	4.9
Unsure	59	31.6	151	28.4	-3.1
Missing/Blank	0	0.0	0	0.0	0.0

7a Bias/discrimination exists

Question text (CUPE): 7a. Do you think implicit bias, discrimination, and/or racism exists for Indigenous learners in this district?

Question text (Teacher): 7a. Do you think implicit bias, discrimination, and / or racism exists for Indigenous learners in this district?

Response	CUPE n	CUPE %	Teacher n	Teacher %	Difference (pp)
Yes	94	50.3	351	66.1	15.8
No	20	10.7	29	5.5	-5.2
Unsure	73	39.0	151	28.4	-10.6
Missing/Blank	0	0.0	0	0.0	0.0

8a Witnessed bias/discrimination/racism

Question text (CUPE): 8a. Have you ever witnessed, heard, or experienced bias and/or racism in the workplace?

Question text (Teacher): 10a. Have you ever witnessed, heard, or experienced bias and/or racism in the workplace?

Response	CUPE n	CUPE %	Teacher n	Teacher %	Difference (pp)
Yes	93	49.7	268	50.5	0.7
No	78	41.7	199	37.5	-4.2

Unsure	16	8.6	64	12.1	3.5
Missing/Blank	0	0.0	0	0.0	0.0

9a/11a Environment reflects Indigenous histories

Question text (CUPE): 9a. Does the learning environment reflect Indigenous peoples/cultures/histories, and the First Peoples' Principles of Learning?

Question text (Teacher): 11a. Does the learning environment reflect Indigenous peoples/cultures/histories, and the First Peoples' Principles of Learning?

Response	CUPE n	CUPE %	Teacher n	Teacher %	Difference (pp)
Yes	103	55.1	350	65.9	10.8
No	27	14.4	53	10.0	-4.5
Unsure	57	30.5	128	24.1	-6.4
Missing/Blank	0	0.0	0	0.0	0.0

9b/11b Environment honours identities

Question text (CUPE): 9b. Does the learning environment honour the Local First Peoples' ways of knowing and cultures?

Question text (Teacher): 11b. Does the learning environment honour the Local First Peoples' ways of knowing and cultures?

Response	CUPE n	CUPE %	Teacher n	Teacher %	Difference (pp)
Yes	76	40.6	240	45.2	4.6
No	24	12.8	61	11.5	-1.3
Unsure	87	46.5	229	43.1	-3.4
Missing/Blank	0	0.0	1	0.2	0.2

Section B: Question 6c (Success Scale)

Question text (CUPE): 6c. How successful do you feel the school has been in acting upon or upholding these policies and agreements?2

Question text (Teacher): 6c. How successful do you feel the school has been in acting upon or upholding these policies and agreements?

Response	CUPE n	CUPE %	Teacher n	Teacher %	Difference (pp)
Unsure	57	30.5	129	24.3	-6.2
Missing/Blank	0	0.0	0	0.0	0.0
nan	Suppressed		Suppressed		
nan	Suppressed		20	3.8	
nan	62	33.2	210	39.5	6.4
nan	50	26.7	138	26.0	-0.7
nan	15	8.0	34	6.4	-1.6

Section C: Workplace Experience ('I feel...') Items

I feel comfortable addressing it with admin

Question text (CUPE): I feel comfortable addressing it with admin2

Question text (Teacher): I feel comfortable addressing it with admin

Response	CUPE n	CUPE %	Teacher n	Teacher %	Difference (pp)
Yes	155	82.9	422	79.5	-3.4
No	14	7.5	33	6.2	-1.3
Unsure	18	9.6	68	12.8	3.2
Missing/Blank	0	0.0	8	1.5	1.5

I feel confident it would be dealt with appropriately

Question text (CUPE): I feel confident it would be dealt with appropriately2

Question text (Teacher): I feel confident it would be dealt with appropriately

Response	CUPE n	CUPE %	Teacher n	Teacher %	Difference (pp)
Yes	116	62.0	302	56.9	-5.2
No	23	12.3	60	11.3	-1.0
Unsure	48	25.7	161	30.3	4.7
Missing/Blank	0	0.0	8	1.5	1.5

I feel supported addressing these issues

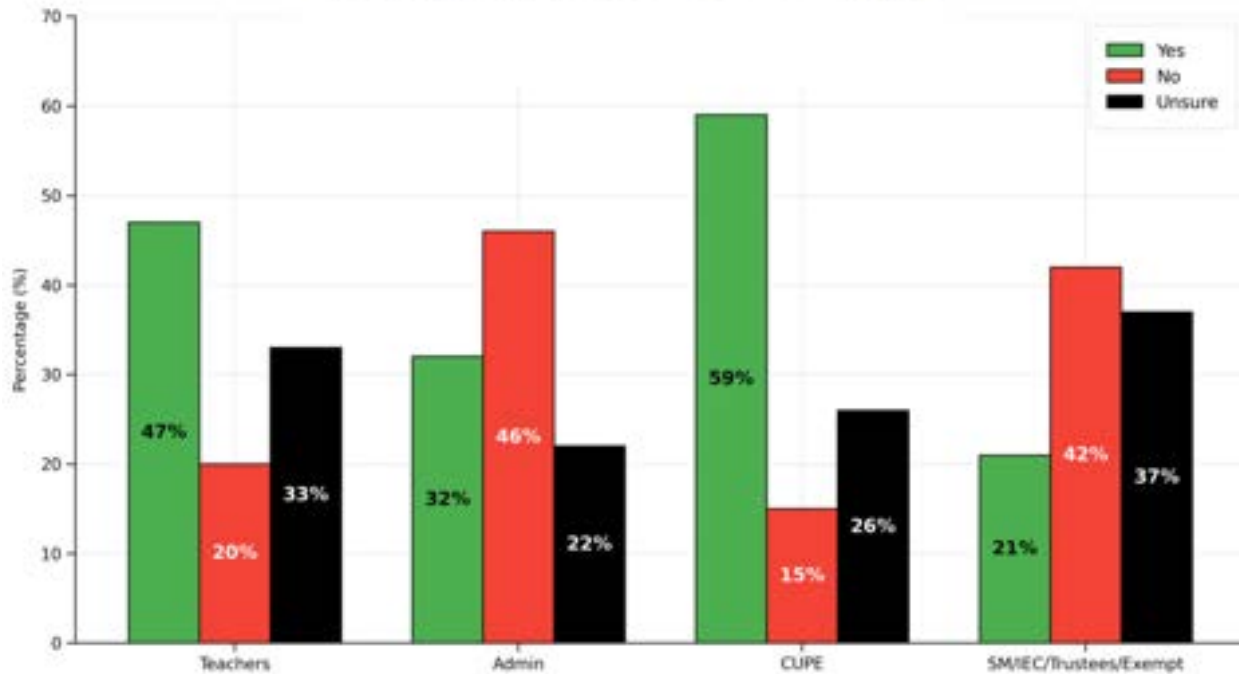
Question text (CUPE): I feel supported addressing these issues2

Question text (Teacher): I feel supported addressing these issues

Response	CUPE n	CUPE %	Teacher n	Teacher %	Difference (pp)
Yes	133	71.1	368	69.3	-1.8
No	16	8.6	45	8.5	-0.1
Unsure	38	20.3	110	20.7	0.4

Supplementary Report 5

PERCEPTIONS ON EQUITY FOR INDIGENOUS STUDENTS



Do you think there is equity in your classrooms, hallways, spaces for Indigenous students?

Final Summary:

Thank you and Call to Action

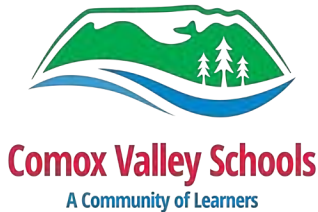
This report could not have been completed without the brilliance and advocacy of KFN, MIKI'SIW, The IEC, the CLEST, Indigenous families, staff, students, and community. We are grateful to have had the opportunity to walk alongside community during the equity scanning process.

While this report articulates the inequitable experiences and outcomes of Indigenous learners in the Comox Valley, importantly, this report and the direction of the CLEST provides a roadmap for the district to address these inequities.

If we are to adequately address all gaps articulated in this report, it will require everyone in the system to actively commit to and participate in creating an equitable system for All students. This will take time, commitment, courage and humility. **It is time.**



Kumugwe Big House



Open Committee of the Whole Meeting
Report to the Board
June 9, 2026

In Attendance:

Committee Members:

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

Staff:

Dr. Jeremy Morrow, Superintendent of Schools
Harold Cull, Secretary-Treasurer
Molly Proudfoot, Director of Operations

Regrets: Janice Caton, Trustee

Recording Secretary: Candace Jesson, Manager Administrative Services & Projects

Rightsholders and Partner Groups in Attendance:

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)

A. WELCOME AND CALL TO ORDER

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

The Board Meeting Chair called the meeting to order at 7:04 pm.

B. ADOPTION OF AGENDA

Pages 1-2

Motion: (COWO-2026-06-09-01)

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

McCannel-Keene/Aldinger

CARRIED

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

Committee Chair provided an overview of the policy and questions/comments were welcomed. Feedback was received. Questions were asked and answered.

2. Sanctuary Schools

Pages 9-10

Shannon Aldinger, Policy Committee Chair

Committee Chair presented the policy. Feedback was received. Questions were asked and answered.

F. OPERATIONS

1. 5-Year Major Capital Plan Submission

Pages 11-13

Molly Proudfoot, Director of Operations

The Director introduced the proposed submission, continuing to advocate for projects previously submitted. The 10-year Long-range Facilities Plan is near completion

G. FINANCE

1. None

H. OTHER

1. None

ADJOURNMENT – 8:27 pm

Motion:

THAT Committee of the Whole adjourn this meeting.

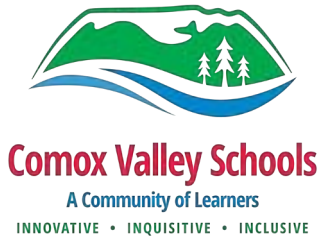
Aldinger/McCannel-Keene

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.



AD HOC POLICY COMMITTEE
BOARD REPORT

Date: Tuesday May 5, 2026

Time: 5:33 pm – 7:22 pm

Venue: In-Person

Committee Members

Trustees:

Shannon Aldinger, Committee Chair
Janice Caton, Trustee
Michelle Waite, Board Chair

Staff:

Dr. Jeremy Morrow, Superintendent
Harold Cull, Secretary-Treasurer

Regrets: None

Recording Secretary: Candace Jesson, Manager Administrative Services & Projects

TERMS OF REFERENCE:

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

Mandate:

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

Membership:

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

1. CALL TO ORDER

The Board of Education acknowledged that we are on the traditional territories of the K'omoks First Nation and thanked them for the privilege of living on their land and the gift of working with their children.

2. CHECK-IN

3. COMMITTEE CHAIR UPDATE

4. ADOPTION OF AGENDA

Agenda was amended to include Policy Template.

5. BUSINESS

A. Proposed Policy Template

The Committee reviewed recommendations regarding a standardized policy template, along with samples from other districts. The template will include a preamble, policy statement, definitions (as required), and objectives.

Recommended Motion:

That the Board of Education of School District No. 71 (Comox Valley) approve the standardized policy template proposed at the May 5, 2026 Ad Hoc Policy Committee meeting.

B. Proposed Prioritization of Policy Review

i. Trustee Election Bylaw (No.1)

The Committee discussed several changes to the draft bylaw to reflect the District hosting the 2026 Trustee Election and agreed to forward the bylaw for legal review and final editing prior to bringing it back to the Board.

ii. Gender-based Violence and Sexual Misconduct Policy

The Committee completed its review and revisions to the policy and will bring forward the updated draft for the Board's consideration at an upcoming meeting in May.

Tabled for future meetings:

- iii. Equity and Non-Discrimination (Policy 24)
- iv. Sanctuary Schools Policy
- v. Role of the Board (Policy 2)
- vi. Role of the Superintendent (Policy 12)
- vii. Delegation of Authority (Policy 11)
- viii. Board Committees (Policy 8)

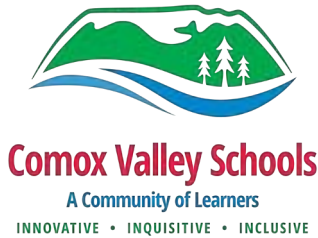
The Committee added a meeting on May 19th at 5:30 pm.

6. FUTURE MEETING DATES

Tuesday May 19th at 5:30 pm
Tuesday June 16th at 5:30 pm

7. ADJOURNMENT

Meeting adjourned at 7:22 pm.



AD HOC POLICY COMMITTEE
BOARD REPORT

Date: Tuesday May 19, 2026

Time: 5:30 pm – 7:00 pm

Venue: School Board Office, Meeting Room 111

Committee Members

Trustees:

Shannon Aldinger, Committee Chair
Janice Caton, Trustee
Michelle Waite, Board Chair

Staff:

Dr. Jeremy Morrow, Superintendent
Harold Cull, Secretary-Treasurer

Regrets: None

Recording Secretary: Candace Jesson, Manager Administrative Services & Projects

TERMS OF REFERENCE:

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

Mandate:

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

Membership:

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

1. CALL TO ORDER

The Board of Education acknowledged that we are on the traditional territories of the K'omoks First Nation and thanked them for the privilege of living on their land and the gift of working with their children.

Committee Chair welcomed committee members and called the meeting to order at 5:34 pm.

2. CHECK-IN

3. ADOPTION OF THE AGENDA

4. ONGOING BUSINESS

A. Gender-based Violence and Sexual Misconduct Policy

Bring the draft policy forward to the June Committee of the Whole for feedback from rightsholders and partners, with the final draft to be presented to the Board for approval at the June Board meeting.

B. Board Committee

Discussion regarding recommended changes and the establishment of a shared understanding continued. The Committee remains engaged in revisions to the draft.

C. Role of the Board

The Committee discussed proposed additions to the policy, including the importance of consistency in language throughout the document. Revisions to the draft continue.

D. Delegation of Authority

The Committee will continue its review and revisions at the next Committee meeting.

E. Role of the Superintendent

No comments were raised beyond minor grammatical edits. The Committee will continue its review at the next meeting.

F. Equity and Non-discrimination

The Committee recommended focusing on minor revisions as part of the current review process.

G. Sanctuary Schools

Bring the draft policy forward to the June Committee of the Whole for feedback from rightsholders and partners, with the final draft to be presented to the Board for consideration at the June Board meeting.

H. Trustee Election Bylaw

Table for next meeting.

5. ACTION ITEMS

Action Items	Person(s) Responsible	Deadline
<ul style="list-style-type: none">Draft Gender-based Violence and Misconduct policy for inclusion in the June Committee of the Whole agenda package.	Secretary-Treasurer	June 9, 2026
<ul style="list-style-type: none">Revisions to the Board Committee, Role of the Board policies.	Secretary-Treasurer	June 16, 2026
<ul style="list-style-type: none">Draft Sanctuary School policy for inclusion in the June Committee of the Whole agenda package.	Secretary-Treasurer	June 9, 2026

6. RECOMMENDATIONS TO THE BOARD OF EDUCATION

THAT the Board of Education of School District No. 71 (Comox Valley) provide the draft Gender-based Violence and Sexual Misconduct policy for rightsholders and partner feedback at the June 9, 2026 Open Committee of the Whole meeting.

THAT the Board of Education of School District No. 71 (Comox Valley) provide the draft Sanctuary Schools policy for rightsholders and partner feedback at the June 9, 2026 Open Committee of the Whole meeting.

THAT the Board of Education of School District No. 71 (Comox Valley) approve the revised 'Equity and Non-discrimination' policy, as presented.

7. FUTURE MEETING DATES

June 16, 2026

11. ADJOURNMENT – 6:43 pm

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 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.
- Individuals 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: June 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".

DRAFT



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.

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

Board Committees

PREAMBLE

The Board of Education is committed to effective governance, informed decision-making, and the efficient conduct of Board business. To support these objectives, the Board may establish committees to review matters within their mandate and provide recommendations for Board consideration.

Pursuant to the *British Columbia School Act, section 65(1.2)(a)*, “may establish committees and specify the functions and duties of those committees”.

POLICY STATEMENT

The primary purpose of all committees of the Board will be to act in an advisory capacity to the Board.

The Board will establish standing, ad hoc, and subcommittees, that will serve as the primary structure to conduct the work of the Board regarding education, policy, support services and audit in addition to other matters and issues within the Board’s area of responsibility.

The Board will hold its committee meetings in a separate, stand-alone format. Committees of the Board will not interfere with delegation of authority from Board to Superintendent. The Board will delegate authority and duties to committees subject to the restrictions on delegation in the School Act.

DEFINITIONS

Standing Committee

A committee established by the Board on an ongoing basis to support the Board's governance responsibilities within a defined area of responsibility. Standing Committees continue from year to year until amended or dissolved by the Board. Examples: Education & Policy Committee, Audit Committee, and the Support Services Committee.

Ad Hoc Committee (non-standing)

A committee established by the Board for a specific purpose, project, issue, or task. Ad Hoc Committees cease to exist upon completion of their assigned mandate or by Board resolution. Ad Hoc Committees report directly to the Board. Subcommittees report to the committee that established them and do not normally report directly to the Board. Examples: Gender- based Violence Committee and Strategic Planning Committee.

Subcommittee

A committee established by and reporting to a Standing Committee or Ad Hoc Committee for the purpose of undertaking specific work within the committee's mandate. Subcommittees report to the parent committee and do not report directly to the Board unless directed otherwise. Example: Calendar Committee

OBJECTIVES

The Board will:

- Establish committees to support effective governance, informed decision-making, and the efficient conduct of Board business.
- Provide for the establishment of committees with clearly defined purposes, responsibilities, membership, and reporting relationships.
- Support the Board through the review, discussion, and consideration of matters within the Board's mandate.
- Require committees to operate in an advisory capacity and provide recommendations for Board consideration.
- Maintain accountability by ensuring that authority for decision-making remains with the Board and that committee recommendations are subject to Board approval.
- Promote transparent and effective reporting of committee recommendations and activities to the Board.

COMMITTEE MEMBERSHIP

- The Chair of the Board will recommend, and the Board will appoint committee Chairs and trustees as members of the committee.
- The Chair of the Board and Superintendent will be ex-officio members of all Board committees.

COMMITTEE PROCESS

- The committee Chair may cancel regularly scheduled meetings for good and sufficient reason in consultation with the Board Chair.
- Staff will be assigned to each committee by the Superintendent or designate and will prepare the agenda in consultation with the committee Chair, distribute materials, and keep notes of each committee meeting.
- Committees will provide written reports to the Board on any matters discussed by the committee. Reports from committees will be prepared for the subsequent regular meeting of the Board of Education.
- The committee Chair will report the proceedings of the committee meeting back to the Board of Education.
- Committees will make recommendations to the Board in writing, with final wording agreed upon at the committee meeting. No recommendation of any committee will be binding on the Board until the action is formally approved by the Board.
- No committee will make recommendations when fewer than two appointed Trustee committee members are present.

STANDING COMMITTEES

- The Board will approve the Standing Committee schedule on an annual basis and written notice will be provided at least three days prior for any unscheduled meetings.
- Standing Committees will have up to three representative trustees, as approved by the Board of Education.
- Any Trustee not assigned as a Standing Committee member may attend any Standing Committee meeting as a guest in order to participate in discussion or debate; however, only Trustee Standing Committee members will make recommendations to the Board.
- The following groups will be invited to appoint two representatives to participate in Standing Committee discussions: K'omoks First Nation, Indigenous Education Council (IEC); Comox District Teachers' Association (CDTA); CUPE Local 439; Comox Principals and Vice-Principals Association (CPVPA); Comox Valley District Parent Advisory Council (DPAC), and student representatives (where appropriate).
- All Standing Committee members and attendees are able to participate fully in discussion, however, only Trustees appointed to the Standing Committee will make recommendations to the Board.
- A trustee appointed to a Standing Committee that is unable to attend a Standing Committee meeting will discuss with the Standing Committee Chair an alternate trustee replacement to attend on their behalf.
- Individual Trustees may advance an item to a Board Standing Committee through formal motion to the Board, or, alternatively, may request that the Standing Committee Chair in discussion with the Superintendent or Secretary-Treasurer consider the item for the agenda.
- District staff may bring items forward to Standing Committee meetings for consideration and recommendation to the Board of Education.
- Standing Committee agendas and accompanying material will be distributed at least 48 hours before any meeting to all members of the Board, rightsholder and partner representatives.

Board Standing Committees

Education and Policy Committee

The Education and Policy Committee will assist the Board in fulfilling its governance and oversight responsibilities and may consider matters pertaining to student achievement through:

- The provision of educational programs for students, including curriculum, instruction, and assessment.
- Student learning, including student support services and learning resources.
- Research on teaching and learning.
- Showcasing district programs and effective teaching practices.
- Periodically and systematically review Board policies and district administrative procedures related to district administration, educational programs, students, and community connections, with the intent of ensuring that policies and procedures remain useful, current and understandable.

- Recommendations for new and revised policy and administrative procedures related to district administration, educational programs, students, and community connections for Board approval.
- Other matters referred by the Board.

Staff Contact: Associate Superintendent

The committee will normally meet on the first Tuesday of every month from September to June.

Support Services Committee

The Support Services Committee will assist the Board in fulfilling its governance and oversight responsibilities and may consider matters pertaining to student achievement through:

- Long-range facilities planning, capital planning, and school naming and closures.
- Enrollment projections, boundary reviews, transportation planning, and other operational matters requiring public consultation.
- Operating, special purpose, and capital budget development, review, and recommendations.
- Financial stewardship, including financial policies, risk management, compliance, financial reporting, and allocation of financial resources to support student learning, district priorities, and long-term sustainability.
- Business operations, financial services, information technology, facilities management, transportation, custodial services, and related support functions.
- At the request of the Board, review of Board policies and district administrative procedures related to support services and human resources with the intent of ensuring that policies and procedures remain useful, current, and understandable.
- Human resources issues excluding labor relations and other confidential personnel matters.
- Recommendations for new and revised policy and administrative procedures related to support services, and human resources for Board approval.
- Other matters referred by the Board.

Staff Contact: Secretary-Treasurer

The committee will normally meet on the second Tuesday of every month from September to June.

Audit Committee

The Audit Committee will assist the Board in fulfilling its governance and oversight responsibilities and may consider matters pertaining to:

- Oversight of the District's system of internal controls, reporting processes, risk management practices, and integrity of financial accountability processes.

- Oversight of external audit activities, including the appointment, independence, performance, and recommendations of the external auditor.
- Review of the annual audited financial statements and related financial disclosures prior to Board approval.
- Oversight of any internal audit activities authorized by the Board.
- Monitoring compliance with applicable financial legislation, regulations, and Board policies.
- Reporting findings and recommendations to the Board.
- Review of auditor performance.
- Other specific audit responsibilities referred by the Board.

Staff Contact: Assistant Secretary-Treasurer

The committee will normally meet on a quarterly basis as determined by the committee Chair.

AD HOC COMMITTEES OR SUBCOMMITTEES (non-standing)

The Board may establish non-standing committees to study, investigate, or report on specific matters.

- The Board will approve the purpose and terms of reference of non-standing committees before members of the committee are named, except when the Board asks the committee to recommend its own terms of reference for Board approval.
- The Board will determine a period within which these committees will present a report to the Board.
- The Board may appoint staff and community members whose knowledge, experience, or expertise may assist the committee in its work.
- Meeting dates, times, and locations may be established by the committee as required. To support committee work, the third Tuesday of each month from September through June has been reserved for this purpose.

Legal Reference: Sections 65, 85 School Act

Policy Reference: Board Procedural Bylaw
Board Operations
Role of the Board Chair
Role of the Vice-Chair
Role of the Trustee

Adopted: September 2019

Revised: June 2023

Revised: June 2026



Board Committees

PREAMBLE

The Board of Education is committed to effective governance, informed decision-making, and the efficient conduct of Board business. To support these objectives, the Board may establish committees to review matters within their mandate and provide recommendations for Board consideration.

Pursuant to the *British Columbia School Act, section 65(1.2)(a)*, “may establish committees and specify the functions and duties of those committees”.

As much as possible, the board’s business of governance will be conducted by the full Board of Education in a Committee of the Whole structure. The board may establish additional Ad Hoc or standing committees of the board to assist it with governance functions. In addition, the board may hold its sub-committee meetings in a separate, stand-alone format, when necessary. Committees of the board shall never interfere with delegation of authority from board to superintendent. The board may delegate specific powers and duties to committees of the board that are established by the board, subject to the restrictions on delegation in the *School Act*.

POLICY STATEMENT

The primary purpose of all committees of the ~~board~~Board shallwill be to act in an advisory capacity to the boardBoard.

The Board will establish standing, ad hoc, and subcommittees, that will serve as the primary structure to conduct the work of the Board regarding education, policy, ~~business~~support services and audit in addition to other matters and issues within the Board’s area of responsibility.

The Board will hold its committee meetings in a separate, stand-alone format. Committees of the Board will not interfere with delegation of authority from Board to Superintendent. The Board will delegate authority and duties to committees subject to the restrictions on delegation in the *School Act*. Unless specific powers have been delegated by the board the power of all committees shall be limited to making recommendations to the board and shall not include that of acting on behalf of the board unless specifically authorized for individual issues. The chair of the committee shall place all recommendations before the board at a regular business meeting of the board in the form of a proper motion. No action of any committee of the board shall be binding on the board until the action is formally approved by the board.

A quorum shall be a majority of the trustees appointed to the Ad Hoc committee or in the case of the Committee of the Whole, the trustees in attendance.

DEFINITIONS

Standing Committee

A committee established by the Board on an ongoing basis to support the Board's governance responsibilities within a defined area of responsibility. Standing Committees continue from year to year until amended or dissolved by the Board. Examples: Education & Policy Committee, Audit Committee, and the Support Services Committee.

Ad Hoc Committee (non-standing)

A committee established by the Board for a specific purpose, project, issue, or task. Ad Hoc Committees cease to exist upon completion of their assigned mandate or by Board resolution. Ad Hoc Committees report directly to the Board. Subcommittees report to the committee that established them and do not normally report directly to the Board. Examples: Gender- based Violence Committee and Strategic Planning Committee.

Subcommittee

A committee established by and reporting to a Standing Committee or Ad Hoc Committee for the purpose of undertaking specific work within the committee's mandate. Subcommittees report to the parent committee and do not report directly to the Board unless directed otherwise. Example: Calendar Committee

General Requirements**OBJECTIVES**

The Board will:

- Establish committees to support effective governance, informed decision-making, and the efficient conduct of Board business.
- Provide for the establishment of committees with clearly defined purposes, responsibilities, membership, and reporting relationships.
- Support the Board through the review, discussion, and consideration of matters within the Board's mandate.
- Require committees to operate in an advisory capacity and provide recommendations for Board consideration.
- Maintain accountability by ensuring that authority for decision-making remains with the Board and that committee recommendations are subject to Board approval.
- Promote transparent and effective reporting of committee recommendations and activities to the Board.

COMMITTEE MEMBERSHIP

- ~~The Chair of the Board will recommend, and the Board will appoint committee Chairs and trustees as members of the committee.~~
- ~~The Chair of the Board and Superintendent will be ex-officio members of all Board committees.~~

~~Any Trustee not assigned as a committee member may attend any committee meeting as a guest in order to participate in discussion or debate but only committee members will make recommendations to the Board.~~

COMMITTEE PROCESS

- ~~The committee Chair may cancel regularly scheduled meetings for good and sufficient reason in consultation with the Board Chair.~~
- ~~Staff will be assigned to each committee by the Superintendent or designate and will prepare the agenda in consultation with the committee Chair, distribute materials, and keep notes of each committee meeting.~~
- ~~Committees will provide written reports to the Board on any matters discussed by the committee. Reports from committees will be prepared for the subsequent regular meeting of the Board of Education.~~
- ~~The committee Chair will report the proceedings of the committee meeting back to the Board of Education.~~
- ~~Committees will make recommendations to the Board in writing, with final wording agreed upon at the committee meeting. No recommendation of any committee will be binding on the Board until the action is formally approved by the Board.~~
- ~~No committee will make recommendations when fewer than two appointed Trustee committee members are present.~~

~~Committee members unable to attend a committee meeting will discuss with the Committee Chair an alternate replacement to attend on their behalf.~~

~~The following groups will be invited to appoint two representatives to participate in committee discussions: K'omoks First Nation, Indigenous Education Council (IEC); Comox District Teachers' Association (CDTA); CUPE Local 439; Comox Principals and Vice-Principals Association (CPVPA); Comox Valley District Parent Advisory Council (DPAC), and student representatives (where appropriate).~~

STANDING COMMITTEES

- The Board will approve the Standing Ceommittee schedule on an annual basis and written notice will be provided at least three days prior for any unscheduled meetings.
- Standing Committees will have up to three representative trustees, as approved by the Board of Education.

- Any Trustee not assigned as a Standing Committee member may attend any [Standing Committee](#) meeting as a guest in order to participate in discussion or debate; however, only Trustee Standing Committee members will make recommendations to the Board.
 - [The following groups will be invited to appoint two representatives to participate in Standing Committee discussions: K'omoks First Nation, Indigenous Education Council \(IEC\); Comox District Teachers' Association \(CDTA\); CUPE Local 439; Comox Principals and Vice-Principals Association \(CPVPA\); Comox Valley District Parent Advisory Council \(DPAC\), and student representatives \(where appropriate\).](#)
 - [All Standing Committee members and attendees are able to participate fully in discussion, however, only Trustees appointed to the Standing Committee will make recommendations to the Board.](#)
 - [A trustee appointed to a Standing Committee that is unable to attend a Standing Committee meeting will discuss with the Standing Committee Chair an alternate trustee replacement to attend on their behalf.](#)
 - [Individual Trustees may advance an item to a Board Standing Committee through formal motion to the Board, or, alternatively, may request that the Standing Committee Chair in discussion with the Superintendent or Secretary-Treasurer consider the item for the agenda.](#)
- [Committee members unable to attend a committee meeting will discuss with the Committee Chair an alternate replacement to attend on their behalf.](#)
- [The following groups will be invited to appoint two representatives to participate in committee discussions: K'omoks First Nation, Indigenous Education Council \(IEC\); Comox District Teachers' Association \(CDTA\); CUPE Local 439; Comox Principals and Vice-Principals Association \(CPVPA\); Comox Valley District Parent Advisory Council \(DPAC\), and student representatives \(where appropriate\):](#)
- [All committee members and attendees are able to participate fully in discussion, however, only Trustees appointed to the committee will make recommendations to the Board. District staff may bring items forward to Standing Committee meetings for consideration and recommendation to the Board of Education.](#)
 - [Standing Committee agendas and accompanying material will be distributed at least 48 hours before any meeting to all members of the Board, rightsholder and partner representatives.](#)

~~COMMITTEE REQUIREMENTS~~The board may establish Standing Committees and Ad Hoc Committees and shall prescribe their purpose, powers and duties, membership, and meetings.

- —
- ~~The chair of the board shall be an ex-officio non-voting member of all board committees to which the chair has not been appointed. The board vice-chair may act as ex-officio in the absence of the board chairperson. The board chairperson may take the place of any trustee member or alternate who is absent to complete the committee quorum.~~

- ~~The chair of the board shall recommend, and the board shall appoint committee chairs and members of any standing or ad hoc committee. The only exception is that that the chair of the Committee of the Whole will rotate through interested trustees:~~
- ~~—~~
- ~~Committees shall provide written reports to the board on any matters discussed by the committee. Reports and recommended motions from committees will be prepared for the subsequent regular meeting of the Board of Education.~~
- ~~—~~
- ~~No committee will make recommendations when fewer than two appointed Trustee committee members are present.~~
- ~~All committee members and attendees are able to participate fully in discussion, however, only Trustees appointed to the committee will make recommendations to the Board.~~
- ~~Committees will make recommendations to the Board in writing, with final wording agreed upon at the committee meeting. No recommendation of any committee will be binding on the Board until the action is formally approved by the Board.~~

COMMITTEE MEETINGS AND AGENDAS

- ~~The Board will approve the committee schedule on an annual basis and written notice will be provided at least three days prior for any unscheduled meetings.~~
- ~~The committee Chair may cancel regularly scheduled meetings for good and sufficient reason in consultation with the Board Chair.~~
- ~~Staff will be assigned to each committee by the Superintendent or designate and will prepare the agenda in consultation with the committee Chair, distribute materials, and keep notes of each committee meeting.~~
- ~~Individual Trustees may advance an item to a Board committee through formal motion to the Board, or may request that the Committee Chair in discussion with the Superintendent or Secretary-Treasurer add the item to the agenda.~~
- ~~District staff may bring items forward to standing committee meetings for consideration and recommendation to the Board of Education.~~
- ~~Committee agendas and accompanying material will be distributed at least 48 hours before any meeting to all members of the Board, rightsholder and partner representatives.~~
- ~~The committee Chair will report the proceedings of the committee meeting back to the Board of Education.~~
- ~~Predominately, the Standing Committees of the Board are conducted within the Committee of the Whole in a sub-committee format:~~

- ~~Standing sub-committees consist solely of trustees and are established to assist the board with work of an ongoing or recurring nature. Additional Standing Committees can be created as required, either within or out of the Committee of the Whole.~~
- ~~The number of trustees appointed to a committee, other than a Committee of the Whole, shall not constitute a quorum of the board.~~
- ~~On an annual basis, the Board shall approve the Committee of the Whole meeting and rotational chair schedule, ideally when approving its other regular meeting schedule. The chairperson of the committee may cancel regularly scheduled meetings for proper cause. Proper cause will include insufficient business to require a meeting of the committee. The chairperson of the committee may also call special meetings of the committee not included on the schedule. All board members will receive notification as well as the agenda for any regularly scheduled or special meetings of the committee.~~

~~The resource staff assigned to each committee by the superintendent shall keep notes of each committee meeting, prepare the agenda, and distribute material to be considered by the committee.~~

~~Committee of the Whole meeting minutes shall be distributed to all members of the board at the board meeting at which the committee report is given. The chairperson of the standing committee shall determine which portion of the report will be given In-Camera and which portion will be given in Public.~~

~~The Committee of the Whole agenda and accompanying material shall be distributed at least 48 hours before any regular meeting of the committee. A copy of each committee agenda shall be distributed to all members of the board. Items may be added to the committee agenda of any regular or special meeting of the committee at the beginning of each meeting with the consensus of those committee members present.~~

~~Committees' rules of order may be relaxed at the discretion of the committee chair to encourage open and in-depth discussion. Speakers must still be recognized, speak no longer than five (5) minutes at one time, stay relevant to the agenda item under consideration, and the chair shall offer speaking priority to those who have not yet participated in each discussion.~~

~~Committees shall make recommendations to the board in writing, with final wording agreed upon at the committee meeting. No recommendation of any committee shall be binding on the board until the action is formally approved by the board.~~

~~The Standing Sub-Committees included within the Committee of the Whole format include the committees outlined in Policy 8—Appendix. Additionally, other topics, presentations and agenda items can be added to the Committee of the Whole as necessary.~~

Standing Board Standing Committees

Education and Policy Committee

The Education and Policy Committee will assist the Board in fulfilling its governance and oversight

responsibilities and may consider matters pertaining to student achievement through:

- The provision of educational programs for students, including curriculum, instruction, and assessment.
- Student learning, including student support services and learning resources.
- Research on teaching and learning.
- Showcasing district programs and effective teaching practices.
- Periodically and systematically review Board policies and district administrative procedures related to district administration, educational programs, students, and community connections, with the intent of ensuring that policies and procedures remain useful, current and understandable.
- Recommendations for new and revised policy and administrative procedures related to district administration, educational programs, students, and community connections for Board approval.
- Other matters referred by the Board.

Staff Contact: Associate Superintendent

The committee will normally meet on the first Tuesday of every month from September to June.

Support Services Committee

The Support Services Committee will assist the Board in fulfilling its governance and oversight responsibilities and may consider matters pertaining to [student achievement through](#):

- Long-range facilities planning, capital planning, and school naming and closures.
- Enrollment projections, boundary reviews, transportation planning, and other operational matters requiring public consultation.
- Operating, special purpose, and capital budget development, review, and recommendations.
- Financial stewardship, including financial policies, risk management, compliance, financial reporting, and allocation of financial resources to support student learning, district priorities, and long-term sustainability.
- ~~Human resources issues excluding labor relations and other confidential personnel matters.~~
- Business operations, [financial accounting](#) services, [information technology](#), facilities management, transportation, custodial services, and related support functions.
- ~~At the request of the Board, Periodically and systematically~~ review [of](#) Board policies and district administrative procedures related to [support business](#) services, [finance, facilities](#), and human resources with the intent of ensuring that policies and procedures remain useful, current, and understandable.
- [Human resources issues excluding labor relations and other confidential personnel matters.](#)
- ~~Present recommendations for new and revised policy and administrative procedures related to business~~ [Recommendations for new and revised policy and administrative procedures related to support services, finance, facilities](#), and human resources for Board approval.

- Other matters referred by the Board.

Staff Contact: Secretary-Treasurer

The committee will normally meet on the second Tuesday of every month from September to June.

Audit Committee

The Audit Committee will assist the Board in fulfilling its governance and oversight responsibilities and may consider matters pertaining to:

- Oversight of the District's system of internal controls, reporting processes, risk management practices, and integrity of financial accountability processes.
- Oversight of external audit activities, including the appointment, independence, performance, and recommendations of the external auditor.
- Review of the annual audited financial statements and related financial disclosures prior to Board approval.
- Oversight of any internal audit activities authorized by the Board.
- Monitoring compliance with applicable financial legislation, regulations, and Board policies.
- Reporting findings and recommendations to the Board.
- Review of auditor performance.
- Other specific audit responsibilities referred by the Board.

Staff Contact: Assistant Secretary-Treasurer

The committee will normally meet on a quarterly basis as determined by the committee Chair.

~~1. Community Engagement Committee~~

~~1.1 Use responsive communication tools that provide public education stakeholders with information that is relevant to their interests~~

~~1.1.1 Develop and implement diverse communications strategies that focus on preferred communications of the community and respond directly to the expressed interests and concerns of public education stakeholders.~~

~~1.1.2 Evaluate the efficacy of communication efforts and apply learning about successes and challenges to future efforts to improve the communications work.~~

~~1.2 Re-structure its commitment to how it works with the community and makes decisions in collaboration with them~~

1.2.1—Develop a Community Engagement and Planning (CEP) Task Force that can assist in the creation of a School District 71 Community Engagement Plan, with the understanding that the CEP Task Force will include Trustees, Staff, students, and community stakeholders. A Terms of Reference for the CEP Task Force will be developed and include, at a minimum, the following:

1.2.1.1 A purpose statement for the CEP Task Force that can include a commitment to developing and fostering a culture of community engagement excellence within School District 71;

1.2.1.2 A description of the specific types of activities it is charged to complete and the specific deliverables it will produce;

1.2.1.3 A set of guiding principles that can include a commitment to evidence based practice, community voice, transparency in decision making, openness, diversity of representation and trust;

1.2.1.4 A description of the relationship between the Board of Trustee's legislated decision making duties, the role of SD staff in decision making and supporting decision making, and the advisory support that the CEP Task Force will provide in service of staff and the Board's deliberations. In other words, the line that separates Board decision making authority from staff, advisory support and community input must be clearly drawn;

1.2.1.5 An initial term of service for the CEP Task Force of 12 months (with possibility of renewal) based on Board approval.

1.3 —Based on the Community Engagement Forum Summary Report and under the leadership of the CEP Task Force, develop the School District 71 Community Engagement Plan. The Plan will include, at a minimum:

1.3.1—An illustrated diagram that explains the scope of possible involvement of a community stakeholder in receiving information and participating in dialogue and decision making on priority issues affecting the local public education system.

1.3.2—A description and rationale for a limited number of 3-5 priority public education issues around which community engagement and planning activities need to take place in the short and medium term.

A process model that explains how community input can be developed into future education system directions. The process model should attend to best practices in translating community voice into educational directions, which includes option modelling that involves evidence review, cost benefit analysis, and feasibility assessments. Any educational direction that reaches the Board should go through such a process and be capped with a Board recommendation report from staff.

A detailed implementation strategy that outlines how community engagement and planning will happen in an ongoing way, during specified time frames, with required

~~resources (to be determined) and in relation to a limited number of 3-5 priority public education issues:~~

~~1.4 Provide regular and relevant information to stakeholders on the work of developing the Community Engagement Plan and its implementation to show the commitment of the District Trustees and its Staff.~~

~~2. Ad Hoc Committees or Subcommittees (non-standing)~~

~~The Board may establish non-standing committees to study, investigate, or report on specific matters.~~

- ~~• The Board will approve the purpose and terms of reference of non-standing committees before members of the committee are named, except when the Board asks the committee to recommend its own terms of reference for Board approval.~~
- ~~• The Board will determine a period within which these committees will present a report to the Board.~~
- ~~• The Board may appoint staff and community members whose knowledge, experience, or expertise may assist the committee in its work.~~
- ~~• Meeting dates, times, and locations may be established by the committee as required. To support committee work, the third Tuesday of each month from September through June has been reserved for this purpose.~~

~~Ad hoc committees may be established to assist the board on a specific project for a specific period of time and can either be open or closed meetings. The terms of reference for each ad hoc committee shall be established by board motion at the time of the formation of the committee. Such ad hoc committees shall cease to exist when the purpose has been achieved. The chair of the board shall recommend membership on ad hoc committees while the board retains authority to approve such appointments.~~

3. Resource Personnel

~~The superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities, and reporting requirements of the resource personnel.~~

Legal Reference: Sections 65, 85 School Act

Policy Reference: [Board Procedural Bylaw](#)
[Board Operations](#)
[Role of the Board Chair](#)
[Role of the Vice-Chair](#)
[Role of the Trustee](#)

Adopted: September 2019

Updated: ~~March/June~~ 2023

Updated: [June 2026](#)

Policy 8 – Appendix

COMMITTEE OF THE WHOLE – TERMS OF REFERENCE

Policy Statement

The Committee of the Whole is the primary structure to conduct the work of the Board regarding Education, Governance, Policy, Operations and Finance in addition to other matters and issues within the board's area of responsibility.

The Committee of the Whole provides an opportunity for all members of the board to participate in discussion and debate that results in final recommendations to the board.

Mandate

The Committee of the Whole provides recommendations to the board and serves as the vehicle for regular reports to the board which will contain both informational and actionable items.

Composition and Term

The Committee of the Whole is comprised of all members of the board and members of the executive leadership staff as topics require. In addition, other staff or stakeholders can be included depending on the agenda items.

The term of the Committee of the Whole is four years, to coincide with the term of the board.

The Chair of the Committee of the Whole will be determined by the Board on a rotational basis. Those trustees interested will have the opportunity to chair the open and closed Committee of the Whole meetings on a rotational basis.

General Responsibilities

The Committee of the Whole shall be responsible directly to the board for all reports and presentations coming from Education, Strategic Direction, Policy, Facilities & Operations, Finance, Audit, and Budget Development.

Committee of the Whole meetings will be divided into closed and open meetings:

The closed meetings are divided into four sections:

Finance and Operations

Policy

Strategic Direction
Governance

The open meetings are divided into five sections:

Education
Operations
Strategic Direction
Audit
Budget Development

All items appearing before the Committee of the Whole will be added to one section of the agenda by the secretary treasurer in consultation with superintendent and the chair and vice chair of the Board.

Delegated Authority

The superintendent and other staff members may be called upon by the board to conduct work and report back to the Committee of the Whole.

The Committee of the Whole may, without the board's approval, refer items back to the superintendent or defer items to another time. Direction which requires significant adjustments to existing workplans, however, may not proceed without board approval. The chair, in consultation with the superintendent and secretary treasurer, is responsible for determining when staff direction requires board approval.

In closed meetings the Committee the Whole may, without board approval, approve procedural matters and give direction to staff, officers, or agents of the district. Any such approvals or direction shall be in accordance with the School Act.

Operating Procedures

Reporting to the Board

The Committee of the Whole will report to the board with recommendations for approval.

Procedural Rules

The Procedural Bylaw shall govern the proceedings of Committee of the Whole meetings.

Open Committee of the Whole shall include but is not limited to:

—The Education scope of responsibilities includes:

Educational Programs & Services
Framework for Enhancing Student Learning

— and shall review and consider the governance of educational issues including curriculum, programs, student assessment, student welfare and student achievement.

—The Operations scope of responsibility includes:

Operational items requiring consultation with the public e.g., boundary consultation, enrollment projections and transportation. Key responsibilities will be to annually review student enrollment for impacts on Facilities, Capital and catchments and to prepare the five-year capital plan.

Additional items may include updates to the Long Range Facilities Plan, Naming or Renaming of schools, and school closures

The Strategic Direction scope of responsibility includes:

Reports from the superintendent, assistant superintendent, and the secretary treasurer

The Audit scope of responsibilities includes:

External Audit

Financial Reporting & Accountability

Reporting Responsibilities

Annual Financial Statements

Auditor Performance and Review

Reporting Responsibilities

Specific Audit Responsibilities

External Audit

Includes the committee and 2 members of the general public who have financial expertise:

Review the external auditor's proposed audit scope and approach, including coordination of audit effort with district staff.

Review with the secretary treasurer and the external auditors the result of the audit, including any difficulties encountered and all other matters required to be communicated to the Committee under Generally Accepted Auditing Standards:

Resolve any disagreements between district staff and the external auditors regarding financial reporting:

At the conclusion of the audit, consult with the external auditors, without the presence of district staff regarding internal financial controls, compliance and the fullness and accuracy of the district's financial statements:

Ensure the timely presentation of the external auditor's annual audit report to the board:

Financial Reporting and Accountability

Obtain regular updates from district staff and others (legal counsel, external auditors, etc.) regarding compliance with laws and regulations having a material impact on the financial statements including:

tax and financial reporting laws and regulations;

legal withholding requirements; and

environmental protection laws and regulations:

Review bylaws and policies specifically regulating the conduct of members of the board, staff and suppliers:

Review the effectiveness of the systems established to ensure compliance:

Overall to assist the board to oversee and provide a more focused and ongoing board discussion of the district's financial accountability. The focus for fiscal accountability, shall include risk assessment and mitigation strategies, the external audit processes, and findings, and monitoring fiscal reporting format to ensure clear communication to the board and public accountability:

Reporting Responsibilities

Provide an open avenue of communication between the external auditor and the board:

Financial Statements

Review significant accounting and reporting issues, including complex or unusual transactions, highly judgmental areas and recent professional and regulatory pronouncements, and understand their impact on the financial statements:

Review the representation letter provided by management to the external auditor:

Prior to the presentation of the annual financial statements to the Board, review the financial statements and consider whether they are complete, consistent with information known to Committee and reflect appropriate accounting principles:

Recommend to the board the approval and distribution of the annual financial statements:

Auditor Performance and Review (closed meeting)

Review and confirm the independence of the external auditor by obtaining statements from the auditor on relationships between the auditor and the board, including non-audit services, and discussing the relationships with the auditor:

Direct and review the performance evaluation process for the external auditor.
Recommend changes to the external auditor's compensation for board approval.
Periodically determine whether a request for proposal should be issued to select an external auditing firm. The Auditor General recommends that the external auditor shall not be appointed for a term exceeding five (5) years.
Participate in the selection of an external auditing firm by reviewing the request for proposals and bids received, interviewing potential auditing firms and recommending the external auditor for final approval to the Board.

The Budget scope of responsibility includes:

Reviewing and developing the annual budget
Consulting with all partner groups, the Indigenous Education Council and _____ stakeholders
In its development and approval of the school district budget, the Board shall ensure that the district's Strategic Plan and its priorities, generated to support all students, shall be central in budget decisions. The Board will also ensure alignment between District goals and those of the Ministry of Education.
Prepare the annual budget based on the Districts financial and accountability policies

Specific Budget Responsibilities include:

To advise the board on the allocation of the operating budget to various programs and services to best meet the needs of students;
To provide the board with representative advice on budget issues and implications of proposed changes;
To provide advice on new priorities and emerging opportunities, and to review past budget adjustments;
To provide a forum for open communication and understanding of the budget;
To assist in the effective and transparent communication regarding the school district's financial issues and decisions such that all members are aware and understand of the contents of the operating budget

Closed Committee of the Whole

The Finance & Operations scope of responsibility includes discussing and making recommendations to the board on financial matters and matters pertaining to facilities, maintenance, technology, and transportation:

Specific Finance and Operations Responsibilities include:

_____ Review fiscal accountability reports to ensure they provide the _____ board with any significant variances in relation to budget and _____ expenditures, budget/expense projections, status of any significant _____ fiscal administrative issues and identification of any fiscal _____ governance issues and any recommendations:
_____ Makes legal, and property recommendations regarding any matters _____ referred to the committee by the board:
_____ Monitor environmental initiatives and compliance requirements
_____ Reviews risk management and mitigation of risk strategies relating to _____ financial risks and the steps management has taken to identify, monitor, _____ control and report such exposures. Risk Management Oversight means _____ identifying and analyzing and managing risks that may prevent the district _____ from achieving its objectives:

The Policy scope of responsibility includes planning, development, implementation, evaluation and presenting matters relating to policy and bylaws:

The Strategic Direction scope of responsibility will include reports from the superintendent, assistant superintendent and secretary treasurer which are deemed to be confidential in nature

The Governance scope of responsibilities includes ensuring that appropriate policies, principles, procedures, and roles are established to guide and enhance:

Strategic Planning
Enterprise Risk Management
Accountability and Transparency
Effective Corporate Governance
Board Compensation
Committee and Board Effectiveness

Specific Governance Responsibilities falling under the scope of 7.4 include:

Strategic Planning

Review and recommend governance principles, policies and guidelines with respect to strategic planning for board approval:

Ensure effective strategic planning and advise on necessary improvements:

Receive regular update reports on the status of priority initiatives to ensure appropriate progress:

Receive regular updates on key performance indicators related to the strategic plan:

Enterprise Risk Management

Understand and address risks that threaten the achievement of the board's objectives:

Assess risks in terms of likelihood and magnitude of impact:

Oversee the development of policies and appropriate response strategies to identify, prioritize and respond to risks:

Monitor progress on the effectiveness of policies and response strategies:

Accountability and Transparency

Receive and review recommendations for the development of policies and procedures with strengthen the accountability and transparency of the board:

Committee Performance Reporting

Regularly evaluate meeting effectiveness and incorporate improvements as appropriate in coordination with the district staff:

Effective Corporate Governance

Regularly review the board's governance principles, policies and procedures and make recommendations for improvements:

Board Compensation

Annually review and assess ongoing work requirements of the board:

Direct the development of recommendations regarding principles of compensation for the board's approval:

Recommend an appropriate compensation review process involving residents and stakeholders:

Review and recommend required updates to existing compensation policies:

Committee and Board Effectiveness

Regularly assess board effectiveness and solicit input on governance concerns to be addressed:

Recommend core elements of an orientation program for the following term of the board to address learning and knowledge requirements in a timely manner:

Periodically review the Procedural Bylaw and recommend any changes to the board:

Review and recommend changes to Committee of the Whole Appendix 8 as needed:

Adopted: September 2019

Bylaw No. 1D

Trustee Elections

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

A bylaw to provide for the determination of various procedures for the conduct of general school elections and other trustee elections.

PREAMBLE

Under the *School Act* (British Columbia), a board of education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections. This bylaw applies to both general elections and by-elections, except as otherwise indicated.

In School District No. 71 (Comox Valley), trustee elections are held in the following trustee electoral areas:

Trustee Electoral Area	No. of Trustees	Trustee Electoral Area Description
Trustee Electoral Area 1	Two	The Corporation of the City of Courtenay as defined in <i>The British Columbia Gazette</i> dated January 18, 1996
Trustee Electoral Area 2	One	The Town of Comox as defined in <i>The British Columbia Gazette</i> dated September 26, 1991
Trustee Electoral Area 3	One	The Corporation of the Village of Cumberland as defined in <i>The British Columbia Gazette</i> dated December 15, 1983
Trustee Electoral Area 4	One	Electoral Area A of the Regional District of Comox-Strathcona as defined in <i>The British Columbia Gazette</i> dated June 12, 1969
Trustee Electoral Area 5	One	Electoral Area B of the Regional District of Comox-Strathcona as defined in <i>The British Columbia Gazette</i> dated September 9, 1965 and June 12, 1969
Trustee Electoral Area 6	One	Electoral Area C of the Regional District of Comox-Strathcona as defined in <i>The British Columbia Gazette</i> dated June 12, 1969

The Board of Education of School District No. 71 (Comox Valley) seeks to establish various procedures and requirements under the authority of the *School Act* (British Columbia) for Trustee Elections. This bylaw also establishes the public notice posting places and publication methods required for trustee election notices.

BE IT RESOLVED as a Bylaw of The Board of Education of School District No. 71 (Comox Valley) that:

1. Definitions

The following terms have the meanings ascribed to such terms below:

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

“By-election” means a Trustee Election other than one conducted as part of a general school election, to fill a vacancy on the Board in any of the circumstances described in section 36 of the *School Act*.

“Chief Election Officer” means the election official appointed by the Board pursuant to the *School Act*.

“General Voting Day” means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.

“General School Election” means a trustee election including general school elections and by-elections.

“Minister” means the British Columbia Minister of Education and Child Care.

“Local Government Act” means Local Government Act, R.S.B.C. 2015, c.1, as amended from time to time.

“School Act” means School Act, R.S.B.C. 1996, c. 412, as amended from time to time.

“Trustee Electoral Area 1” means the trustee electoral area described as the Corporation of the City of Courtenay as defined in The British Columbia Gazette dated January 18, 1996.

“Trustee Electoral Area 2” means the trustee electoral area described as the Town of Comox as defined in The British Columbia Gazette dated September 26, 1991.

“Trustee Electoral Area 3” means the trustee electoral area described as the Corporation of the Village of Cumberland as defined in The British Columbia Gazette dated December 15, 1983.

“Trustee Electoral Area 4” means the trustee electoral area described as Electoral Area A of the Regional District of Comox-Strathcona as defined in The British Columbia Gazette dated June 12, 1969.

“Trustee Electoral Area 5” means the trustee electoral area described as Electoral Area B of the Regional District of Comox-Strathcona as defined in The British Columbia Gazette dated September 9, 1965 and June 12, 1969.

“Trustee Electoral Area 6” means the trustee electoral area described as Electoral Area C of the Regional District of Comox-Strathcona as defined in The British Columbia Gazette dated June 12, 1969.

“Trustee Electoral Areas” means, collectively, Trustee Electoral Area 1, Trustee Electoral Area 2, Trustee Electoral Area 3, Trustee Electoral Area 4, Trustee Electoral Area 5 and Trustee Electoral Area 6.

Except as otherwise set out above, any undefined terms in this bylaw shall have the meanings assigned to such terms by the School Act and the Local Government Act, as applicable.

2. Application

This bylaw applies to Elections carried out by the Board and by any other authorities permitted under the *School Act* or the *Local Government Act*, as applicable, except as otherwise indicated.

3. Required Advance Voting Opportunities

- (a) Unless the Board is exempted from the requirement by Order of the Minister, an advance voting opportunity will be held on the tenth (10th) day before General Voting day.
- (b) Unless the Board is exempt from the requirement for a second advance voting opportunity by Order of the Minister, a second advance voting opportunity will be held:
 - i. if a municipality or local government is responsible for conducting the Election in an applicable Trustee Electoral Area, the date specified for the second required advance voting opportunity in the applicable municipal bylaw or local government bylaw that is adopted by the Board in this bylaw or any other bylaw of the Board to apply to the Election in the applicable Trustee Electoral Area or, if different, as specified in the applicable municipal bylaw or local government bylaw of the applicable municipality or local government responsible for conducting the Election in the applicable Trustee Electoral Area; or
 - ii. if the Board is responsible for conducting the Election in an applicable Trustee Electoral Area, then on the third (3rd) day before the General Voting Date.

References: Local Government Act s. 107(1) and s. 108; School Act s. 45(1), 45(5)

4. Order of Names of the Ballot

The order of the names of candidates on the ballot will be as follows:

- i. if a municipality or local government is responsible for conducting the Election in an applicable Trustee Electoral Area, then the order of names on the ballot will be determined by such municipality or local government; or
- ii. if the Board is responsible for conducting the Election in an applicable Trustee Electoral Area, then

- a. For Trustee Electoral Area 1, the order of names on the ballot will be determined by lot.
- b. For Trustee Electoral Area 2, the order of names on the ballot will be determined by lot.
- c. For Trustee Electoral Area 3, the order of names on the ballot will be alphabetical.
- d. For Trustee Electoral Areas 4, 5 and 6, the order of names on the ballot will be alphabetical.

References: *School Act* s. 46(4), *Local Government Act* ss. 116, 117

5. Resolution of Tie Votes After Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by conducting a lot in accordance with the *Local Government Act*.

References: *School Act* s. 46(4), *Local Government Act* ss. 151, 152

6. Nomination Deposit

No nomination deposit is required for nomination for the office of school trustee.

References: *School Act* ss. 45(9), 46(4); *Local Government Act* ss. 86(1), 86(2)

7. Minimum Number of Nominators

For certainty, the minimum numbers of qualified nominators for a trustee candidate is two.

References: *School Act* ss. 45(9), 46(4); *Local Government Act* ss. 86(1), 86(2)

8. Application of Local Government Bylaws for Elections Conducted by the Municipalities/Regional District

This Section 8 shall only apply if, and only if, a local government is conducting an Election on behalf of the Board that is held at the same time as a general local election conducted by the applicable local government. For greater certainty, this Section 8 shall not apply to any Election conducted by the Board.

- a. In Trustee Electoral Area 1, the election bylaws of the Corporation of the City of Courtenay, as they may be amended from time to time, apply to the trustee elections conducted by the Corporation of the City of Courtenay except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to an Election.
- b. In Trustee Electoral Area 2, the election bylaws of the Town of Comox, as they may be amended from time to time, apply to trustee elections conducted by the Town of Comox except for bylaws determining the minimum number of nominators, the order

of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to an Election.

- c. In Trustee Electoral Area 3, the election bylaws of the Corporation of the Village of Cumberland, as they may be amended from time to time, apply to trustee elections conducted by the Corporation of the Village of Cumberland except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to an Election.
- d. In Trustee Electoral Area 4, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to an Election.
- e. In Trustee Electoral Area 5, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to an Election.
- f. In Trustee Electoral Area 6, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to an Election.

References: School Act s. 37(1) s. 38(4)-(5) s. 38(4)-(10), s. 45(8)-(9), and s. 46(4); Local Government Act ss. 86(1), 86(2), s. 88, ss. 151, 152

9. Elections Conducted by Board

This Section 9 shall only apply if, and only if, the Board conducts an Election on its own behalf that are not held in conjunction with other local government elections. For greater certainty, this Section 8 shall not apply to any Election conducted by a local government on behalf of the Board.

- a. **Additional Advance Voting Opportunities**
The Chief Election Officer is authorized to establish additional advance voting opportunities for each Election and to designate the voting places and voting hours, within the limits set out in the Local Government Act, for such voting opportunities.

References: School Act s.45 (1), Local Government Act s. 106 and s. 109

- b. **Additional General Voting Opportunities**
The Chief Election Officer is authorized to establish additional general voting opportunities for general voting day each Election and to designate the voting places and voting hours, within the limits set out in the Local Government Act, for such voting opportunities.

References: Local Government Act s. 106

- c. **Voters' List**
Pursuant to Section 69 of the Local Government Act, in the case of a trustee by-election that is not held in conjunction with other local government elections, the Board authorizes limiting registration of electors to registration at the time of voting. This registration is effective only for the election for which voting is being conducted at that time.

References: Local Government Act s. 69

10. Chief Election Officer

Where an Election is conducted by a local government on behalf of the Board in one or more Trustee Electoral Areas pursuant to section 38 of the *School Act*, the Chief Election Officer appointed by the applicable local government has authority to administer the Election in the applicable Trustee Electoral Areas in accordance with the applicable municipal or regional district election bylaws.

Where any aspect of an Election is administered directly by or on behalf of the Board, the Chief Election Officer is authorized to:

- establish additional advance voting opportunities, where permitted by law;
- establish special voting opportunities to accommodate electors who may otherwise be unable to vote; and
- determine the dates, locations, and voting hours for such opportunities, in accordance with the *School Act* and the *Local Government Act*.

Nothing in this section is intended to override or conflict with the election bylaws of a municipality or regional district conducting a trustee election on behalf of the Board.

References: School Act s. 45(1), Local Government Act s. 109

11. Public Access to Election Documents

The Board authorizes public access to nomination documents of trustee candidates during regular office hours at the Board's office and, where applicable, by posting of nomination documents on the Board's website, School District No. 71 (Comox Valley) until 30 days after the declaration of election results.

Public access to nomination documents must not include the residential address of a trustee candidate, other than the name of the municipality, electoral area, or treaty lands in which the candidate is a resident.

The Board authorizes, but does not require, the Chief Election Officer or a local government conducting Election on behalf of the Board to provide nomination documents on their websites, subject to the same privacy limitations.

Before providing access to nomination documents or campaign financing disclosure information, the Board may require a person, other than a Board officer or employee acting in the course of their duties, to:

- satisfy a Board official that any purpose for which personal information is to be used is permitted under the Local Government Act and the Local Elections Campaign Financing Act; and
- provide a signed statement confirming the information will not be used except as permitted by legislation.

Campaign financing disclosure statements and supplementary reports required to be made available by the Chief Electoral Officer of British Columbia will be made available to the public in accordance with the Local Elections Campaign Financing Act and Elections BC requirements, excluding:

- telephone numbers,
- mailing addresses, and
- residential addresses of candidates or contributors.

References: School Act s. 45(1), Local Government Act ss. 89(7), (8), (8.1), (9) and (10), Local Elections Campaign Financing Act, ss. 58 and 59

12. Public Notice Posting Places

For the purposes of ensuring compliance with the public notice requirements, the Board establishes the following provisions:

- a. For all public notices required in relation to Elections conducted by the Board, the following are designated as public notice posting places in accordance with section 50 of the *Local Government Act*:
 - i. the notice board at the main entrance of the Board's Office located at 2488 Idiens Way, Courtenay, British Columbia, V9N 9B5; and

- ii. in addition to the foregoing, at least two (2) of the following alternative methods:
 - i. the official website of the Board (www.comoxvalleyschools.ca);
 - ii. publication in a local newspaper circulating within School District No. 71 (Comox Valley); or
 - iii. electronic notice by email distribution or social media.

- b. For all public notices required in relation to Elections conducted by a municipality or regional district on behalf of the Board, public notice posting places designated by the applicable municipality or local government, as the case may be apply and, in addition to the foregoing, Section 12(a)ii will apply.

Reference: School Act s. 45 (2.1)

13. Title

This Bylaw may be cited as “School District No. 71(Comox Valley) Trustee Elections Bylaw No. 1D”.

14. Repeal

School District No. 71 Trustee Elections Bylaw No. 1D is hereby repealed.

Read a first time this ____ day of _____, 2026.

Read a second time this ____ day of _____, 2026.

Read a third time finally passed and adopted ____ day of _____, 2026.

Board Chair

Secretary-Treasurer

Bylaw No. 1D**Trustee Elections****The Board of Education of
School District No. 71 (Comox Valley)****Trustee Elections Bylaw No. 1C**

A bylaw to provide for the determination of various procedures for the conduct of general school elections and other trustee elections.

PREAMBLE

Under the *School Act (British Columbia)*, a **b**Board of **e**Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections. This bylaw applies to both general elections and by-elections, except as otherwise indicated.

In School District No. 71 (Comox Valley), trustee elections are held in the following trustee electoral areas:

<u>Trustee Electoral Area</u>	<u>No. of Trustees</u>	<u>Trustee Electoral Area Description</u>
<u>Trustee Electoral Area 1</u>	<u>Two</u>	<u>The Corporation of the City of Courtenay as defined in <i>The British Columbia Gazette</i> dated January 18, 1996</u>
<u>Trustee Electoral Area 2</u>	<u>One</u>	<u>The Town of Comox as defined in <i>The British Columbia Gazette</i> dated September 26, 1991</u>
<u>Trustee Electoral Area 3</u>	<u>One</u>	<u>The Corporation of the Village of Cumberland as defined in <i>The British Columbia Gazette</i> dated December 15, 1983</u>
<u>Trustee Electoral Area 4</u>	<u>One</u>	<u>Electoral Area A of the Regional District of Comox-Strathcona as defined in <i>The British Columbia Gazette</i> dated June 12, 1969</u>
<u>Trustee Electoral Area 5</u>	<u>One</u>	<u>Electoral Area B of the Regional District of Comox-Strathcona as defined in <i>The British Columbia Gazette</i> dated September 9, 1965 and June 12, 1969</u>
<u>Trustee Electoral Area 6</u>	<u>One</u>	<u>Electoral Area C of the Regional District of Comox-Strathcona as defined in <i>The British Columbia Gazette</i> dated June 12, 1969</u>

The Board of Education of School District No. 71 (Comox Valley) seeks to establish various procedures and requirements under the authority of the *School Act (British Columbia)* for Trustee

Elections. This bylaw also establishes the public notice posting places and publication methods required for trustee election notices.

BE IT RESOLVED as a Bylaw of The Board of Education of School District No. 71 (Comox Valley) that:

1. Definitions

The following terms have the meanings ascribed to such terms below:

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

“By-election” means a Trustee Election other than one conducted as part of a general school election, to fill a vacancy on the Board in any of the circumstances described in section 36 of the *School Act*.

“Chief Election Officer” means the election official appointed by the Board pursuant to the *School Act*.

“General Voting Day” means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.

“General School Election” means a trustee election including general school elections and by-elections.

“Minister” means the British Columbia Minister of Education and Child Care.

“Local Government Act” means Local Government Act, R.S.B.C. 2015, c.1, as amended from time to time.

“School Act” means School Act, R.S.B.C. 1996, c. 412, as amended from time to time.

“Trustee Electoral Area 1” means the trustee electoral area described as the Corporation of the City of Courtenay as defined in The British Columbia Gazette dated January 18, 1996.

“Trustee Electoral Area 2” means the trustee electoral area described as the Town of Comox as defined in The British Columbia Gazette dated September 26, 1991.

“Trustee Electoral Area 3” means the trustee electoral area described as the Corporation of the Village of Cumberland as defined in The British Columbia Gazette dated December 15, 1983.

“Trustee Electoral Area 4” means the trustee electoral area described as Electoral Area A of the Regional District of Comox-Strathcona as defined in The British Columbia Gazette dated June 12, 1969.

“Trustee Electoral Area 5” means the trustee electoral area described as Electoral Area B of the Regional District of Comox-Strathcona as defined in The British Columbia Gazette dated September 9, 1965 and June 12, 1969.

“Trustee Electoral Area 6” means the trustee electoral area described as Electoral Area C of the Regional District of Comox-Strathcona as defined in The British Columbia Gazette dated June 12, 1969.

“Trustee Electoral Areas” means, collectively, Trustee Electoral Area 1, Trustee Electoral Area 2, Trustee Electoral Area 3, Trustee Electoral Area 4, Trustee Electoral Area 5 and Trustee Electoral Area 6.

Except as otherwise set out above, any undefined terms in this bylaw shall have the meanings assigned to such terms by the School Act and the Local Government Act, as applicable.

2. Application

This bylaw applies to Elections carried out by the Board and by any other authorities permitted under the School Act or the Local Government Act, as applicable, except as otherwise indicated.

3. Required Advance Voting Opportunities

- (a) Unless the Board is exempted from the requirement by Order of the Minister, an advance voting opportunity will be held on the tenth (10th) day before General Voting day.
- (b) Unless the Board is exempt from the requirement for a second advance voting opportunity by Order of the Minister, a second advance voting opportunity will be held:
 - i. if a municipality or local government is responsible for conducting the Election in an applicable Trustee Electoral Area, the date specified for the second required advance voting opportunity in the applicable municipal bylaw or local government bylaw that is adopted by the Board in this bylaw or any other bylaw of the Board to apply to the Election in the applicable Trustee Electoral Area or, if different, as specified in the applicable municipal bylaw or local government bylaw of the applicable municipality or local government responsible for conducting the Election in the applicable Trustee Electoral Area; or
 - ii. if the Board is responsible for conducting the Election in an applicable Trustee Electoral Area, then on the third (3rd) day before the General Voting Date.

References: Local Government Act s. 107(1) and s. 108; School Act s. 45(1), 45(5)

4. Order of Names of the Ballot

The order of the names of candidates on the ballot will be as follows:

- i. if a municipality or local government is responsible for conducting the Election in an applicable Trustee Electoral Area, then the order of names on the ballot will be determined by such municipality or local government; or
- ii. if the Board is responsible for conducting the Election in an applicable Trustee Electoral Area, then
 - a. For Trustee Electoral Area 1, the order of names on the ballot will be determined by lot.
 - b. For Trustee Electoral Area 2, the order of names on the ballot will be determined by lot.
 - c. For Trustee Electoral Area 3, the order of names on the ballot will be alphabetical.
 - d. For Trustee Electoral Areas 4, 5 and 6, the order of names on the ballot will be alphabetical.

References: School Act s. 46(4), Local Government Act ss. 116, 117

5. Resolution of Tie Votes After Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by conducting a lot in accordance with the Local Government Act.

References: School Act s. 46(4), Local Government Act ss. 151, 152

6. Nomination Deposit

No nomination deposit is required for nomination for the office of school trustee.

References: School Act ss. 45(9), 46(4); Local Government Act ss. 86(1), 86(2)

7. Minimum Number of Nominators

For certainty, the minimum numbers of qualified nominators for a trustee candidate is two.

References: School Act ss. 45(9), 46(4); Local Government Act ss. 86(1), 86(2)

~~1.—Trustee elections which are the responsibility of the school board may be conducted by the school board directly or by a local government under an agreement with the school board made pursuant to section 38 (4) of the School Act.~~

~~2.—The Board of Education wishes to establish various procedures and requirements under the authority of the School Act for trustee elections:~~

~~3.—~~

8. Application of Local Government Bylaws for Elections Conducted by the Municipalities/Regional District

This Section 8 shall only apply if, and only if, a local government is conducting an Election on behalf of the Board that is held at the same time as a general local election conducted by the applicable local government. For greater certainty, this Section 8 shall not apply to any Election conducted by the Board.

- a. In Trustee Electoral Area 1, the election bylaws of the Corporation of the City of Courtenay, as they may be amended from time to time, apply to the trustee elections conducted by the Corporation of the City of Courtenay except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to an Election.
- b. In Trustee Electoral Area 2, the election bylaws of the Town of Comox, as they may be amended from time to time, apply to trustee elections conducted by the Town of Comox except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to an Election.
- c. In Trustee Electoral Area 3, the election bylaws of the Corporation of the Village of Cumberland, as they may be amended from time to time, apply to trustee elections conducted by the Corporation of the Village of Cumberland except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to an Election.
- d. In Trustee Electoral Area 4, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to an Election.
- e. In Trustee Electoral Area 5, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to an Election.

f. In Trustee Electoral Area 6, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to an Election.

References: School Act s. 37(1) s. 38(4)-(5) s. 38(4)-(10), s. 45(8)-(9), and s. 46(4); Local Government Act ss. 86(1), 86(2), s. 88, ss. 151, 152

9. Elections Conducted by Board

This Section 9 shall only apply if, and only if, the Board conducts an Election on its own behalf that are not held in conjunction with other local government elections. For greater certainty, this Section 8 shall not apply to any Election conducted by a local government on behalf of the Board.

a. Additional Advance Voting Opportunities

The Chief Election Officer is authorized to establish additional advance voting opportunities for each Election and to designate the voting places and voting hours, within the limits set out in the Local Government Act, for such voting opportunities.

References: School Act s.45 (1), Local Government Act s. 106 and s. 109

b. Additional General Voting Opportunities

The Chief Election Officer is authorized to establish additional general voting opportunities for general voting day each Election and to designate the voting places and voting hours, within the limits set out in the Local Government Act, for such voting opportunities.

References: Local Government Act s. 106

c. Voters' List

Pursuant to Section 69 of the Local Government Act, in the case of a trustee by-election that is not held in conjunction with other local government elections, the Board authorizes limiting registration of electors to registration at the time of voting. This registration is effective only for the election for which voting is being conducted at that time.

References: Local Government Act s. 69

10. Chief Election Officer

Where an Election is conducted by a local government on behalf of the Board in one or more Trustee Electoral Areas pursuant to section 38 of the School Act, the Chief Election Officer appointed by the applicable local government has authority to administer the Election in the

applicable Trustee Electoral Areas in accordance with the applicable municipal or regional district election bylaws.

Where any aspect of an Election is administered directly by or on behalf of the Board, the Chief Election Officer is authorized to:

- establish additional advance voting opportunities, where permitted by law;
- establish special voting opportunities to accommodate electors who may otherwise be unable to vote; and
- determine the dates, locations, and voting hours for such opportunities, in accordance with the *School Act* and the *Local Government Act*.

Nothing in this section is intended to override or conflict with the election bylaws of a municipality or regional district conducting a trustee election on behalf of the Board.

References: *School Act* s. 45(1), *Local Government Act* s. 109

The Board of Education, in an open meeting of the Board, enacts as follows:

~~4. Definitions~~

~~5.—~~

~~6. The terms used shall have the meanings assigned by the *School Act* and the *Local Government Act*, except as the context indicates otherwise.~~

~~7.—~~

~~8. “Election” means a trustee election including general school elections and by-elections.~~

~~9.—~~

~~10. “Board” or “School Board” means the Board of Education of School District No. 71 (Comox Valley):~~

~~11.—~~

~~12. Application~~

~~13.—~~

~~14. This bylaw applies to elections carried out by the school board and by other authorities, except as otherwise indicated.~~

~~15.—~~

~~16. Resolution of Tie Votes After Judicial Recount~~

~~17.—~~

~~18. In the event of a tie vote after a judicial recount, the tie vote will be resolved by conducting a lot in accordance with sections 45(1) and 46(4) of the *School Act* and section 151, of the *Local Government Act*.~~

~~19.—~~

~~20.—~~

~~21. Application of Local Government Bylaws~~

~~22.—~~

~~23. In Trustee Electoral Area 1, the election bylaws of the Corporation of the City of Courtenay, as they may be amended from time to time, apply to the trustee elections conducted by the Corporation of the City of Courtenay except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government~~

bylaws may not by law apply to a trustee election.

~~24. In Trustee Electoral Area 2, the election bylaws of the Town of Comox, as they may be amended from time to time, apply to trustee elections conducted by the Town of Comox except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.~~

~~25. In Trustee Electoral Area 3, the election bylaws of the Corporation of the Village of Gumberland, as they may be amended from time to time, apply to trustee elections conducted by the Corporation of the Village of Gumberland except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.~~

~~26. In Trustee Electoral Area 4, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.~~

~~27.-~~

~~28. In Trustee Electoral Area 5, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.~~

~~29.-~~

~~30. In Trustee Electoral Area 6, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.~~

~~31.-~~

~~32.-~~

33.11. Public Access to Election Documents

The Board authorizes public access to ~~the~~ nomination documents of trustee candidates during regular office hours at the Board's office and, ~~where applicable~~, by posting of nomination documents ~~of trustee candidates~~ on the ~~Board's~~ website ~~of the Board of Education~~, School District No. 71 (Comox Valley) until 30 ~~days~~ after ~~the~~ declaration of ~~the~~ election results.

Public access to nomination documents must not include the residential address of a trustee candidate, other than the name of the municipality, electoral area, or treaty lands in which the candidate is a resident.

The Board authorizes, but does not require, ~~the Chief Election Officers or a local government conducting Election on behalf of the Board to to post nomination documents of trustee candidates for public~~ provide nomination documents on access on any or all of the ~~websites~~ their websites, subject to the same privacy limitations. ~~Corporation of the City of Courtenay, Town of Comox, Corporation of the Village of Cumberland and Comox Valley Regional District, until such time as established by the bylaws of the relevant local government up to a maximum of 30 days after declaration of election results.~~

Before providing access to nomination documents or campaign financing disclosure information, the Board may require a person, other than a Board officer or employee acting in the course of their duties, to:

- satisfy a Board official that any purpose for which personal information is to be used is permitted under the Local Government Act and the Local Elections Campaign Financing Act; and
- provide a signed statement confirming the information will not be used except as permitted by legislation.

Campaign financing disclosure statements and supplementary reports required to be made available by the Chief Electoral Officer of British Columbia will be made available to the public in accordance with the Local Elections Campaign Financing Act and Elections BC requirements, excluding:

- telephone numbers,
- mailing addresses, and
- residential addresses of candidates or contributors.

References: School Act s. 45(1), Local Government Act ss. 89(7), (8), (8.1), (9) and (10), Local Elections Campaign Financing Act, ss. 58 and 59

12. Public Notice Posting Places

For the purposes of ensuring compliance with the public notice requirements, the Board establishes the following provisions:

- a. For all public notices required in relation to Elections conducted by the Board, the following are designated as public notice posting places in accordance with section 50 of the Local Government Act:
 - i. the notice board at the main entrance of the Board's Office located at 2488 Idiens Way, Courtenay, British Columbia, V9N 9B5; and
 - ii. in addition to the foregoing, at least two (2) of the following alternative methods:

- i. the official website of the Board (www.comoxvalleyschools.ca);
- ii. publication in a local newspaper circulating within School District No. 71 (Comox Valley); or
- iii. electronic notice by email distribution or social media.

b. For all public notices required in relation to Elections conducted by a municipality or regional district on behalf of the Board, public notice posting places designated by the applicable municipality or local government, as the case may be apply and, in addition to the foregoing, Section 12(a)ii will apply.

Reference: School Act s. 45 (2.1)

1. ~~Minimum Number of Nominators~~

~~For certainty, the minimum numbers of qualified nominators for a trustee candidate is two.~~

34. ~~Title Voter Registration~~

13.

This Bylaw may be cited as “School District No. 71(Comox Valley) Trustee Elections Bylaw No. 1D”.

~~Pursuant to *Local Government Act* section 69, a local government may, by bylaw, opt to use Voting Day Registration Only rather than the Provincial Voters List or a similar List of Electors compiled by the local government. The Board authorizes using the Voting Day Registration Only method for trustee elections.~~

2. ~~Voting Places~~

~~Pursuant to *Local Government Act* section 111, so far as reasonably possible, voting places must be easily accessible to persons who have a physical disability or mobility impairment. A voting place for a required general voting opportunity must not be outside the boundaries of the municipality or electoral area for which the election is being held except in extenuating circumstances. A voting place for an added general voting opportunity or for an advance voting opportunity may be outside the boundaries of the municipality or electoral area for which the election is being held.~~

3. ~~Required Advance Voting Opportunities~~

~~(a) Unless the Board is exempted from the requirement by Order of the Minister of Education, an advance voting opportunity will be held on the tenth day before general voting day.~~

Unless the Board is exempted from the requirement for an additional advance voting opportunity by Order of the Minister of Education an additional advance voting opportunity will be held:

(i) in Trustee Electoral Area 1, on the date specified in the bylaws of the Corporation of the City of Courtenay;

(ii) in Trustee Electoral Area 2, on the date specified in the bylaws of the Town of Comox; and

(iii) in Trustee Electoral Area 3, on the date specified in the bylaws of the Corporation of the Village of Cumberland;

(iv) In Trustee Electoral Areas 4, 5 and 6, for the general school elections, on the date specified in the bylaws of the Comox Valley Regional District as they may be amended from time to time; and for by-elections, 2 days before general voting day.

4. —

5. — **Additional Advance Voting Opportunities**

The chief election officer is authorized to establish additional advance voting opportunities for each election and to designate the voting places, establish the date and the voting hours for these voting opportunities:

6. — **Order of Names of the Ballot**

The order of the names of candidates on the ballot will be as follows:

(i) — For Trustee Electoral Area 1, the order of names on the ballot will be determined by lot.

(ii) — For Trustee Electoral Area 2, the order of names on the ballot will be determined by lot.

(iii) — For Trustee Electoral Area 3, the order of names on the ballot will be alphabetical.

(iv) — For Trustee Electoral Areas 4, 5 and 6, the order of names on the ballot will be alphabetical.

7. — **Elected Trustees**

An elected Trustee, whether by voting or acclamation, must undergo a BC Criminal Record Check by the Criminal Records Review Program (CRRP) prior to employment with the school district.

This Bylaw may be cited for all purposes as “Board of Education of School District No. 71 (Comox Valley) Trustee Elections Bylaw No. 1C.”

35-14. Repeal

School District No. 71 Trustee Elections Bylaw No. 1DB is hereby repealed.

Read a first time this ____ day of _____, 20262.

Read a second time this ____ day of _____, 20262.

Read a third time finally passed and adopted ____ day of _____, 20262.

Secretary-Treasurer

Board Chair

Secretary-Treasurer

DRAFT

BOARD OPERATIONS

The board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. In order to discharge its responsibilities to the electorate of the district, the board shall hold meetings as often as necessary. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting.

The board has adopted policies so the business of the board can be conducted in an orderly and efficient manner. All points of procedure not provided for in this Policy Handbook shall be decided in accordance with *Robert's Rules of Order*.

The board's fundamental obligation is to preserve, if not enhance, the public trust in education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, board meetings will be open to the public. Towards this end, the board believes its affairs must be conducted in public to the greatest extent possible.

There are times when BC FOIPPA legislation requires or when the board determines that public interest is best served by private discussion of specific issues in "in-camera" sessions.

In order to carry out its responsibilities effectively, the board will hold periodic meetings of several types. Formal meetings, at which all formal and legal business of the board as a corporate body shall be done, may be designated as Inaugural, regular, or special meetings, or in-camera.

The board has adopted specific policy governing board operation and the conduct of its formal meetings.

1. Board Composition and Elections

- 1.1 The Board of Education for the school district is comprised of a total of seven (7) trustees selected from the following trustee electoral areas:
 - 1.1.1 Two (2) trustees from Trustee Electoral Area 1, being the Corporation of the City of Courtenay;
 - 1.1.2 One (1) trustee from Trustee Electoral Area 2, being the Town of Comox;
 - 1.1.3 One (1) trustee from Trustee Electoral Area 3, being the Corporation of the Village of Cumberland
 - 1.1.4 One (1) trustee from Area 4 – Electoral Area A, being from the Comox Valley Regional District.
 - 1.1.5 One (1) trustee from Area 5 – Electoral Area B, being from the Comox Valley Regional District

- 1.1.6 One (1) trustee from Area 6 – Electoral Area C, being from the Comox Valley Regional District

2. Inaugural Meetings

- 2.1 After the general local election of trustees in the school district, the secretary treasurer must convene a first meeting of the board within thirty (30) days from the date that the new board begins its term of office. The first order of business shall be to elect a chairperson and vice-chair of the board.
- 2.2 The chair of the inaugural meeting shall be the secretary treasurer until such time as the board chair has been elected.
- 2.3 The secretary treasurer shall announce the results of trustee elections.
- 2.4 The secretary treasurer shall administer the two (2) oaths of office; the Declaration by Trustee and the Oath of Confidentiality before taking their seats on the board.
- 2.5 The secretary treasurer shall call for nominations for board chair (seconding is not required) and conduct a vote by secret ballot in which that person receiving a clear majority cast shall be elected board chair for the ensuing year. If no person receives a clear majority, further ballots shall be taken until the same is achieved or, if after a third ballot a tie shall occur the Board shall recess and reconvene at a time of its choosing in order to conduct a fourth vote. If a tie still occurs after the fourth vote the decision shall be made by lot.
- 2.6 The chair so elected shall assume the chair for the remainder of the meeting.
- 2.7 The board shall proceed to elect a vice-chair, BC School Trustees Association representative and alternate, and a BC Public School Employers' Association representative and alternate, in the same manner as the election of the chair.
- 2.8 Following the elections, the order of business shall be:
 - 2.8.1 Passage of banking resolutions and appointment of signing officers. These appointments may be amended at a regular board meeting as required.

3. Annual Election of Officers of the Board

- 3.1 In years when inaugural meetings are not necessary, the board shall meet at a time, place and location as determined by the board to elect the officers of the board. This will normally be done annually; however, the *School Act* allows an election at any time.
- 3.2 The chair of the meeting shall be the secretary treasurer until such time as the board chair has been elected.
- 3.3 The secretary treasurer shall call for nominations for board chair (seconding is not required) and conduct a vote by secret ballot in which that person receiving a clear

majority cast shall be elected board chair for the ensuing year. If no person receives a clear majority, further ballots shall be taken until the same is achieved or, if after a third ballot a tie shall occur the board shall recess and reconvene at a time of its choosing in order to conduct a fourth vote.

3.4 The chair so elected shall assume the chair for the remainder of the meeting.

3.5 The board shall proceed to elect a vice-chair.

4. Regular Public Meetings

4.1 Prior to the end of each school year, the board shall establish a schedule of regular public meetings of the board for the ensuing school year. A regular meeting shall be held at least once per month. Additional meetings shall be held as the board may decide.

4.2 A quorum of the board for a regular meeting shall be a majority of the trustees holding office at the time of the meeting.

4.3 At the appointed time for commencement of a meeting, the chair shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half (1/2) hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with this policy.

4.4 If, prior to the meeting, the chair and/or the secretary treasurer have received information suggesting there will not be a quorum, the meeting may be cancelled, and attempts will be made to contact all trustees.

4.5 Trustees may be allowed to participate in or attend a meeting of the board by telephone or other means of communication if all trustees and other persons participating in or attending the meeting are able to communicate with each other.

4.6 If a trustee participates in or attends a meeting of the board by telephone or other means of communication (as provided above), the trustee is to be counted for the purposes of determining a quorum and voting.

4.7 The agenda will be set by the Agenda Setting Meeting, which consists of the board chair, vice-chair, superintendent and secretary treasurer, no later than the Monday of the week prior to the public meeting. Items for the agenda are to be submitted to the office of the secretary treasurer by 4:00 p.m. on the Tuesday of the week prior to the board meeting.

4.8 Written notice of each meeting, together with the proposed agenda, must be given at least forty-eight (48) hours in advance to each trustee by delivery to the place designated by him or her, or via email. Non-receipt by a trustee shall not void the proceedings.

4.9 The agenda will include the following items:

4.9.1 Minutes of the previous regular meeting

- 4.9.2 Summary of closed/in-camera meetings
 - 4.9.3 Minutes of any special meetings held since the previous Regular meeting;
 - 4.9.4 Board Committee and Committee of the Whole reports;
 - 4.9.5 Briefing notes for any items requiring a decision;
 - 4.9.6 Copies of information items;
 - 4.9.7 Notice or items of new business to be considered;
 - 4.9.6 Copies of board correspondence to be considered.
- 4.10 The Order of Business at all regular board meetings, unless varied by motion, shall be as follows:
- 4.10.1 Call to Order
 - 4.10.2 Welcome and Acknowledgement of Traditional Territory
 - 4.10.3 Agenda – Changes/Additions
 - 4.10.4 Adoption of Agenda
 - 4.10.5 Adoption of Minutes/Reports of Prior Meetings
 - 4.10.6 Report on Closed/In-Camera Meetings
 - 4.10.7 Presentation/Delegation
 - 4.10.8 Announcements
 - 4.10.8.1 Board Chair
 - 4.10.8.2 Superintendent
 - 4.10.9 Standing Committee Reports
 - 4.10.10 Decision items
 - 4.10.11 Information items
 - 4.10.12 Board Business
 - 4.10.13 Correspondence
 - 4.10.14 Public Question Period
 - 4.10.15 Adjournment
- 4.11 A change to the prescribed order of business may be proposed by any trustee and shall require majority consent, without debate.
- 4.12 New business shall not be considered at any regular meeting unless it arises directly out of correspondence, reports, or other matters arising during the regular order of business, provided that the members present at any regular meeting of the board may, by unanimous resolution, waive the giving of notice. New business may only be introduced by a member as provided herein through a *Notice of Motion*.
- 4.13 Referral to a committee of any matter arising during the course of any regular meeting may be made upon resolution of the meeting.
- 4.14 Minutes shall be kept by the Secretary of the board of all proceedings of the board, with the minutes to be concise and to record decisions, but not the contents of speeches.
- 4.15 All meetings shall stand adjourned at 9:00 p.m. or two (2) hours after their commencement, whichever comes first. Meetings may be extended to 9:30 pm or an additional 30 mins by a majority vote by those present in favour of the extension. Meetings may continue past 9:30 pm or the 30 mins extension provided that all the members present at the meeting unanimously resolved continuation. No meeting

shall continue past 11:00 pm.

- 4.16 All regular public meetings of the board shall be open to the public and to the media and no person shall be excluded except for improper conduct.
- 4.17 The presiding officer may expel and exclude from a board meeting, any person whom they consider has been guilty of improper conduct.
- 4.18 If, in the opinion of the board, the public interest so requires, the board may order a meeting or part thereof to be closed (in-camera) to the public to discuss topics pertinent to that meeting and may exclude persons other than trustees and officers.
- 4.19 Fifteen (15) minutes will be set aside on each regular Board Meeting Agenda to give members of the public an opportunity to ask questions to the board.
 - 4.19.1 The primary purpose of the "Public Question Period" is to ask questions about items on the current agenda. The Question Period is not a platform for presentations or personal statements
 - 4.19.2 The chairperson may refer the question to executive officers or fellow trustees. Whenever possible, the questions relating to the current agenda will be answered immediately. All other questions will be referred to staff for a response at a later date.
- 4.20 A review of board operations, procedures and policies will be conducted at a time and place to be determined by the board.

5. **Public Participation**

Preamble:

The board welcomes and provides for a variety of forms of public participation by members of the community. Public participation may be through presentations either by individuals or by a group, through formal question/comment periods in regular board meetings or in the form of written communications. Such opportunities shall not be used to address matters which must be dealt with in Closed (in-camera) meetings as noted elsewhere in this policy. For example, individual student matters must not be dealt with in a public setting. In addition, structures have been defined in legislation and collective agreements to deal with labour management issues. The public participation opportunities noted below are not to be used to deal with such matters. The board respects and honors employee groups' contracts and official representatives and will therefore deal with labour management issues through defined legislated and collective agreement processes.

5.1 Delegations

The following guidelines will govern groups or individuals wishing to appear or present to the Board of Education.

- 5.1.1 A delegation is a group or individual requesting permission to appear before the board to make a presentation or to speak on a matter relating to the business of the board. Requests to appear as a delegation or to present to the Board must be submitted in writing fourteen (14) calendar days prior to

a scheduled meeting. The request must outline the purpose of the delegation and the nature of the presentation.

- 5.1.2 After receiving a written request to appear before the Board, the Board Chair, in consultation with the Superintendent, and the Secretary Treasurer shall determine whether the request will be granted.
- 5.1.3 After permission to appear and or present to the Board has been granted, the Board chair in consultation with the Superintendent and Secretary Treasurer will determine the best venue for the presentation (Committee of the Whole, Public Board meeting or Special Board Meeting). The Individual or delegation will be notified of the decision 7 days prior to the scheduled date.
- 5.1.4 Normally, a delegation representing a group previously heard on a topic will not be heard a second time unless the delegation presents, in advance, material or information not previously considered that is germane to any decision. A motion of the board to hear the delegation a second time must be passed by having a majority of all its members cast an affirmative vote.
- 5.1.5 Speakers and or presentations shall be allotted fifteen (15) minutes. An additional 5 minutes may be allotted for a brief Trustee question period.
- 5.1.6 Any written material to be provided to trustees in conjunction with a Delegation or presentation must be made available to the school board office by the five (5) calendar days preceding the meeting. Fifteen (15) copies are required. If the material provided must be returned following the meeting, this must be specified at the time it is provided.
- 5.1.7 Decisions or responses on any requests made by a delegation or through a presentation are not normally made at the meeting at which the individual(s) is/are heard. However, if the board believes the matter is of an urgent nature, it may consider the matter during the new business portion of the meeting and provide a response at that time.

6. **Special Meetings**

- 1.1 A special meeting of the board may be called by the chair, or upon written request by a majority of the trustees, shall be called by the secretary treasurer. No business other than that for which the meeting was called shall be conducted at the meeting.
- 1.2 Written notice of a special meeting and an agenda shall be given to each trustee at least forty-eight (48) hours in advance of the meeting. Delivery of a written notice and the agenda may be waived by resolution, provided all reasonable steps have been taken to notify all trustees of the meeting.

2. **Closed (In-Camera) Meetings**

- 7.1 The board may convene a meeting without the public, or without the public and staff present, at which matters of a confidential nature shall be discussed. No trustee shall disclose to the public, the proceedings of a closed (in-camera) meeting unless a resolution has been passed at the closed meeting to allow disclosure.

- 7.2 Closed (In-Camera) meetings can occur in both a regular meeting and committee of the whole format
- 7.3 Minutes of a closed (in-camera) meeting shall be kept in the same manner as a regular meeting but shall be approved only by the board in a closed (in-camera) meeting and shall not be filed with the minutes of the regular meetings.
- 7.4 A general summary of matters discussed, and the nature of decisions made at in-camera meetings shall be prepared following each meeting and, after approval of the in-camera meeting minutes, this statement will be attached to the agenda of the regular meeting immediately following.
- 7.5 Unless otherwise determined by the board, the following matters shall be considered in a closed (in-camera) meeting:
 - 7.5.1 Student disciplinary cases;
 - 7.5.2 Information regarding appointment, employment or dismissal of an employee;
 - 7.5.3 Matters of collective negotiations with employees;
 - 7.5.4 Matters related to the purchase or sale of land;
 - 7.5.5 Matters of a personal nature that are subject to the Freedom of Information and Protection of Privacy Act;
 - 7.5.6 Such other matters where the board decides that the public interest so requires.

Notwithstanding any rule limiting reconsiderations of the agenda, a trustee may make a motion to move a matter from the agenda of a closed (in-camera) meeting or session to the agenda of the open meeting, or the reverse. The motion requires a seconder, is debatable, and requires a simple majority in order for the matter to be considered in a closed (in-camera) meeting.

8. Presiding Officers

- 8.1 If the chair is absent, or unable to act, the vice-chair shall preside at meetings of the board. If the vice-chair is absent or unable to act, the members shall elect one (1) of their number to preside at the meeting.
- 8.2 The chair may vacate the chair in order to enter debate or propose or second a motion, in which case the vice-chair, if present or another member appointed by the chair shall preside until the issue is disposed of (which seldom should be done).
- 8.3 In the event that neither the chairperson nor the vice-chairperson are able or willing to take the chair, the presiding officer shall be such person as the board may elect for that meeting.

- 8.4 The chair shall rule on all points of order and shall state their reasons and the authority for ruling when making a ruling. The chair's ruling shall be subject to appeal to the board. An appeal may only be requested immediately after a ruling and before resumption of business.
- 8.5 In discussing matters with a delegation, the chair of the board shall act as spokesperson.

9. Rules of Order

- 9.1 The current edition of Robert's Rules of Order shall govern points of order and procedures not provided for in the *School Act* or in this Policy Handbook. Where there is an inconsistency between the *School Act* and this Policy Handbook, the *School Act* shall apply.
- 9.2 The board may adopt a procedural rule for one (1) meeting by resolution approved by majority vote of the trustees present at the meeting.
- 9.3 A rule other than the requirement for notice of meetings may be suspended for one (1) meeting by unanimous consent of the trustees' present.
- 9.4 This policy may be amended by resolution of at least majority vote of the entire board approving the amendment. Notice of intention to propose the amendment must be given at the previous meeting and Trustees must be given at least forty-eight (48) hours' notice.
- 9.5 The presiding officer's ruling on a point of order shall be based on rules of order as stated in s9.1.
- 9.6 An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of trustees' present. The challenger and the presiding officer have the right to state briefly the reason for their positions. When an appeal is successful it does not necessarily set a precedent.
- 9.7 A copy of the Board Policy Handbook shall be available for inspection at all reasonable times by any person.

10.0 Bylaw

- 10.1 The board shall not give a bylaw more than two (2) readings at anyone (1) meeting unless the members of the board who are present at the meeting unanimously agree to give the bylaw three (3) readings at that meeting. The follow matters shall be dealt with only by bylaw:
- 10.1.1 Adoption of the budget;
 - 10.1.2 A capital bylaw;
 - 10.1.3 The acquisition or disposal of property;
 - 10.1.4 Amendments to bylaws;
 - 10.1.5 Where required by the *School Act*.

- 10.2 Written notice of intention to propose a bylaw shall be given in the notice of the meeting where the bylaw is to be proposed.
- 10.3 Every bylaw shall be dealt with in the following stages:
- 10.3.1 First reading – no debate or amendment;
 - 10.3.2 Second reading - discussion of the principle of the bylaw;
 - 10.3.3 Third reading – consideration of amendments and final decision.
- 10.4 The secretary treasurer shall certify on a copy of each bylaw, the readings and the times thereof and the context of any amendment passed.
- 10.5 A proposed bylaw or amendment may be withdrawn at any stage with unanimous consent of the board.

6. **Motions**

- 11.1 Unless expressly required to be exercised by bylaw, all powers of the board shall be exercised by resolution (motion).
- 11.2 A motion, when introduced, brings business before the meeting for possible action. A motion shall be worded in a concise, unambiguous and complete form and, if lengthy or complex, shall be submitted in writing.
- 11.3 The presiding officer may divide a motion containing more than one (1) subject and it shall be voted on in the form in which it is divided.
- 11.4 All motions shall be seconded.
- 11.5 All motions are debatable except the following:
- 11.5.1 Motion to call the question;
 - 11.5.2 Motion for adjournment of debate or for adjournment of a meeting unless such a motion contains a time for recommencement of debate or for a new meeting;
 - 11.5.3 Motion to fix time for adjournment of a meeting;
 - 11.5.4 Motion to proceed to the next business;
 - 11.5.5 Motion to go into closed (in-camera) session.
- 11.6 An amendment is a motion to modify the wording of a pending motion. An amendment must be germane, i.e. closely related to or having a bearing on the subject of the motion to be amended. A motion can be amended more than once; however, there can only be one (1) amendment on the floor at a time and it shall be dealt with before another amendment is presented, or the motion is decided. An amendment to an amendment must be germane to the first amendment and cannot be amended.

11.7 All motions shall be subject to amendment except the following:

11.7.1 Motion that the question be now put;

11.7.2 Motion for adjournment of debate or adjournment of a meeting;

11.7.3 Motion to table unless such a motion contains a date for further consideration of the matter tabled;

11.7.4 Motion to refer to committee;

11.7.5 Motion to proceed to next business.

12. **Reconsideration and Rescind**

12.1 A motion that has been defeated at a previous meeting can be moved again at a subsequent meeting only if the mover had previously voted on the prevailing side.

12.2 Motions to rescind a motion previously adopted can be considered only if notice has been given at a previous meeting or in the call for the present meeting and if no action has been taken which it is too late to undo. Such motions are debatable. There is no time limit for these motions, and they can be moved by any member. A majority vote is required for approval.

7. **Debate**

13.1 Debate shall be strictly relevant to the motion before the meeting and no trustee shall speak for more than five (5) minutes at one time. The presiding officer shall warn speakers who violate this rule or who persist in tedious or repetitious debate.

13.2 Speakers shall be recognized by the chair and shall address all remarks to the chair.

13.3 Each trustee has the right to speak twice on the same question on the same day but cannot make a second speech if any trustee who has not spoken on that question desired to speak.

13.4 A point of privilege (a matter dealing with the rights or interests of the board as a whole or of a trustee personally), may be raised at any time and shall be dealt with forthwith before resumption of business.

13.5 No trustee shall interrupt another trustee who has the floor except to raise a point of order, a point of privilege, or to disclose a conflict of interest.

14. **Voting**

1.1 All trustees present at a meeting must vote on each issue unless they are in a conflict of interest or abstain.

1.2 If a trustee has a conflict of interest, they must abstain from voting and the quorum will not be affected.

- 1.3 Any declared conflicts of interest shall be recorded.
- 1.4 Voting shall be by show of hands unless otherwise provided in board policy.
- 1.5 All questions shall be decided by a majority of the votes of the trustees present and voting, save as otherwise provided for in Board Policy Handbook or the *School Act*.

2. Minutes

The board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

15.1 The minutes shall record:

- 2.1.1 Date, time and place of meeting;
- 2.1.2 Type of meeting (inaugural, regular or special);
- 2.1.3 Name of presiding officer;
- 2.1.4 Names of those trustees and administration in attendance;
- 2.1.5 Approval of preceding minutes;
- 2.1.6 Only motions will be recorded in the minutes. Preamble, rationale, or discussions will not be recorded in the minutes, unless directed by the board through resolution;
- 2.1.7 Points of order;
- 2.1.8 Appointments;
- 2.1.9 Recommended motions proposed by committees; and,
- 2.1.10 Trustee declaration pursuant to Section 56, 57 or 58 of the School Act.

2.2 The minutes shall:

- 2.2.1 Be prepared as directed by the superintendent;
- 2.2.2 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the; and
- 2.2.3 Upon adoption by the board, be deemed to be the official and sole record of the board's business.

2.3 The superintendent shall ensure that, upon acceptance by the board, appropriate initials are appended to each page of the minutes, and that appropriate signatures and the corporate seal of the district are affixed to the concluding page of the minutes.

2.4 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the board directs the superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all board meetings.

2.5 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The superintendent is responsible to post the approved minutes.

- 2.6 Upon adoption by the board, the minutes of meetings other than Closed (in-camera) meetings shall be open to public scrutiny.

3. **Correspondence**

- 1.1 Correspondence is at times sent to the board and at other times to individual trustees. Even when correspondence is addressed to an individual trustee the contents may be more appropriately addressed by the corporate board. Where correspondence is addressed to the board or its contents are more appropriately addressed by the corporate board the following processes shall be adhered to. The intended outcomes of these processes are: to ensure board correspondence is acknowledged in a timely fashion, the corporate board is aware of the public input provided and where required, a corporate response is provided in a timely manner.
- 1.1.1 Where non-routine correspondence is received that appears to require a formal board response, that correspondence shall be placed on the agenda of the next regular board meeting.
- 1.1.2 Where non-routine correspondence is received that does not appear to require a formal board response, that correspondence, together with any response issued by the superintendent, shall be circulated to the trustees.
- 1.1.3 Where an individual trustee receives correspondence that in the trustee's judgement is more appropriately a corporate board matter, the correspondence will be directed to the chair who will acknowledge the correspondence, and act in accordance with 16.1.1 or 16.1.2 above.

2. **Audio/Video Recording Devices**

- 2.1 The board requires that anyone wanting to use recording devices at a public board meeting must obtain prior approval of the board chair. This shall be communicated by the board chair at the beginning of the Regular or Special Meeting.

3. **Trustee Participation in Meetings through Electronic Means**

A Trustee may participate in a meeting of the board by electronic means or other communication facilities if the electronic means or other communication facilities enable the Trustees participating in the meeting and members of the public attending the meeting to hear each other.

- 3.1 Trustees participating in a meeting of the board by electronic means or other communication facilities are deemed to be present at the meeting.
- 3.2 The chair of the board may refuse to allow a Trustee to participate in a meeting by electronic means or other communication facilities where the required electronic equipment is not available or where Special meetings are held in private and or for the purpose of hearing appeals or conducting hearings related to employee matters, or any board matters which attract the principles of natural justice.

- 3.3 Notwithstanding the requirements of these procedures, a Trustee cannot attend more than three (3) consecutive Regular meetings of the board electronically without being authorized by resolution of the board to do so.
- 3.4 Trustees who connect to a meeting of the board by video conference, teleconference or other means of electronic transmission will be considered in attendance at the meeting and form part of the quorum.

4. **Trustee Remuneration**

4.1 *Recommendation*

4.1.1 Effective July 1, 2023, the following Trustee Remunerations will be in effect:

- a) Chair \$24,749
- b) Vice-Chair \$22,861
- c) \$21,523

4.1.2 Annual adjustments of trustee remuneration shall be made July 1 of each year, based on the BC Consumer Price Index (All Items) for the May-to-May comparison.

5. **Trustee Expense Reimbursement**

Trustees shall use the prescribed trustee expense form when submitting expenses. This to be submitted to the secretary treasurer, board chair/vice chair for approval.

- 5.1 Reimbursement of expense rates for trustees shall be the same as provided to staff. Such expense rates shall be reviewed and if necessary, adjusted annually as part of the budget setting process.
- 5.2 Expense reimbursements for trustees representing the board on official business shall be handled as follows:

5.2.1 Transportation

5.2.1.1 The board will pay the following:

- (a) **Fares:** All out-of-pocket transportation costs, with air fare being "economy class" where available.
- (b) **Taxis or bus:** Out-of-pocket expenses for taxis or bus to/from airport, hotel, train, etc.

- (c) **Kilometrage:** The maximum amount claimable at current provincial government rates, plus parking costs necessarily incurred.
- (d) **Ferries:** Car and passenger fares at cost.

Although it is practical to travel by air, trustees or approved employee out of district travel may travel by personal vehicle, provided vehicle kilometrage and incidentally related costs do not exceed economy air fare and associated ground transportation expenses.

5.2.2 Meals

5.2.2.1 Each trustee will be reimbursed a per diem pursuant to the provincial government policy for Group 3 employees (refer to section 7 below).

5.2.2.2 This per diem includes gratuities and all other expenses such as dry cleaning, portage, and personal telephone calls.

5.2.3 Accommodation

5.2.3.1 The board will reimburse each trustee for the actual cost of reasonable hotel accommodation. Where private accommodation is used, the current provincial rate in lieu of commercial accommodation amount \$25.00 per day may be claimed.

5.2.4 Registration

5.2.4.1 The board will pay the travelling trustee any associated registration fees.

5.2.5 Additional Allowances

5.2.5.1 In any case not provided for in this regulation, the board may approve by resolution the payment of a special allowance for a special cause.

5.2.6 Form of Claim

5.2.6.1 Claims for reimbursement of expenses shall be made on the approved Travel & Expense Warrant—Trustees (Form 653), with receipts attached for other than kilometrage, per diem, and private accommodation.

5.2.7 BC Provincial Government Travel Allowance

5.2.7.1 <http://www2.gov.bc.ca/assets/gov/careers/all-employees/pay-and->

6. Trustee Development Form

Trustees shall use the prescribed trustee development form, to be submitted to the secretary treasurer and or board chair/vice-chair for approval.

Legal References: 50, 56, 57, 58, 59, 66-71, 71(1), 72 *School Act*
Financial Disclosure Act
Income Tax Act

Adopted: September 2019
Updated: October 2021
Updated: March 2023
Updated: October 2023

DRAFT

Policy 7 – Appendix

TRUSTEE ELECTIONS BYLAW
Board of Education
School District No. 71 (Comox Valley)
Trustee Elections Bylaw No. 1C

A bylaw to provide for the determination of various procedures for the conduct of general school elections and other trustee elections.

Preamble:

Under the *School Act*, a Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

In School District No. 71 (Comox Valley), under section 37 of the *School Act*, trustee elections in the following trustee electoral areas are the responsibility of the following authorities:

Trustee Electoral Areas	No. of Trustees	Authority
<i>Area 1— Corporation of the City of Courtenay</i>	Two	Corporation of the City of Courtenay
<i>Area 2— Town of Comox</i>	One	Town of Comox
<i>Area 3— Corporation of the Village of Cumberland</i>	One	Corporation of the Village of Cumberland
<i>Area 4—Electoral Area A, Comox Valley Regional District</i>	One	Comox Valley Regional District
<i>Area 5—Electoral Area B, Comox Valley Regional District</i>	One	Comox Valley Regional District
<i>Area 6—Electoral Area C, Comox Valley Regional District</i>	One	Comox Valley Regional District

Trustee elections which are the responsibility of the school board may be conducted by the school board directly or by a local government under an agreement with the school board made pursuant to section 38 (4) of the *School Act*.

The Board of Education wishes to establish various procedures and requirements under the authority of the *School Act* for trustee elections.

The Board of Education, in an open meeting of the board, enacts as follows:

~~1. Definitions~~

~~The terms used shall have the meanings assigned by the *School Act* and the *Local Government Act*, except as the context indicates otherwise.~~

~~—“Election” means a trustee election including general school elections and by-elections.~~

~~—“Board” or “School Board” means the Board of Education of School District No. 71 (Comox Valley).~~

~~2. Application~~

~~This bylaw applies to elections carried out by the school board and by other authorities, except as otherwise indicated.~~

~~3. Resolution of Tie Votes After Judicial Recount~~

~~In the event of a tie vote after a judicial recount, the tie vote will be resolved by conducting a lot in accordance with sections 45(1) and 46(4) of the *School Act* and section 151, of the *Local Government Act*.~~

~~4. Application of Local Government Bylaws~~

~~4.1 In Trustee Electoral Area 1, the election bylaws of the Corporation of the City of Courtenay, as they may be amended from time to time, apply to the trustee elections conducted by the Corporation of the City of Courtenay except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.~~

~~4.2 In Trustee Electoral Area 2, the election bylaws of the Town of Comox, as they may be amended from time to time, apply to trustee elections conducted by the Town of Comox except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.~~

~~4.3 In Trustee Electoral Area 3, the election bylaws of the Corporation of the Village of Cumberland, as they may be amended from time to time, apply to trustee elections conducted by the Corporation of the Village of Cumberland except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.~~

~~4.4 In Trustee Electoral Area 4, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional~~

~~District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.~~

~~4.5—In Trustee Electoral Area 5, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.~~

~~4.6—In Trustee Electoral Area 6, if the Comox Valley Regional District conducts all or a part of the trustee election, the elections bylaws of the Comox Valley Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit or any other matter on which the local government bylaws may not by law apply to a trustee election.~~

~~5.—Public Access to Election Documents~~

~~The board authorizes public access to the nomination documents of trustee candidates during regular office hours at the board's office and by posting of nomination documents of trustee candidates on the website of the Board of Education, School District No. 71 (Comox Valley) until 30 days after declaration of the election results.~~

~~The board authorizes, but does not require, chief election officers to post nomination documents of trustee candidates for public access on any or all of the websites: Corporation of the City of Courtenay, Town of Comox, Corporation of the Village of Cumberland and Comox Valley Regional District, until such time as established by the bylaws of the relevant local government up to a maximum of 30 days after declaration of election results.~~

~~6.—Minimum Number of Nominators~~

~~For certainty, the minimum numbers of qualified nominators for a trustee candidate is two (2).~~

~~7.—Required Advance Voting Opportunities~~

~~7.1—Unless the board is exempted from the requirement by Order of the Minister of Education, an advance voting opportunity will be held on the tenth day before general voting day.~~

~~7.2—Unless the board is exempted from the requirement for an additional advance voting opportunity by Order of the Minister of Education an additional advance voting opportunity will be held:~~

- ~~7.2.1 in Trustee Electoral Area 1, on the date specified in the bylaws of the Corporation of the City of Courtenay;~~
- ~~7.2.2 in Trustee Electoral Area 2, on the date specified in the bylaws of the Town of Comox; and~~
- ~~7.2.3 in Trustee Electoral Area 3, on the date specified in the bylaws of the Corporation of the Village of Cumberland.~~
- ~~7.2.4 in Trustee Electoral Areas 4, 5 and 6, for the general school elections, on the date specified in the bylaws of the Comox Valley Regional District as they may be amended from time to time; and for by elections, 2 days before general voting day.~~

~~8. **Additional Advance Voting Opportunities**~~

~~The chief election officer is authorized to establish additional advance voting opportunities for each election and to designate the voting places, establish the date and the voting hours for these voting opportunities.~~

~~9. **Order of Names of the Ballot**~~

~~The order of the names of candidates on the ballot will be as follows:~~

- ~~9.1 For Trustee Electoral Area 1, the order of names on the ballot will be determined by lot.~~
- ~~9.2 For Trustee Electoral Area 2, the order of names on the ballot will be determined by lot.~~
- ~~9.3 For Trustee Electoral Area 3, the order of names on the ballot will be alphabetical.~~
- ~~9.4 For Trustee Electoral Areas 4, 5 and 6, the order of names on the ballot will be alphabetical.~~

~~10. This Bylaw may be cited for all purposes as “Board of Education of School District No. 71 (Comox Valley) Trustee Elections Bylaw No. 1C.”~~

~~11. **Repeal**~~

~~School District No. 71 Trustee Elections Bylaw No. 1B is hereby repealed.~~

~~Read a first time this _____ day of _____, 2018.~~

~~Read a second time this _____ day of _____, 2018.~~

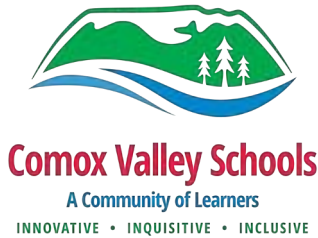
~~Read a third time finally passed and adopted _____ day of _____, 2018.~~

Secretary Treasurer

Adopted: September 2019
Amended: April 2022

Board Chair

DRAFT



AD HOC POLICY COMMITTEE
BOARD REPORT

Date: Tuesday June 16, 2026

Time: 5:30 pm – 7:00 pm

Venue: School Board Office, Meeting Room 111

Committee Members

Trustees:

Shannon Aldinger, Committee Chair
Janice Caton, Trustee
Michelle Waite, Board Chair

Staff:

Dr. Jeremy Morrow, Superintendent
Harold Cull, Secretary-Treasurer

Regrets: None

Recording Secretary: Candace Jesson, Manager Administrative Services & Projects

TERMS OF REFERENCE:

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

Mandate:

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

Membership:

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

1. CALL TO ORDER

The Board of Education acknowledged that we are on the traditional territories of the K'omoks First Nation and thanked them for the privilege of living on their land and the gift of working with their children.

Committee Chair welcomed committee members and called the meeting to order at 5:34 pm.

2. CHECK-IN

3. ADOPTION OF THE AGENDA

The agenda was amended to modify the order of the draft policy review items and to add discussion regarding housekeeping edits to Policy 24: Equity and Non-Discrimination.

4. ONGOING BUSINESS

A. Review Draft Policies

- i. Gender-based Violence and Sexual Misconduct Policy**
Discussed feedback provided by the Committee of the Whole. Prior to the Board's June 23rd meeting staff will determine any impacts of expanding the scope of the policy to include staff. Recommend submission of draft policy to the Board for approval.
- ii. Sanctuary Schools**
Remove last bullet and present to the Board for approval.
- iii. Trustee Election Bylaw**
Suggested edits made. Confirm with legal regarding electronic notices. Recommend submission to the Board for June 23rd meeting and subsequently recommend removal of Appendix A from Policy 7 Board Procedures as step 1.
- iv. Equity and Non-Discrimination**
The Committee reviewed Policy 24: Equity and Non-Discrimination and endorsed minor housekeeping and editorial revisions that do not alter the intent of the policy.
- v. Board Committees**
Suggested edits and revisions. Recommend submission to the June 23rd Board meeting.

B. Transition to Education & Policy Committee

Tabled for next meeting

5. ACTION ITEMS

Action Items	Person(s) Responsible	Deadline
<ul style="list-style-type: none"> Staff to determine impacts of expanding the scope of the Gender-based Violence and Sexual Misconduct policy. 	Superintendent	June 22, 2026
<ul style="list-style-type: none"> Submit committee recommendations to the Board’s June 23 meeting agenda. 	Secretary-Treasurer	June 17, 2026
<ul style="list-style-type: none"> Remove Appendix A from Policy 7 for inclusion in the Board’s June 23 agenda package. 	Secretary-Treasurer	June 17, 2026
<ul style="list-style-type: none"> Publish Equity and Non-Discrimination policy with requested editorial changes. 	Secretary-Treasurer	June 24, 2026

6. RECOMMENDATIONS TO THE BOARD OF EDUCATION

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Gender-based Violence and Sexual Misconduct policy as presented.

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Sanctuary Schools policy as presented.

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the revised Board Committee policy as presented.

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the revised Trustee Election Bylaw as presented.

Recommended Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) remove Appendix A from the Board Operations Policy, as trustee election procedures are governed by the Trustee Elections Bylaw which takes precedence; and

THAT the Board direct a review of the Board Operations Policy by the _____ Committee to bring forward recommended revisions to align the policy with recently updated Board policies, bylaws, and governance practices.

7. FUTURE MEETING DATES

Monday June 22, 2026, at 5:30 pm

11. ADJOURNMENT – 7:52 pm

BRIEFING NOTE

TO: Board of Education **DATE:** June 23rd, 2026
FROM: Molly Proudfoot, Director of Operations
RE: **2027-28 5-Year Major Capital Plan Submission**

Purpose

To seek approval from the Board of Education on the proposed 2026-2027 Major Capital submission.

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.

The following requests for the 2027–28 5-Year Major Capital Plan Submission were presented to the Committee of the Whole on June 9, 2026, where valuable feedback was received and thoughtful questions were raised.

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.

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.

Recommendation

THAT the Board of Education of School District No. 71 (Comox Valley) in accordance with provisions under section 142 (4) of the School Act, approve the proposed Five-Year Capital Plan (Major Capital Programs) for 2027\28, as provided on the Five-Year Capital Plan Summary for 2027/28 submitted to the Ministry of Infrastructure.

Respectfully submitted,



Molly Proudfoot
Director of Operations



District Progress Report (Spring 2026)



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.

Our Vision

Compassionate, connected and personalized learning for all.

Truth and Reconciliation Commitment

We are deeply committed to learning, unlearning, and relearning and taking action for lasting Truth and Reconciliation

Values

LEARNING - Centering learning in all we do.

EQUITY- Leading with diversity as a strength and inclusion as a right.

RELATIONSHIPS - Connection, compassion, and respect in all that we do.

SAFETY - Learning communities where all feel safe and belong.

INTEGRITY - High ethical standards through transparency, honesty and accountability.

Design Principles

Decolonizing and Indigenizing, Inclusion, Personalized Learning, Student-Centered Assessment, Social Emotional Learning (SEL), Experiential Learning, Flexible Learning Environments, Digitally Enhanced Learning, Land-Based Learning

comoxvalleyschools.ca/our-strategic-plan/

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District Progress Report (Spring 2026)

Board of Education Update - Board Chairperson Michelle Waite

Executive summary

- This quarterly report highlights key governance decisions, board learning, public engagement, and local, regional, and provincial connections trustees pursued, all with a continued focus on student well-being and success.

Governance highlights

- **Approved:** 2026/27 Capital Bylaw; 2026-27 Annual Budget Bylaw
- **Approved:** Policy template for Board policy format consistency
- **Approved:** Revised Policy 24 Equity and Non-discrimination
- **Approved:** 2026-27 School Fee Schedules
- **Approved:** Three Years District Calendars (2026/27, 2027/28, 2028/29)
- **Received:** How Are We Doing Report, Local Education Agreement Update; 2024-25 Enhanced Student Learning Report Ministry Response, Major Capital Projects Update; Financials – Q3; Accessibility Report; Response to Gender-based Violence Working Committee Report; 2026 May Enrolment Update; 2025 Carbon Neutral Action Report Update
- **Received:** draft new policies – Gender-Based Violence and Sexual Misconduct; Sanctuary Schools



Pic: Student Voice 2025-2026 met throughout the school year

Regional and Trustee engagement

- Trustees attended the spring Vancouver Island Trustees Association (VISTA) session, hosted by Cowichan and Gulf Islands School Districts.
- Trustees attended annual BC School Trustee Association learning sessions and annual general meeting. This opportunity focuses both of governance of the association and sets provincial advocacy actions and direction.
 - Trustees engaged in sessions and represented the CVS Board of Education in roles with BCPSEA and BCSTA, contributing to provincial conversations and decision-making.

(continues)

District Progress Report (Spring 2026)

Board of Education Update - Continues

Board learning sessions

- **Long Range Facilities Plan:** Partner session with trustees, IEC, DPAC, CDTA, CUPE, CVPVPA.

Public Engagement

- **Budget Consultation Session:** In-person opportunity to review Budget Survey Feedback & Enrollment Projection and Impact.

Comox Valley Schools community involvement

- **Trustee learning opportunities:** CVS Professional Development Day, Indigenous Brilliance; cultural learning opportunities at Kumugwe alongside student and alongside educators; School growth plan learning celebration.
- **Ongoing community roles:** Trustees serve on local boards and committees including the Comox Valley Social Planning Society, CV Food Policy Council, and CVRD Recreation Commission.
- **School and district presence:** Trustees regularly attend school events, Indigenous Education Council events and meetings, Parent Advisory Committee and District Parent Advisory Committee meetings, Student Voice sessions, and various CVS committee meetings.

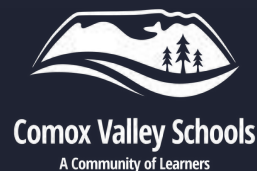


Pic: Carolyn Roberts keynote for Indigenous Brilliance Day of Learning

Closing note

- This quarterly snapshot continues to reflect the Board's commitment to centering students while strengthening governance, advocacy, and community partnerships.

District Progress Report (Spring 2026)



Superintendent's Update - Dr. Jeremy Morrow

As we reach the end of another school year, I continue to be inspired by the learning, growth and connections taking place throughout Comox Valley Schools.

This spring has been marked by many moments that reflect the values and priorities of our district. From innovative learning opportunities and student achievements to meaningful community engagement and important conversations about the future of our schools, it has been a busy and rewarding season.

One of the most significant initiatives this spring has been our ongoing budget consultation process. We expanded opportunities for engagement and heard from more members of our school community than ever before. I want to sincerely thank the many students, families, staff and community members who took the time to participate in surveys, attend engagement sessions and share their perspectives. Your feedback plays an important role in helping us make informed decisions that support student success. I would also like to thank our staff teams across the district whose dedication and thoughtful work help bring the budget process to life each year.

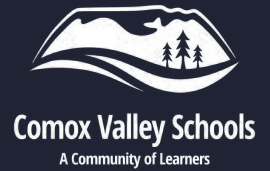
This spring also provided an opportunity for staff to come together for our Indigenous Brilliance Day of Learning on May 15. We were honoured to welcome author, educator and Indigenous leader Carolyn Roberts, along with many Indigenous knowledge holders and facilitators who shared their teachings, perspectives and experiences. The day reflected our ongoing commitment to learning, relationship-building, and advancing Truth and Reconciliation through meaningful action.

Another milestone this year was the district's Indigenous Graduation Celebration, held at the Filberg Centre. It was a privilege to celebrate Indigenous graduates alongside their families, supporters, Elders, staff and community partners. The event was filled with pride, culture, connection and joy, and it represented an important step forward in honouring Indigenous student success within our district. I would like to extend my sincere thanks and appreciation to our Indigenous Education team, Indigenous support workers, the Indigenous Graduation Committee and the many volunteers and partners who worked together to create such a meaningful and memorable celebration.

Throughout this report you will see many examples of the remarkable learning taking place across Comox Valley Schools. Whether through Indigenous learning, career exploration, athletics, the arts, outdoor education, inclusive programming or academic achievement, our students continue to demonstrate curiosity, resilience, creativity and leadership.

As another school year comes to a close, I also want to extend my heartfelt congratulations to the graduating Class of 2026. Whether your next step is post-secondary education, training, employment or a new adventure, we are proud of all you have accomplished.

District Progress Report Spring 2026



SECRETARY TREASURER UPDATE

2026/2027 Budget

The Board passed the 26/27 Annual Budget Bylaw at their May 26th meeting. This year's budget process was a lengthy and focused on collaboration and transparency with staff, rightsholders and partner groups. The bylaw can be summarized as follows:

	2027 Annual Budget	2026 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	139,287,542	139,537,355
Operating - Tangible Capital Assets Purchased	375,000	375,000
Special Purpose Funds - Total Expense	22,111,618	22,456,614
Capital Fund - Total Expense	9,953,490	9,761,519
Capital Fund - Tangible Capital Assets Purchased from Local Capital	1,718,854	2,633,173
Total Budget Bylaw Amount	173,446,504	174,763,661

With flattening enrolment in our schools and inflating costs, the District will continue to be required to make difficult financial decisions over the next several years. In the Fall, staff will conduct several internal program/department reviews to ensure resources are effectively and efficiently aligned with the Board's strategic direction. These reviews will help inform the 27/28 budget process that will kick off in early 2027.

2026-27 Annual Budget Development Process

Comox Valley Schools

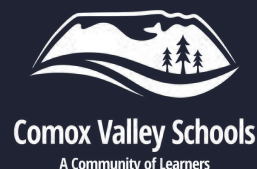


Ad Hoc Policy Committee Updates

The Board's Ad Hoc Policy Committee has been busy over the last several months creating and updating policies and bylaws for the Board's review and consideration. The Committee has been working on the following:

1. Gender-Based Violence & Sexual Misconduct
2. Sanctuary Schools
3. Equity and Non-Discrimination
4. Role of the Board
5. Role of the Superintendent
6. Delegation of Authority
7. Board Committees
8. Trustee Election (bylaw)

District Progress Report (Spring 2026)



EDUCATION SERVICES

EDUCATION DEPARTMENT UPDATE - ELEMENTARY LEARNING

Strategic Guidance

- Decolonizing and Indigenizing
- Inclusion
- Student-Centred Assessment
- Personalized Learning
- Experiential Learning
- Social Emotional Learning
- Flexible Learning Environments

Highlights

Literacy Learning:

- Numeracy Framework field-testing of the district's problem-solving assessments for Grades 3 and 5 is completed, and updates informed by feedback from participating teachers have been incorporated. These assessments are now finalized and will be ready for use in the Fall of 2026.
- The recently developed LRC Math Fair kit includes 10 interactive math activities for families and can be borrowed by schools to use for after school math events that are both engaging and helpful to better understand hands-on numeracy learning. Two schools have hosted successful math fairs this year.
- Many teachers in Grade 3-7 participated in the recent SNAP numeracy assessment workshop, learning about how to interpret student results to inform next steps in teaching and learning.

French Programs:

- This year, 18 students completed the DELF (Diplôme d'Études en Langue Française), an international certification of French proficiency for non-native speakers. This French certification option is available to Core French and Immersion students in all SD71 secondary schools.
- Many engaging French-speaking events are happening across schools, including the ProfAqua hosted French 'magic show', the Big Buddy story book creation collaboration between Isfeld Grade 11 and Robb Road primary students, and Brooklyn's carnival for Core French students.
- The annual year-end French Advisory Council meeting was held on June 15.

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District Progress Report (Spring 2026)

EDUCATION DEPARTMENT UPDATE - ELEMENTARY LEARNING CONTINUES Highlights

- Racial Equity: A key highlight has been the expansion of anti-racism learning opportunities across the district through classroom collaboration, educator support, community engagement, and professional learning. This included developing anti-racism resource kits and educator guides, creating and supporting lessons on identity, representation, harmful language, belonging, and diversity, and partnering with schools on inquiry-based learning projects. The work was strengthened through participation in district and provincial professional learning opportunities, including equity-focused networks, conferences, and workshops, as well as connection and collaboration with families and community partners, such as the DPAC anti-racism committee and the Comox Valley Jewish Society. Additionally, efforts were focused on development of a district anti-racism resource webpage for educators and continuing to support schools in embedding equity and inclusion throughout teaching and learning.
- On May 19, educators gathered for the Introduction to Compassionate Systems Leadership (CSL) session with Joanne Schroeder, CSL facilitator and Director of Strategy and Innovation at UBC's Human Early Learning Partnership. This framework can help educators build personal well-being, strengthen relationships, and apply systems thinking tools to facilitate the ongoing shift toward a more equitable education system. Feedback is being gathered from participants about how CSL can support staff in moving forward with anti-racism work, in addition to potentially other areas, next year.
- On May 25, the district's annual Learning Celebration and Showcase included sharing and networking among numerous collaborative inquiry and school growth plan proposal teams. This event focused on how school teams are taking up implementation of the Strategic Plan for Education and deepening student agency and learning through play- and inquiry-based approaches.



Pics: Learning Celebration and Showcase bring educators together to collaborate

District Progress Report (Spring 2026)



Comox Valley Schools
A Community of Learners

EDUCATION DEPARTMENT UPDATE - ELEMENTARY LEARNING CONTINUES SOGI

- Many schools are celebrating Pride Month with rainbow spirit days, awareness campaigns and events celebrating diversity throughout June.
- Over 45 students in Grades 6-7 from rainbow clubs across the district gathered for the first elementary rainbow celebration to recognize Pride Month and make connections with students in other schools.
- The district partnered with Transparencies to host Roots to Wings, an event for families of trans and gender non-conforming youth, and the event was well attended.

Food Programs

- This quarter, our universal lunch programs served more than 60,000 meals across eight participating schools, continuing to improve equitable access to nourishing food for students throughout the district.
- In April, a commercial compost collection service was introduced, helping divert food waste and pizza boxes from the landfill and supporting more sustainable school food practices.
- Highland Secondary launched its universal lunch program in May, providing a diverse menu of meals five days a week and expanding access to healthy, inclusive food options for secondary students.
- Seventeen schools participated in the Great Big Crunch with 5,390 apples distributed to students in Kindergarten to Grade 7 in celebration of healthy eating, connection, and the shared experience of enjoying fresh, crunchy food together.

Teacher Mentorship Program:

- This year, the new Welcomer role was introduced in schools to ensure that every teacher new to a building is connected with a colleague upon arrival. This support includes an initial welcome email, a school tour, and ongoing check-in and guidance to help new staff feel supported and integrated into the school community. In addition, over 150 teachers engaged in mentorship opportunities through the Onward book club, mentor release time, and classroom observation partnerships.

Challenge

- Although steady progress is being made, ability for school teams to analyze their district literacy and numeracy assessment results to inform their school growth plan goals continues to be a challenge, due to the ongoing slow down in the development of apps and the district database.

District Progress Report (Spring 2026)

EDUCATION DEPARTMENT UPDATE - MIDDLE AND SECONDARY LEARNING

Strategic Guidance

- This spring, the department continued to prioritize professional learning, student engagement, and career exploration through innovative programming and strong community partnerships.

Highlights

- The Teacher Dinner Series that was hosted in collaboration with the CDTA, which created a unique and informal professional learning environment for educators across the district. These gatherings provided meaningful opportunities for staff to connect, share instructional practices, and engage in thoughtful dialogue around teaching and learning. The collegial nature of the series which brought in Tom Schimmer, a speaker with expertise in assessment, fostered stronger cross-school relationships and supported deeper professional reflection, reinforcing the value of relationship-based professional development.
- The Careers Department has also maintained strong momentum in delivering hands-on, experiential learning opportunities for students at all grade levels. A major highlight was the return of the district-wide career exploration event, now reintroduced as “Grade 7 Career Explorations.” Throughout the month of May, nearly all Grade 7 students participated in this large-scale initiative, engaging in a wide range of interactive stations designed to build practical skills and spark interest in potential career pathways. Activities included soldering, plumbing, cooking, baking, forestry, guiding and orienteering, metalwork, music, design, and first aid. Feedback from students, staff, and community partners has been overwhelmingly positive, with strong interest from industry partners to continue supporting and expanding the event.



Pic: Grades 7s learned hands-on skills during the Careers Explorations sessions

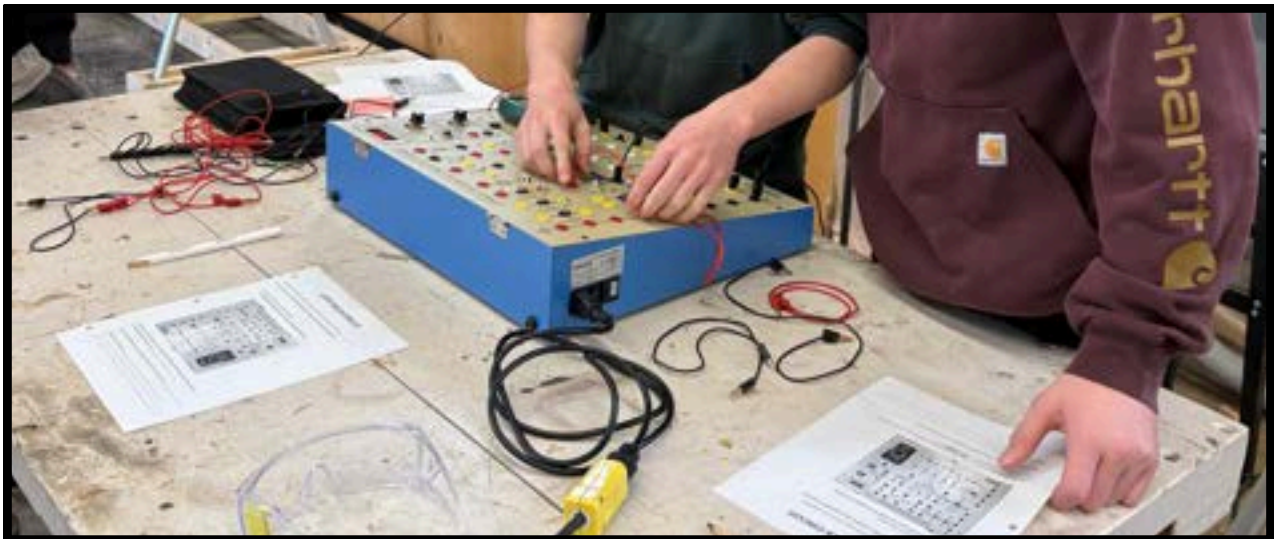
- The Student Biodiversity “Spark Grants” are nearing completion: Grant projects at schools included bird houses, planters, bug hotels, nesting boxes, tools, plants, trees, seeds, green learning spaces and more. To learn more about these projects by visiting this link [Learning by Nature | Healthy by Nature](#)

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District Progress Report (Spring 2026)

EDUCATION DEPARTMENT UPDATE - MIDDLE AND SECONDARY LEARNING

- The district continues to expand skilled trades pathways for secondary students. This year, Grades 9–11 students participated in four hands-on sessions at Sandwich Continuing Education School, exploring welding, carpentry and electrical work while earning certifications to support future employment. These sessions help introduce students to the district’s high-demand construction, transportation and metalwork sampler programs, which attract more than 100 applicants annually for 45 available seats.
- Interest in trades pathways remains strong in senior grades, with more than 60 students applying to Level 1 programs at North Island College and Camosun College, while more than 45 students are participating in Youth Work in Trades placements with local employers. Looking ahead, the Careers Department has secured two significant grants for 2026–2027 that will support climate-focused employment pathways and expand Grade 12 dual-credit opportunities through a six-district partnership.
- Community-connected learning was also highlighted through Cumberland Community School’s annual Bean Dinner on May 1. Five classes (Grades 4–9) and the CCS leadership group worked with the Cumberland Museum and Cumberland Community School Society to create history projects that were showcased to the community, while student leaders helped support event logistics and food preparation.



Pic: Grade 9-11s learned some electronics skills at Sandwich Technical School

- The district also continued to strengthen professional learning through a Secondary School Growth Leads session on May 25. Representatives from G.P. Vanier, Glacier View, NIDES, Isfeld and Highland shared progress on their School Growth Plan initiatives. This work aligns with the broader 2025–2026 Middle and Secondary Growth Plans, which focus on personalized learning, inclusive practices and core competencies.

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District Progress Report (Spring 2026)

EDUCATION DEPARTMENT UPDATE - MIDDLE AND SECONDARY LEARNING CONTINUES

- Student leadership and cross-grade learning were also showcased through a Model United Nations event hosted by G.P. Vanier Secondary at the school board office. Organized by the Vanier Model UN Club, the event welcomed approximately 45 elementary students from across the district to participate in a simulated international forum.



Pic: Students representing different countries assemble at Isfeld Model UN

Challenges and areas of focus

- While strong progress has been made, opportunities remain to strengthen consistency and coherence across middle and secondary schools. Continued focus will be placed on clear communication, building staff capacity, advancing assessment practices, supporting cross-school collaboration and creating opportunities for staff learning. Balancing innovation with sustainability will be key to maintaining momentum while supporting staff and student well-being.

District Progress Report (Spring 2026)

INCLUSIVE LEARNING UPDATE

Strategic Guidance

- **Inclusion:** The work of the Inclusive Education department is guided by all values and design principles of the Strategic Plan to create and develop inclusive, wholistic, and personalized learning environments. The specific focuses to highlight this quarter are Personalized Learning and Flexible Learning Environments.

Highlights

- This spring, students from multiple schools were brought together to build peer relationships, foster a strong sense of belonging, and work toward shared goals such as increasing food tolerances and developing self-care skills. Within the Mawhinney House/Isfeld group, students engaged in structured, play-based learning focused on personal hygiene and daily living skills, with consistent emphasis on dignity, routine, and sensory supports. Central to this work is the development of friendship skills, through shared routines, meals, and “spa day” experiences, where students demonstrated growing confidence, connection, and independence within a supportive, inclusive community.
- Inclusive Education advanced its commitment to functional literacy for students with FASD and complex needs through a POPFASD Collaborative Innovative Research Bank (CIRB) Grant. Work focused on building staff capacity at GP Vanier Secondary by exploring shared approaches to literacy instruction with students. The team created a report and a collaborative video which have been shared with POPFASD. [Comox Valley SD71 POPFASD CIRB video 2025 2026](#) By embedding direct, explicit literacy instruction within daily classroom routines and leveraging assistive technology, this work is promoting greater student independence, engagement, and success in real-world and literacy tasks.
- During Child and Youth Mental Health Week, May 4 – 8, schools across Comox Valley Schools recognized National Child and Youth Mental Health Week through activities and conversations focused on connection, kindness, well-being and belonging. Students took part in mindfulness activities, yoga, outdoor play, wellness workshops, creative projects, classroom discussions and school-wide connection events led by counsellors, youth and family peer workers, staff and student leaders.



Pic: Students do yoga for Child and Youth Mental Health Week

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District Progress Report (Spring 2026)

INCLUSIVE LEARNING UPDATE - CONTINUES

Highlights

- Public facing documents around school completion pathways and transition planning have been created and will be available on the school district website under Inclusive Education.
- Every year, the Provincial Outreach Program: Deaf and Hard of Hearing (POPDHH) hosts DHH Proud, a powerful three-day event that brings together Deaf and Hard of Hearing students from across British Columbia. Held in Burnaby, the event invites students to connect, learn, and celebrate their identities through the Spotlight speaking competition, the ASL Poetry competition, and the annual Friendship Day. This year's theme, "Not a Disability, but a Difference," inspired thoughtful reflection, personal storytelling, and meaningful dialogue among participants. The Comox Valley School District was proudly represented by four students in the Spotlight category, and one student in the ASL Poetry competition.



Pic: Comox Valley student Finley A. (3rd from right) won 3rd place in the ASL Poetry competition

- Planned and executed Series 3 and 4 of our training opportunities for EAs in positions in the district. Thanks to Comox Valley Schools and the Support Staff Education Committee (SSEC), we were able to provide an add-to-pay for EAs in attendance as workshops occurred outside of school hours. When space was available, EAOCs and practicum EAs were also invited to attend. EAs who attended the entire series were given a certificate of completion and gifted an EA toolkit, organized by EA Mentor Penny Kampen.
- District Low Arousal Trainers have now trained 202 SD 71 staff members in Day One of the program and 44 staff members in Day Two to support our work in managing distress behaviours. We look forward to continuing to train our administration, teachers, and support staff using the Low Arousal approach.

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District Progress Report (Spring 2026)

INCLUSIVE LEARNING UPDATE - CONTINUES

Highlights

- May 20th was the third annual Inclusive Sports Festival. This special day continues to grow each year serving students from grades 3 to 7 who have a diagnosis of a developmental disability, autism, or a physical disability. This year we had over 140 participants and even had students from neighbouring school districts attend and represent. A huge thank you to Matt Zadvorny, Jina Taylor, and Amanda Lange who spent countless hours organizing this special day. Thank you as well to all of the administrators who volunteered and accompanied their athletes. It was inspiring to witness the students thrive in a welcoming space where they felt successful, celebrated, and proud of their participation.



Pic: The 3rd annual Inclusive Sports Festival was the biggest yet!

Challenges

- We continue to have two psychologist vacancies but continue to keep up with assessment demands through our consultation process and through contracting for services. Assessments will occur into the summer.
- We currently have Youth & Family Program worker vacancies at the elementary level. We continue to post and are hoping these positions will fill prior to the 26/27 school year.
- We continue to see and increase of student complexity in our schools and strive to provide robust district inclusion support to ensure positive and equitable experiences for all.

District Progress Report (Spring 2026)

INDIGENOUS LEARNING UPDATE

Strategic Guidance

LEA Guiding Principles:

- Put in place practices which will ensure K'ómoks student success.
- Promote a common understanding of K'ómoks cultural values and traditions by school and Board staff.

Design Principles:

- Decolonizing and Indigenizing and Land Based Learning

Enhancement Agreement:

- To increase every Indigenous student's sense of belonging, cultural identity and self-esteem.
- To Increase the academic success of all Indigenous students through personalized learning.
- To increase the awareness and understanding of First Nations, Métis, and Inuit history, traditions and culture for all students.
- To increase Indigenous students' skills, qualities and confidence in leadership.

Equity in Action

- The Equity Scanning Team met in May to review and share feedback on the recently completed Final Report. The group provided direction for staff at this meeting which reflected on this two year journey. In the coming days, weeks, and months the report will be shared with all Rightsholders and partner groups. This work will inform the next steps towards equity for all students in our schools.



Indigenous Brilliance - May 15

- After speaking with Indigenous community members and reviewing our Indigenous Brilliance exit survey, it appears that our in-service day of learning was a success. The following are a few responses that articulate the importance of this day. "I learned so much, my eyes are becoming more open. I will make sure all students are represented in the learning materials, with opportunities to feel valued, seen and heard. I need to remain curious. I am committed to holding up local First Peoples' knowledge. We should have much more Indigenous learning like this! How do we further decolonize our education systems from within?"

(continues)

INDIGENOUS LEARNING UPDATE - CONTINUES



Pics: Jessie Everson and Shelley Joseph Indigenous Brilliance Day

Districtwide Indigenous Graduation Ceremony:

- The first annual SD71 Indigenous graduation celebration was held on June 6th, 2026 at the Filberg Center in Courtenay. The grad planning committee met monthly to plan all of the important details, from honouring territory and personally inviting local hereditary leaders, to hiring an Indigenous caterer and supporting local creators, vendors, and companies. A lot of care and intention went into creating and planning a space that was welcoming and meaningful for students and their families. A cedar house front was painted by K'omoks artist Sean Frank and unveiled as part of the celebration. Each graduate received a copper paddle pendant made by Namgis artist Val Lancaster. The paddle was chosen to reflect the journey the students are experiencing as they move into the next chapter of their lives.



Pic: The first Comox Valley Schools Indigenous Graduation Ceremony - June 6

District Progress Report (Spring 2026)

INDIGENOUS LEARNING UPDATE - CONTINUES

Padding Together

- A partnership between SD 71 Indigenous Education and Lake Park Society, hosted five classes at Pentlatch (Comox) Lake. Students learned the importance of canoes, how to show up in a good way to the canoe, and how to be in good relationship with self, each other, and place through shared Indigenous knowledges and paddling together.



Pic: Students in district canoes St'ixim (Sun) and Spilus (Moon)

Kumugwe Learning

- In-service for all teachers teaching Indigenous-focus grad credit course in Kumugwe Big House for half a day learning with knowledge holders from KFN Keisha, Trevor and Jessie. The focus was on identity through origin stories, history, and the power of oral tradition and story expressed through what we may see as art.
- Grade 11 Big House experience saw all grade 11 students in the district who are currently enrolled in English First Peoples sit around the fire to listen deeply to the power or story and identity with Keisha Everson. Students were able to hold and learn more through her regalia.

Challenges

- Despite the excellent mentoring and retention strategies employed by the team, we continue to have challenges with unfilled ISW positions.
- We continue to break down silos so that supporting Indigenous students becomes a shared responsibility across the system, strengthening relationships and enabling us to provide more responsive, enhanced services.
- Since the Cowichan decision there is a considerable increase in online anti-Indigenous hate. This negatively impacts the students, families and communities we serve, and also negatively impacts staff.

District Progress Report (Spring 2026)

EARLY LEARNING UPDATE

Strategic Guidance

- Decolonizing and Indigenizing
- Land Based Learning
- Experiential Learning
- Social Emotional Learning
- Flexible Learning Environments

Highlights

Spring Welcome to Kindergarten Events

- Welcome to Kindergarten events were held this spring, providing families and children with engaging opportunities to connect with their future school communities. Activities included scavenger hunts, play-based learning experiences, classroom exploration, and opportunities to meet school staff. These events helped foster positive transitions to kindergarten while showcasing the importance of play in early learning.

Spring Provincial Leadership and Knowledge Sharing

- Vivian Collyer (Associate Superintendent) and Lisa Pedersen-Skene (District Principal of Early Learning and Child Care) had an article titled Transforming the System Through Play published in the Spring 2026 BCSSA magazine.
- The article highlighted the district's work to advance play-based learning and inquiry across schools. The article showcased the collective efforts of educators and leaders to bridge the knowing-doing gap, build shared understanding, and create sustainable change in practice. This recognition provided an opportunity to share SD71's learning journey with educational leaders across the province and contribute to broader conversations about transforming learning through play.
- Lisa will be presenting this work at a Provincial ELCC meeting in June, showcasing 4 years of collaborative work to support play in learning environments.

Island Networks (Literacy, Numeracy & Early Years) Meeting

- Representation from every district on the Island (57 participants)
- Focus: The Power of Play. Participants engaged with a variety of provocations and learning invitations, experiencing the power of play firsthand.
- Through collaborative discussion and reflection, educators identified the Literacy, Numeracy, and Core Competencies embedded within the play experiences, highlighting the rich curricular learning that naturally occurs through purposeful play.
- The session strengthened shared understanding and reinforced the role of play as a meaningful and effective approach to teaching and learning for all ages of learners.

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District Progress Report (Spring 2026)

EARLY LEARNING UPDATE - CONTINUES

Highlights

Comox Valley Early Years Fair

- StrongStart educators participated in the Comox Valley Early Years Fair, which welcomed more than 200 families from across the region.
- The event provided an opportunity to connect families with early learning resources, community supports, and information about StrongStart programs.
- Through interactive activities and conversations, StrongStart staff strengthened relationships with families and community partners while promoting the importance of early learning and positive transitions into school.

Pedagogy of Play Primary Inquiry Showcase

- 10 School teams participated in the Primary Inquiry Showcase, highlighting rich, student-centered learning through inquiry, play, and exploration.
- The showcase demonstrated how educators are deepening their understanding of inquiry-based practices and creating meaningful opportunities for students to think critically, collaborate, and share their learning. The impact of this work is evident in changing classroom practices and increased engagement across primary learning environments.

Child Care on School Grounds - StrongStart

- Participation continues to grow.
- Demonstrates families' need for accessible, play-based early learning opportunities for their children.
- Supports connection, relationships and belonging in the school.

Challenges

- Child Care Staffing Shortages – Recruiting and retaining qualified Early Childhood Educators and child care staff continues to be a significant challenge both locally and provincially. Staffing shortages can impact the ability of child care programs located on school grounds to operate at full capacity and respond to increasing demand from families seeking before- and after-school care and 0-5 child care spaces.
- Limited Space for Child Care Expansion – As student enrolment and school space pressures increase, identifying and maintaining appropriate space for child care programs remains a challenge. Several schools are experiencing competing demands for instructional and child care space.
- StrongStart - Budgetary pressures have impacted the outreach hours that StrongStart Program workers have been able to use in the past.

District Progress Report (Spring 2026)

COMMUNICATIONS UPDATE

Strategic Guidance

- Values: Learning, Relationships, Safety, Integrity
- Design Principles:
 - Experiential Learning
 - Inclusion
 - Decolonizing and Indigenizing

Overview

- Communications activities this quarter supported district priorities through public engagement, student and staff storytelling, Indigenous learning initiatives, career-connected learning, inclusive education programming, and timely operational communications. Significant efforts were also dedicated to long-range planning engagement, budget consultations, emergency communications, and graduation celebrations.

Indigenous Learning and Reconciliation

- Covered and participated in Indigenous Brilliance Day of Learning, highlighting professional learning opportunities with Indigenous knowledge holders and community partners.
- Attended and documented visits to Kumugwe Big House, showcasing authentic learning experiences grounded in local Indigenous culture and teachings. - Attended and promoted Highland Secondary's new logo unveiling ceremony, celebrating culture, learning and community.
- Attended and shared coverage of the district's Indigenous Graduation Celebration and other graduation ceremonies across the district.



Pics: Grade 4 and 11s visited Kumugwe Big House and Indigenous Grad was a success

Budget Consultations

- Supported 2026–2027 budget engagement sessions through news releases, website content, family communications and social media promotion. Continued public engagement activities throughout the consultation process.

(continues)

District Progress Report (Spring 2026)

COMMUNICATIONS UPDATE CONTINUES - HIGHLIGHTS

Inclusion and Student Well-Being

- Participated in and promoted the Inclusive Education Play Program at the Comox Recreation Centre, a pilot initiative supporting elementary students through inclusive recreation and movement opportunities.
- Covered the third annual Inclusive Sports Festival, which welcomed 135 students and celebrated belonging, participation and connection through inclusive recreation opportunities.
- Supported communication efforts related to National AccessAbility Week and other inclusion-focused initiatives.

Long-Range Facilities Planning

- Developed and launched a dedicated Long-Range Facilities Planning webpage.
- Prepared and distributed news releases, promotional materials and survey communications.
- Supported community engagement efforts that generated more than 600 survey responses and informed future district planning.

School Calendar Development

- Supported consultation and communication related to the development of school year calendars for 2026–2027, 2027–2028 and 2028–2029.
- Prepared survey materials, family communications, web content and final approval announcements following Board adoption.

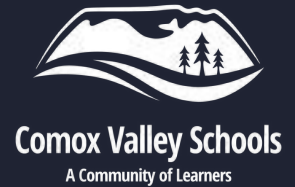
Emergency & Operational Communications

- Issued districtwide information updates regarding school emergency procedures and crisis notification processes.
- Supported communications related to a recent Canvas LMS security incident, including notifications to families and staff.
- Worked closely with school and district leadership to support communications during a Hold and Secure at Miracle Beach Elementary, including family notifications and follow-up messaging.
- Supported district emergency communications during the regional Comox Valley sewage leak event.
- Continued development and refinement of emergency communication resources and protocols.

Challenge

- This quarter included simultaneous public engagement projects related to budget planning, long-range facilities planning, school calendar development and registration initiatives.
- The volume of district events and initiatives continues to grow, creating increased demand for storytelling and event coverage.

District Progress Report (Spring 2026)



BUSINESS SERVICES

FINANCE DEPARTMENT UPDATE

Strategic Guidance

- Finance continues to strive to improve financial reporting and planning for potential risks and challenges to ensure business continuity.

Highlights

- The internal school accounting review results regarding the site visits that took place this winter were documented and communicated to both Lake Trail Community School and Ecole Secondaire Mark Isfeld Secondary School, as well the audit committee reporting on these results was prepared. The 2026-27 preliminary budgeting process and multi year financial planning took significant time during this quarter, as well the accounting preparation work required for the financial year-end and audit planning began.
- Teacher retroactive pay resulting from the most recent bargained teacher contract was calculated and paid by the payroll team who also supported in the completion of BCPSEA requested exempt compensation information.
- Several financial reports were completed during the time period along with work relating to the 2026-27 Annual Budget preparations:
 - 2026/27 Event Driven Reporting
 - 2025/26 Q3 Ministry Government Related Entity (GRE) – quarterly
 - 2025/26 Q3 Board Financial Report
 - 2026/27 Annual Budget & Bylaw
 - 2026-2029 Multi Year Financial Plan
 - 2025/26 Q3 Employment Data and Analysis Report (EDAS)

Challenges

- The department continues to be challenged by the administrative work resulting from staffing moves and changes, in addition there were some unanticipated bereavement and sick leaves experienced within the finance management team. Changes within senior leadership roles and temporary adjustments to senior staff responsibilities continues to impact financial operations.

District Progress Report (Spring 2026)

OPERATIONS DEPARTMENT UPDATE

Strategic Guidance

- Learning: Facility expansions and upgrades increased student capacity while supporting flexible, functional learning environments.
- Equity: Accessibility and site improvements improved equitable access to safe, inclusive, and welcoming spaces for all students.
- Safety: Ongoing maintenance, system upgrades, and infrastructure improvements enhanced the safety, reliability, and performance of school facilities.
- Disciplined planning, procurement, and reporting practices ensured responsible stewardship of district resources.
- Relationships: Ongoing collaboration with municipalities, partners, rights holders, and school communities supported coordinated planning and strengthened shared initiatives across the district.

Highlights

- Completion and opening of major projects at Aspen Park Elementary and G.P. Vanier Secondary. Engagement with the Board, partners, rights holders, and the public advanced the Long-Range Facilities Plan, aligning with district priorities and community needs. Participation in the Comox Valley Growth Planning Session contributed to a regional understanding of population trends and long-term development pressures, informing future facility and infrastructure planning.

Accessibility & Safety

- Phase 2 Commercial Oven Ventilation Upgrades – Airport Elementary, Cumberland Community School, Glacier View Secondary School, Lake Trail Community Middle School, Valley View Elementary.
- Courtenay Elementary – Interior door hardware upgrades.
- Various Surfacing Projects – Design and tendering.
- École Puntledge Park Elementary – Portable access upgrades.
- Mark R. Isfeld Secondary – Powder coating booth upgrade.
- Safe & Active Schools Project (with City of Courtenay) – Ongoing data gathering and consultation for Courtenay Elementary, École Puntledge Park Elementary, and Valley View Elementary.
- District-wide – Kindergarten School Bus Orientation.

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District Progress Report (Spring 2026)

OPERATIONS UPDATE - CONTINUES

Environmental Improvements

- Royston Elementary – Brush clearing.
- District-wide – Field Irrigation start-up, garden bed maintenance, tree-bag watering program.

Energy Efficiency & Sustainability

- Submission on the annual 'Climate Change Accountability Report'.
- Various Energy Efficiency Projects – Design and tendering.
- Operations Quarterly Energy Management Performance Update.
- Operations Continuity Planning – ongoing.

Building, Space and Grounds Enhancements

- Completion and opening of Aspen Park Elementary Prefab Addition.
- Completion and opening of G.P. Vanier Secondary Child Care Centre.
- Play field improvements – Cumberland Community School, Brooklyn Elementary, Queneesh Elementary, Mark R. Isfeld Secondary.
- District Track – Partial bleacher seating replacement.
- District-wide – Annual tendering for summer maintenance programs.
- Annual implementation of the four-month Student Grounds Labourer program.



Pics: Isfeld playing fields before and after improvements

Challenges

- Staffing: Ongoing difficulty maintaining custodial and maintenance staffing levels due to medical leaves and retirements; recruiting skilled full-time employees remains challenging.
- Increased Demand: Growing community use of district facilities during non-operational hours has increased strain on building systems.
- Cost Increases: Continued escalation in the cost of materials, supplies, and contracted services.
- Drought Conditions: Reduced annual rainfall continues to impact the health of trees and landscaping, increasing maintenance requirements. Earlier seasonal irrigation start-ups and increased watering of all-weather fields have also contributed to higher water usage and costs.

District Progress Report (Spring 2026)

INFORMATION TECHNOLOGY DEPARTMENT UPDATE

Strategic Guidance

- Flexible Learning Environments & Digitally Enhanced Learning.
- This quarter continued with a focus on initiatives that strengthen the district's technology strategy and future-ready capabilities. Several small artificial intelligence (AI) related projects have kicked off to continue our explorations into how AI can support learning in the classroom and introduce further efficiencies in our business operations. Security and privacy continue to be a priority as we plan several related projects for the summer break.

Highlights

- Continued development of a district technology skills framework to support teachers' capacity-building and consistent digital practices.
- Comox Valley Schools once again hosted a large Hackergal Hackathon event on April 23, 2026 with over 35 students in attendance along with several attendees from the Hackergal team.



Pic: Students from throughout the district gathered for Hackergal

(continues)

INFORMATION TECHNOLOGY DEPARTMENT UPDATE - CONTINUES

Code Quest Arcade

- Another successful event was hosted on May 13, 2026 at Lake Trail where students came together to share their projects created to teach players something or learn/practice a skill using technology.



Pic: Lake Trail hosted another successful Code Quest Arcade

Highlights

- The Windows 11 upgrade initiative is well underway, with more than 25% of district Windows devices successfully transitioned. This work ensures device security, compatibility, and long-term vendor support.
- The MAPLE (Management and Analytics for People, Learning, and Education) data-warehouse project development is now complete. IT Services is now working with multiple departments to identify reporting needs and practical use cases that will support instructional, operational, and strategic decision-making.

Challenges

- Inflationary pressures continue to have a significant impact on technology equipment procurement. We continue to experience steep price increases in computer hardware - driven largely by global demand for memory, storage, and processors. Supply delays have also resurfaced, surpassing pandemic-era constraints. Current projections indicate that cost and supply stabilization may not occur until 2028.

District Progress Report (Spring 2026)

HUMAN RESOURCES UPDATE

Strategic Guidance

- Values: Relationships

Highlights

- The annual Spring Staffing process for Support Staff for 2026/27 has been completed. The Education Assistant Expression of Interest process resulted in 210 EA placements, with 197 employees receiving their first-choice location. Six summer students have been hired to support the Operations Department, and all remaining vacancies have been posted externally on Make a Future.
- Consultation with CUPE regarding the Learning Improvement Fund (LIF) has concluded. A new EA School Support Lead role will be piloted at two schools to enhance support for students, school teams, and EA colleagues. Six additional positions will be funded through LIF, and remaining resources will be allocated equitably to provide additional EA hours for student needs and school-based activities, ensuring flexibility across sites.
- The provincial framework agreement has now been approved by both the K-12 Presidents' Council and the BCPSEA Board of Directors which means we will now have local table money to support ongoing services and learning improvements in addition to labour market adjustments.
- The spring staffing process for Teachers started with school meetings to review enrollment projections and staffing requirements for the upcoming school year.
- The district has signed a Letter of Understanding around instructional minutes with the CDTA to cover the increased instructional minutes to have all professional development days within the school calendar, a two week spring break and meet ministry instructional time requirements.
- We have consulted with CUPE and the CDTA to increase the required number of On-call days per year from 1 day to 10 days per year.

Challenges

- The Support Staff collective bargaining process has been delayed pending completion of the provincial framework agreement, recent changes to the employers' bargaining team, and limited availability within the CUPE bargaining team. Bargaining is now planned to resume in the fall, once staff have returned from summer break and our new Executive Director of HR is fully oriented.
- We continue to be in a situation where we have more teachers than classrooms, specifically at the elementary level.
- There have been regular failures to fill TTOC dispatches. We will be posting for TTOCs in August for the first time in two years.

BOARD MEETING SCHEDULE 2026-2027

Month	Date	Time	Type of Meeting	Month	Date	Time	Type of Meeting
August	25	7:00pm	Regular Board Meeting		2	7:00pm	Education & Policy Committee
	15	6:00pm	Education & Policy Committee		9	7:00pm	Support Services Committee
September	16	6:00pm	Support Services Committee	February	16	7:00pm	Learning Session
	22	5:30pm	In-Camera Board Meeting		23	5:30pm	In-Camera Board Meeting
		7:00pm	Regular Board Meeting			7:00pm	Regular Board Meeting
October	6	6:00pm	Education & Policy Committee		2	7:00pm	Education & Policy Committee
	13	6:00pm	Support Services Committee	March	3	7:00pm	Support Services Committee
	27	7:00pm	Oath of Office		9	5:30pm	In-Camera Board Meeting
	3	7:00pm	Learning Session			7:00pm	Regular Board Meeting
November	10	7:00pm	Inagural Meeting	April	6	7:00pm	Education & Policy Committee
	17	7:00pm	Learning Session		13	7:00pm	Support Services Committee
	24	5:30pm	In-Camera Board Meeting		27	5:30pm	In-Camera Board Meeting
		7:00pm	Regular Board Meeting			7:00pm	Regular Board Meeting
December	1	7:00pm	Education & Policy Committee	May	4	7:00pm	Education & Policy Committee
	8	7:00pm	Support Services Committee		11	7:00pm	Support Services Committee
	15	5:30pm	In-Camera Board Meeting		18	7:00pm	Working Session
		7:00pm	Regular Board Meeting		25	5:30pm	In-Camera Board Meeting
January	12	7:00pm	Education & Policy Committee			7:00pm	Regular Board Meeting
	13	7:00pm	Support Services Committee	June	1	7:00pm	Education & Policy Committee
	26	5:30pm	In-Camera Board Meeting		8	7:00pm	Support Services Committee
		7:00pm	Regular Board Meeting		15	7:00pm	Working Session
					22	5:30pm	In-Camera Board Meeting
						7:00pm	Regular Board Meeting

Comox Valley Schools (SD71)

Board of Education 2026-27 Work Plan – Year at a Glance*

Standing Committee Legend:
 Education & Policy Committee - blue
 Support Services Committee - purple
 Audit Committee - brown

Task	July	August	September	October	November	December
Approve		<ul style="list-style-type: none"> ➤ Accumulated Operating Reserve and Internally Restricted Funds ➤ Board Committee Assignments 	<ul style="list-style-type: none"> ➤ Enhancing Student Learning Report (ESLR) ➤ Auditor’s Annual Audit Report and Audited Financial Statements ➤ Minor Capital Plan ➤ Communications Plan ➤ Executive Compensation Disclosure Report ➤ Long-Range Facilities Plan 		<ul style="list-style-type: none"> ➤ Inaugural Meeting <ul style="list-style-type: none"> • Board Appointments 	<ul style="list-style-type: none"> ➤ Budget and Financial Planning Timelines ➤ Statement of Financial Info. (SOFI) Report
Review		<ul style="list-style-type: none"> ➤ Indigenous Education Enhancement Agreement (IEEA) 	<ul style="list-style-type: none"> ➤ Year-end Reporting: <ul style="list-style-type: none"> ➤ Annual Report ➤ Indigenous Ed ➤ Financial Statement Discussion & Analysis ➤ School Start-up Report ➤ School Growth Plans 	<ul style="list-style-type: none"> ➤ Enrolment and Staffing Update ➤ Early Learning & Childcare Report ➤ Major Capital Projects Update ➤ Pay Transparency Report 	<ul style="list-style-type: none"> ➤ Quarterly Reporting: <ul style="list-style-type: none"> • Education • Financials ➤ Public Interest Disclosure 	<ul style="list-style-type: none"> ➤ Equity in Action Update
Complete				<ul style="list-style-type: none"> ➤ BCSTA Provincial Council ➤ Executive Compensation Disclosure ➤ Trustee Election 	<ul style="list-style-type: none"> ➤ Nov 30 – Dec 1: BCPSEA Symposium ➤ Learning Sessions <ul style="list-style-type: none"> • Orientation • Code of Conduct 	<ul style="list-style-type: none"> ➤ Statement of Disclosure ➤ BCPSEA Motions Due
Engage	<ul style="list-style-type: none"> ➤ Jul 5: CSBA Conference 	<ul style="list-style-type: none"> ➤ Aug 29: CV Pride in the Park 	<ul style="list-style-type: none"> ➤ Chair Welcome Back Message ➤ Sep 14: Terry Fox Run ➤ Sep 30: National Day for Truth and Reconciliation 	<ul style="list-style-type: none"> ➤ TBD: VISTA Conference (fall) ➤ Oct 5: World Teacher’s Day ➤ TBD: Municipal Partner Meetings ➤ Oct 10: World Mental Health Day ➤ TBD: Student Voice ➤ TBD: CVRD Elected Officials Forum ➤ Oct 19-23: Consent Awareness Week ➤ TBD: BCSTA Fall Provincial Council ➤ Premier Award Nominees 	<ul style="list-style-type: none"> ➤ Welcome Letter from Newly Elected Board of Education ➤ Nov 8: Indigenous Veterans Day ➤ Nov 9-15: Rock your Mocs Week ➤ Nov 11: Remembrance Day ➤ Nov 26-28: BCSTA Trustee Academy 	<ul style="list-style-type: none"> ➤ Dec 3-5: FNESC Conference ➤ TBD: Student Voice ➤ Dec 6: National Day of Remembrance and Action on Violence Against Women ➤ Attend School Winter Performances ➤ Deserves a Smile (EDAS) Project Packaging Days

Engagement with rightsholders, partner groups, employee groups, students, and the broader community occurs throughout the year and is not fully reflected here.

* This work plan reflects the Board’s anticipated work for the year and may be amended as priorities, timelines, and emerging matters evolve.

Comox Valley Schools (SD71)

Board of Education 2026-27 Work Plan – Year at a Glance*

Standing Committee Legend:
Education & Policy Committee - blue
Support Services Committee - purple
Audit Committee - brown

Task	January	February	March	April	May	June
Approve	<ul style="list-style-type: none"> Motions to BCSTA AGM Preliminary Ministry Annual Budget Recalculation Review 	<ul style="list-style-type: none"> International School Fees Facility Rental Rates (if appl) Amended Budget 	<ul style="list-style-type: none"> Annual Facilities Grant Enrolment Report Calendars for Next 3 Years 	<ul style="list-style-type: none"> Capital Plan By-law Annual Facilities Grant Expenditure Plan Budget Bylaw 1st Reading 	<ul style="list-style-type: none"> Budget Bylaw 2nd and 3rd Reading Student Fees Enrolment Report 	<ul style="list-style-type: none"> Superintendent Annual Growth Plan Report Board Work Plan and Meeting Schedule Minor Capital Plan Appoint Auditor and Approve Audit Plan 5-Year Major Capital Plan
Review	<ul style="list-style-type: none"> Safe Schools Report Superintendent Appraisal (if appl) 	<ul style="list-style-type: none"> Quarterly Reporting: <ul style="list-style-type: none"> Education Financials Major Capital Projects Update CCTV - Video Surveillance Annual Report Safe and Active Schools Program Update 3-year Enrolment Estimates 	<ul style="list-style-type: none"> Enrolment Projections Update Kindergarten Enrolment Update 	<ul style="list-style-type: none"> Quarterly Reporting: <ul style="list-style-type: none"> Education Financials Major Capital Projects Update 'How Are We Doing Report' Local Education Agreement Update Preliminary Annual Budget Ministry Response to ESLR 	<ul style="list-style-type: none"> Enrolment Update Review Board Governance Annual Carbon Neutral Action Report Accessibility Report Equity in Action Update 	<ul style="list-style-type: none"> Quarterly Reporting: <ul style="list-style-type: none"> Education Financials Anticipated Accumulated Reserve Multi-Year Financial Plan External Auditor's Audit Plan Internal School Audits Professional Development Report Year-End Board Comm/Council Reports Superintendent Compensation
Complete	<ul style="list-style-type: none"> BCPSEA AGM Jan 29: GM Trustee Rep Board Working Session 	<ul style="list-style-type: none"> TBD: BCSTA Provincial Council 	<ul style="list-style-type: none"> Consider candidates for Premier's Awards in Education TBD: VISTA Conference (Spring) Declaration of Related Party Transactions Involving ... 	<ul style="list-style-type: none"> Apr 15-17: BCSTA AGM 	<ul style="list-style-type: none"> Board Working Plan and Meeting Schedule 	<ul style="list-style-type: none"> Trustee Remuneration Board Working Plan and Meeting Schedule
Engage	<ul style="list-style-type: none"> Robert's Rules of Order Workshop 	<ul style="list-style-type: none"> TBD: Student Voice Municipal Partner Meetings Feb 24: Anti-Bullying Day (Pink Shirt Day) Budget Consultation with Rightsholders & Partners 	<ul style="list-style-type: none"> Mar 8: Int'l Women's Day Budget Consultation Mar 21: Int'l Day for the Elimination of Racism Discrimination Mar 31: National Indigenous Languages Day 	<ul style="list-style-type: none"> Apr 22: Earth Day Apr 22: Admin Prof Days Apr 28: National Day of Mourning 	<ul style="list-style-type: none"> May 3-9: Mental Health Awareness Week May 5: National Day of Awareness for Missing and Murdered Indigenous Women, Girls, and Gender Diverse People (Red Dress Day) TBD: Student Voice District-wide Indigenous Learning Day (May 15) May 22-24: Cumberland May Days 	<ul style="list-style-type: none"> Grad/Year End Ceremonies National Indigenous Peoples Day (June 21) Acknowledgement letters to Valedictorians