

EDUCATION AND POLICY COMMITTEE AGENDA

Date: Tuesday, September 15, 2026

Time: 6:00 pm to 8:00 pm

Venue: Boardroom, School Board Office, 2488 Idiens Way, Courtenay and Teams

Committee Members:

Shannon Aldinger, Committee Chair
Susan Leslie, Trustee
Janice Caton, Trustee
Michelle Waite, Board Chair
Jeremy Morrow, Superintendent

Participating Representatives:

Comox District Teachers Association (CDTA)
Canadian Union of Public Employees (CUPE) Local 439
Comox Valley Principals' & Vice Principals' Association (CVPVP)
District Parent Advisory Council (DPAC)
Indigenous Education Council (IEC)
K'ómoks First Nation (KFN)

Staff Contact: Joe Heslip, Associate Superintendent

Recording Secretary: Kim Richards, Sr. Executive Assistant

1. CALL TO ORDER

The Committee 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.

Terms of Reference

Pages 1-4

2. REPORT TO THE BOARD – none

3. PRESENTATIONS

3.1 Indigenous Education - Year End Report
Joe Heslip, Associate Superintendent
Lelaina Jules, District Principal Indigenous Education

Pages 5-13

3.2 School Start Up
Jay Dixon, Associate Superintendent

3.3 School Growth Plans Update
Jay Dixon, Associate Superintendent
Joe Heslip, Associate Superintendent

Pages 14-62

4. BUSINESS

4.1 Indigenous Policy Framework
Joe Heslip, Associate Superintendent
Jesse Everson, Indigenous Knowledge & Engagement Specialist

Pages 63-75

Recommended Motion:

That the Board of Education of School District No. 71 (Comox Valley) approve the Indigenous Policy Framework, as presented at the September 15, 2026, Education and Policy Committee meeting.

- 4.2 Enhancing Student Learning Report (ESLR)
Joe Heslip, Associate Superintendent

Pages 76-125

Recommended Motion:

That the Board of Education of School District No. 71 (Comox Valley) approve the Enhancing Student Learning Report (ESLR), as presented at the September 15, 2026, Education and Policy Committee meeting.

- 4.3 Review of Child Care Policy
Amendments to the Child Care Ministerial Order (Questions & Answers Resource)
Joe Heslip, Associate Superintendent

Pages 126-134

5. REVIEW OF ACTION ITEMS

Action Items	Person(s) Responsible	Deadline

6. FUTURE MEETING DATES

October 6, 2026 (to be confirmed)	February 2, 2027	May 4, 2027
December 1, 2026	March 2, 2027	June 1, 2027
January 12, 2027	April 6, 2027	

7. ADJOURNMENT

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.*

EDUCATION & POLICY COMMITTEE

Terms of Reference

Purpose

The Education & Policy Committee is a standing committee of the Board of Education established to support the Board in fulfilling its governance responsibilities related to student learning, education program and services, and Board policy.

The Committee operates in accordance with the 'Board Committees' policy and these Terms of Reference. Where these Terms of Reference are inconsistent with Board policy, Board policy prevails.

Mandate

The Education & Policy Committee supports the Board of Education by:

- Review matters related to student learning, educational programs, Board policies, and strategic educational priorities.
- Consider information and receive reports from administration to support informed governance and Board decision-making.
- Provide a forum for discussion of educational initiatives, policy development, and emerging issues affecting student success and district operations.
- Make recommendations to the Board of Education on matters referred to the Committee.

Areas of Responsibility

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.

Authority

The Committee is advisory to the Board of Education and supports the Board's governance responsibilities by reviewing matters within its areas of responsibility and making recommendations to the Board.

The Committee operates within the authority established by Board policy and respects the delegation of administrative authority from the Board to the Superintendent.

Committee recommendations are brought forward to the Board of Education for consideration and decision.

Membership

The Chair of the Board will recommend, and the Board will appoint, the Committee Chair and trustee members.

The Board Chair and Superintendent are ex-officio, non-voting member of the Committee.

The following partner groups will be invited to appoint two (2) representatives to participate in Committee discussions:

- K'ómoks First Nation (KFN);
- Indigenous Education Council (IEC);
- Comox District Teachers' Association (CDTA);
- CUPE Local 439;
- Comox Principals and Vice-Principals Association (CPVPA); and
- District Parent Advisory Council (DPAC).
- Student Representatives (where appropriate)

Trustees who are not appointed members of the Committee are welcome to attend meetings as guests, with recommendations brought forward by appointed trustee members.

Committee members who are unable to attend a meeting will arrange for an alternate in accordance with Board policy.

Roles and Responsibilities

The Committee Chair will:

- Preside over Committee meetings;

- Support effective and respectful discussion;
- Ensure matters before the Committee are considered in accordance with its mandate and Board policy; and
- Present or facilitate reporting of Committee recommendations to the Board.

Committee members will:

- Attend and actively participate in meetings;
- Review agendas and supporting materials in advance;
- Contribute relevant knowledge, experience, and perspectives;
- Participate respectfully in Committee discussions;
- Disclose any conflict that arises after appointment as soon as it becomes known; and
- Respect confidentiality where applicable.

Meetings

The Committee will normally meet on the first Tuesday of each month from September through June, in accordance with the annual committee meeting schedule approved by the Board.

Unscheduled meetings may be called with a minimum of three days' written notice.

Meeting agendas and supporting materials will be prepared by staff and distributed at least 48 hours in advance of the meeting.

The designated Associate Superintendent is the staff contact for the Committee.

Recommendations and Reporting to the Board

Only appointed trustee members of the Committee may make recommendations.

No recommendation may be made unless at least two of the three appointed trustee members are present and a majority of the appointed trustee members present vote in favour.

Committee recommendations will be provided to the Board through a written Committee Board Report at the subsequent Regular Board meeting.

Recommendations of the Committee are advisory and are not binding until approved by the Board of Education.

Administrative Support

District staff will provide administrative support for the Committee, including meeting coordination, agenda preparation and distribution, meeting notes, records management, and preparation of the Committee Board Report to the Board.

Review

These Terms of Reference will be reviewed by the Committee as required. Any recommended amendments will be forwarded to the Board of Education for approval and must remain consistent with the Board Committees policy.

BRIEFING NOTE

DATE: September 15, 2026
TO: Board of Education
FROM: Lelaina Jules, District Principal of Indigenous Education
Joe Heslip, Associate Superintendent
RE: Indigenous Education – Year End Report

Purpose

To provide the Education and Policy Committee with a high-level overview of key accomplishments, priorities, and outcomes achieved by the Indigenous Education Department during the 2025-2026 school year.

Overview

The 2025-2026 school year was marked by significant growth, leadership development, and strengthened relationships with Indigenous students, families, Rightsholders, and community partners. Throughout a period of transition into new spaces and evolving roles, the department enhanced its capacity to support Indigenous student success while advancing reconciliation and Indigenous educational priorities across the district.

Building System Capacity

Strategic recruitment and staffing initiatives strengthened the district's ability to respond to Indigenous student needs and advance long-term priorities. New positions and enhanced supports have improved service delivery while increasing organizational capacity.

Advancing Relationships and Partnerships

The department continued to honour the Local Education agreement (LEA) and the Enhancement Agreement (EA) through ongoing collaboration with K'ómoks First Nation, the Indigenous Education Council (IEC) and Indigenous community partners. This work strengthened reciprocal relationships and ensured Indigenous voices, perspectives, and priorities informed district decision-making and planning processes.

District-Wide Learning and Leadership

Indigenous Education contributed significantly to district-wide leadership and professional learning through participation in key committees and initiatives, including the Equity Scan, Strategic Leadership Advisory, Learning and Connecting meetings, Friends of Assessment, and Secondary School Growth Teams. The department played a leading role in the planning and delivery of the district's first Indigenous day of learning "Indigenous Brilliance".

District-Wide Learning and Leadership

Students and educators participated in a range of meaningful Indigenous education opportunities, including:

- Paddling Together Canoe Learning Experiences

- Grade 4 Big House Experience
- Grade 11 Big House Learning
- Indigenous Education Teacher Liaison Committee learning and collaboration

Summary:

The year reflected continued progress toward equitable, culturally responsive environments for Indigenous students. Through strengthened leadership, expanded supports, reciprocal partnerships, and authentic Indigenous learning experiences, the Indigenous Education Department advanced student success while deepening the district's commitment to equity and relationship-based practice.

Indigenous Education Year in Review 2025-2026

Presented by:

Lelaina Jules, District Principal,
Indigenous Education

Joe Heslip, Associate Superintendent





Acknowledgement of Territory

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

Everything is Rooted in the 4 Enhancement Agreement Goals

- Goal 1: To increase every Indigenous student's sense of belonging, cultural identity and self-esteem
- Goal 2: To increase the academic success of all Indigenous students through personalized learning
- Goal 3: To increase the awareness and understanding of First Nations, Inuit, and Métis history, traditions and culture for all students
- Goal 4: To increase Indigenous students' skills, qualities and confidence in leadership



Supporting Student Success & Belonging

- **Indigenous Support Workers**

- ISWs in every school and NIDES online
- New ISW Mentor position strengthened support
- Manager of Indigenous Education centered blanket support and capacity building

- **Place-Based Learning**

- Learning opportunities in the Kumugwe Big House
- Land-based learning experiences, Paddling Together, Fish Traps, Ancient Pentlatch Village Site, Plant Walks, and more
- Indigenous teacher liaison collaboration on the land

- **Student Leadership**

- Warriors Society
- Kwezens Society
- Student Voice

Impact: Increased connection, belonging, cultural identity, and student engagement.



Building Understanding & Celebrating Success Learning for All Students

- **Ni'nixsola Program (Elders in Residence)**
 - Indigenous teachings and cultural guidance from lived experiences
 - Relationship-building across many schools
- **Cultural Presenters Program**
 - Authentic Indigenous perspectives and lived and learned experiences
 - Increased awareness of First Nations, Inuit, and Métis histories and cultures
- **Celebrating Achievement**
 - Hosted the first annual District Indigenous Graduation Ceremony

Impact: Strengthened cultural understanding district-wide while celebrating Indigenous student success.



Relationships, Responsibilities & Challenges

Working Together

- **Strong Partnerships**

- Indigenous Education Council
- K'ómoks First Nation the Indigenous rights holders
- Indigenous Community
- School and district staff

District/Community Collaboration

- Community Lead Equity Scan
- Indigenous Brilliance Day

- **New Roles**

- Early Literacy Teacher
- Indigenous Student Success Teachers (secondary)

- **Key Challenges**

- Recruiting and retaining qualified staff
- Meeting the diverse needs of more than 1,800 Indigenous students
- Ensuring Indigenous Education remains a shared responsibility across the district

Key Message: Indigenous student success requires collective commitment, accountability, and collaboration.



Look Ahead

We will continue to:

- ✓ Strengthen supports and programming for Indigenous students
- ✓ Deepen place-based and culturally responsive learning
- ✓ Support leadership opportunities through Warriors and Kwezens Societies
- ✓ Continue and strengthen reciprocal relationships with Indigenous rights holders and Indigenous communities
- ✓ Respond to the guidance of the Indigenous Education Council and rights holders
- ✓ Support the IEC through community engagement events

Grounded in relationship, guided by Indigenous voices, and focused on student success, belonging, and well-being.

Gilakas'la | Thank You



BRIEFING NOTE

DATE: September 15, 2026
TO: Board of Education
FROM: Jay Dixon and Joe Heslip, Associate Superintendents
RE: School Growth Plans Update

Purpose

To provide the Education and Policy Committee with an update on the revised School Growth Plan (SGP) template, discuss template development, submission, revision and publication schedule, and share examples of school plans for the 2026-2027 school year.

Background

During the 2025-2026 school year, Senior leaders worked collaboratively with a group of principals and vice-principals to develop the revised school growth plan framework to establish direct alignment between school-based learning goals and the district's Strategic Plan priorities for enhancing student learning. The updated template provides a consistent structure while allowing schools to develop responsive plans that reflect their unique contexts and community needs.

All schools were required to investigate one or more Core Competency focus areas within SGPs. To support effective implementation, SGPs include a monitoring and reflecting evidence cycle. To support equity and improve outcomes for priority learner populations, schools were required to analyze disaggregated student data when evaluating previous initiatives, academic achievement, and Core Competency development. Lateral and sr. team support were provided to leadership teams.

Submissions, Feedback, Revisions, Publication

School leaders submitted SGPs prior to July 1, 2026. Senior leadership individually and collectively reviewed all plans the week of July 6. Feedback letters (including 1 page summary, as well as suggested and mandatory revisions) were sent to all Principals on September 2, and revisions are due September 18th, 2026. All plans will be posted online at the end of September.

Looking Ahead: 2026-2027 Priorities

In the 2026-2027 school year, the leadership team will have multiple opportunities to monitor SGP goals, initiatives, and outcomes through:

- Monthly Learning and Connecting Meetings
- Lateral mentorship and support
- Data dashboard support provided through IT department
- Senior leadership support
- School-based staff meetings

Summary

The revised SGP framework strengthens alignment between school-based goals and the Strategic Plan while maintaining flexibility for school contexts. Schools developed plans grounded in Core Competency development, evidence-based monitoring, and disaggregated student data to support equity and improved student outcomes. Following senior leadership review, schools are completing revisions. Ongoing implementation will be supported through collaborative learning opportunities, mentorship, data dashboard tools, and senior leadership guidance.

Comox Valley Schools (SD71)

Annual School Growth Plan Template

Comox Valley Schools is committed to creating inclusive, wholistic, and personalized learning environments to enhance each student's development of the core competencies over time. This template provides a consistent structure for all schools while preserving school autonomy in determining focus areas.

Decolonizing, Indigenizing Commitment

Explain how this plan advances commitments aligned with the Indigenous Education Enhancement Agreement, Local Education Agreement, and the Truth and Reconciliation Commission's calls to action.

Describe how Indigenous ways of knowing and being, relationships, land, identity, belonging, community voice, and cultural responsiveness are integrated.

Explain how the concept of 'wholistic' learning is reflected in action and how personalization supports diverse learners.

Context and Portrait of the School

Provide a concise portrait of your school as a learning community (½ page). Focus on identity and context rather than general statements.

Include:

- Land acknowledgement
- School size and configuration (Include Indigenous population)
- Community characteristics (urban, rural, mixed)
- Distinct cultural identity (where applicable)
- Any new programs, initiatives, school & community partnerships
- Brief reflection on previous year's priorities and connection to this year's focus

Our Learners: What the Evidence Tells Us

Provide high-level summary evidence that informs your focus areas. Interpret trends rather than listing raw data tables.

Summarize: (*Where applicable*)

- Literacy trends (2–3 year pattern *where available*)
- Numeracy trends
- Core competency development
- Attendance and engagement patterns
- Student voice themes
- Equity considerations and priority learners

Conclude with a clear statement identifying strengths to build upon relating to your school's focus areas.

The following section (in blue box) will appear verbatim on every school growth plan

District Context:
Every school will uphold and support literacy and numeracy development.

Our School's Core Competency Focus Area(s) for This Year

Identify one, two, or three Core Competency focus areas. Describe an intended observable change in student learning or experience by the end of the year. For each Core Competency focus area, include the following:

- **Student Outcome Shift**

"We will know that we are making progress when we see students"...

(If the outcome cannot be measured or observed, it must be refined)

- **Adult Practice Shift**

"We will know that we are making progress when teachers / support staff / school leaders....

(Avoid listing existing routines. Identify what will shift. If adult practice does not change, student outcomes are unlikely to change)

- Design Principle(s) chosen, to positively impact priority Core Competency focus area.

- **Monitoring & Evidence Cycle**

Specify what evidence will be reviewed, how often it will be reviewed, who is responsible for review, and what action will be taken if progress stalls.

- **Impact Indicators**

Describe observable (quantitative / qualitative) indicators, demonstrating student growth. Consider skill demonstration, student reflection, engagement indicators, assessment performance, attendance shifts, and/or behavioral indicators.

Implementation, Capacity Building & Resource Alignment (What we will learn together and what we will invest in)

Identify:

- Professional learning required to positively impact priority Core Competency focus area(s)
- Collaboration structures supporting implementation
- How staffing, time, and budget allocations align with Core Competency focus area(s)

Monitoring & Reflection Commitments

Formal checkpoints are required:

- Progress check in's monitored throughout the year.

Specify who reviews, what evidence is examined, what decisions are made, and what actions are taken if progress towards Core Competency focus area is not evident.

Community Communication

One page maximum. Using plain language, describe how the School Growth Plan will be shared with families and the broader community.

Include:

- What we are focusing on
- Why it matters
- How success will be measured
- How families can support learning
- Communication methods (PAC presentation, website, newsletter, etc.)



G.P. Vanier Annual School Growth Plan

2025-2026

G.P. Vanier Secondary Annual School Growth Plan 2025-2026

Decolonizing, Indigenizing Commitment

Vanier Secondary School recognizes and respects that our school operates on the unceded ancestral territory of the Pentlatch, Ei'ksan, Sahtlout and Sasitla people of the K'ómoks First Nation and acknowledge our responsibility to create culturally safe, equitable, and inclusive learning environments that honour Indigenous rights, identities, languages, histories, and ways of knowing, being, and doing. Vanier Secondary School is committed to advancing reconciliation through meaningful partnerships with the K'ómoks First Nation, Indigenous students, families, Elders, Knowledge Keepers, and School District 71. We are also committed to aligning our school goals and growth plan with the Indigenous Education Enhancement Agreement, Local Education Agreement, and the Truth and Reconciliation Commission's calls to action.

As part of our Growth Plan, we are committed to closing the achievement gap for Indigenous learners and increasing graduation success by fostering strong relationships, a deep sense of belonging, and personalized pathways that support every learner's strengths and goals. We do this by aligning with the Indigenous Education Department's goals of increasing Indigenous students' sense of belonging, supporting academic success, fostering leadership, and increasing awareness and understanding of Indigenous cultures for all learners. Our actions are guided by the spirit and intent of the K'ómoks First Nation and School District 71 Local Education Agreement, which emphasizes shared responsibility, collaboration, culturally relevant learning environments, and high levels of educational success for Indigenous students.

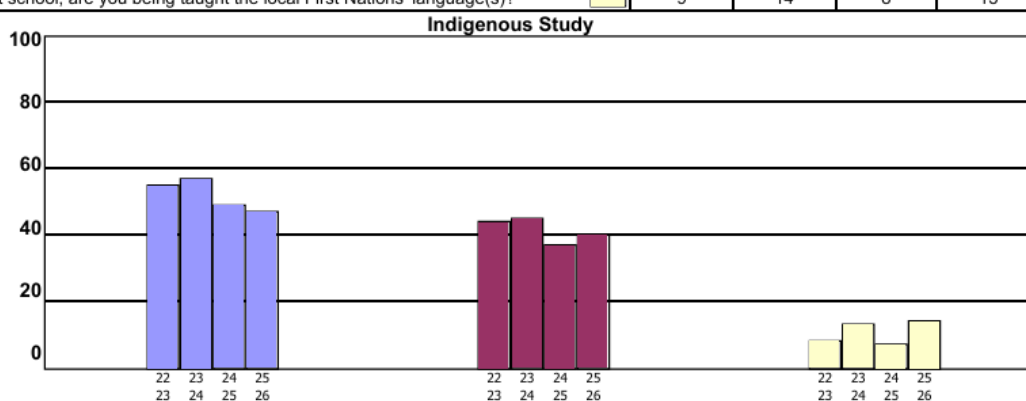
Central to our commitment is the understanding that learning is wholistic. We honour the interconnected development of intellectual, emotional, physical, spiritual, and social well-being. Student growth will be supported through flexible and personalized learning opportunities, strength-based approaches, culturally relevant experiences, and wraparound supports. By nurturing the whole learner and valuing multiple ways of demonstrating learning and success, we create conditions where all students can thrive and graduate with confidence, pride, and a strong sense of purpose.

Of particular note are the responses surrounding Indigenous study and Indigenous participation in the Student Learning Survey results. Reading especially low is the participation in Indigenous celebrations or activities and exposure to First Nations'

languages. These have then become priority areas for our staff and school growth plan next year.

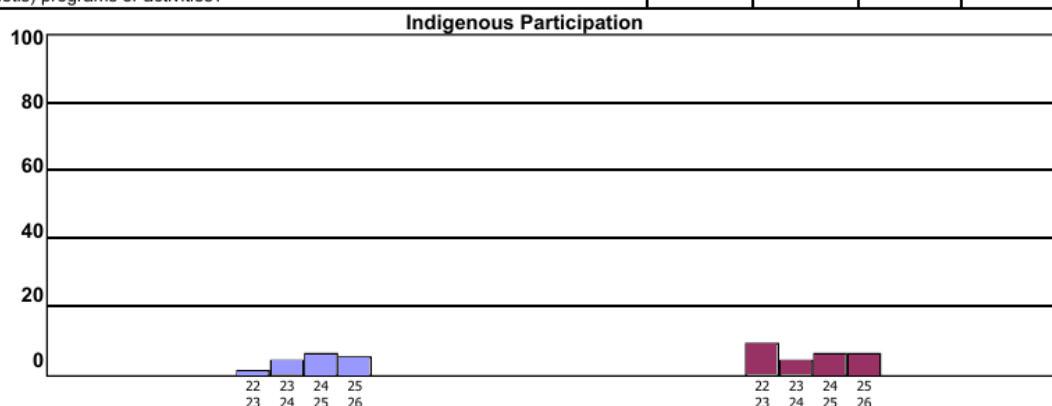
GRADE 10 RESULTS (in %), 2022/2023 - 2025/2026

% Reporting Positive Responses				
Indigenous Study	Georges P Vanier Secondary (07171040)			
	2022/2023	2023/2024	2024/2025	2025/2026
At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?	56	58	50	48
At school, are you being taught about local First Nations?	45	46	38	41
At school, are you being taught the local First Nations' language(s)?	9	14	8	15



GRADE 12 RESULTS (in %), 2022/2023 - 2025/2026

% Reporting Positive Responses				
Indigenous Participation	Georges P Vanier Secondary (07171040)			
	2022/2023	2023/2024	2024/2025	2025/2026
At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities?	***	***	7	6
At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Metis) programs or activities?	***	***	7	7



Context and Portrait of the School

G.P. Vanier Secondary is a diverse community of more than 1400 learners in grades 8 to 12 and 125 teachers and support staff. 21% of the student population is Indigenous and 14% of students are priority learners with a designation and IEP. Every year we host approximately 75 international students, many who go on to graduate from Vanier.

G.P. Vanier is the largest and oldest high school in the Comox Valley. We are a vibrant group with a catchment area of almost 80 kilometers from south to north, serving everywhere from Denman and Hornby Island up to Oyster River. The size of the catchment areas means that most of our students use school buses to arrive to school. We have entry into Vanier in grade 8 from some catchment schools, and in grade 10 from Lake Trail Community School and Cumberland Community School. The school therefore has a smaller group of students in grades 8 and 9. We sit on 96 acres next to the Comox Valley Sports Centre. Our school grounds also house the brand-new building of Today N' Tomorrow Learning Society, and two turf fields that are used by the school and community groups.

Vanier offers a wide range of programs, electives, and extracurricular opportunities designed to meet varied interests and post-secondary goals. We house three district programs: the Explore outdoor program, the Construction Trades Sampler, and the Transportation Trades Sampler. We also have a supportive life skills and transition program called Prep. The school includes a full teaching cafeteria, and a large technology education wing that includes shops for construction, auto mechanics, small engines, metalworking, electronics/robotics, woodwork, textiles, and drafting. We have a new blended learning program called Flow, where students can connect to teachers, while going at their own pace and learning online. We have also added a flexible and supportive alternate program called VALT (Vanier Alternate). We are known for our strong sports teams, especially rugby, wrestling, and track and field.

At Vanier, we value personalized learning and social emotional learning, with an increasing focus on strong relationships, and student voice and well-being. We want to create engagement for students through a sense of belonging and by responding to a changing world. Our School Growth Team focused on the following areas for growth this year:

- Universal Design for Learning (UDL) and Responses to Intervention (RTI)
- AI use
- Assessment practices
- Cross-curricular opportunities, especially through visual art
- PHE health curriculum



- Real world applications in ADST

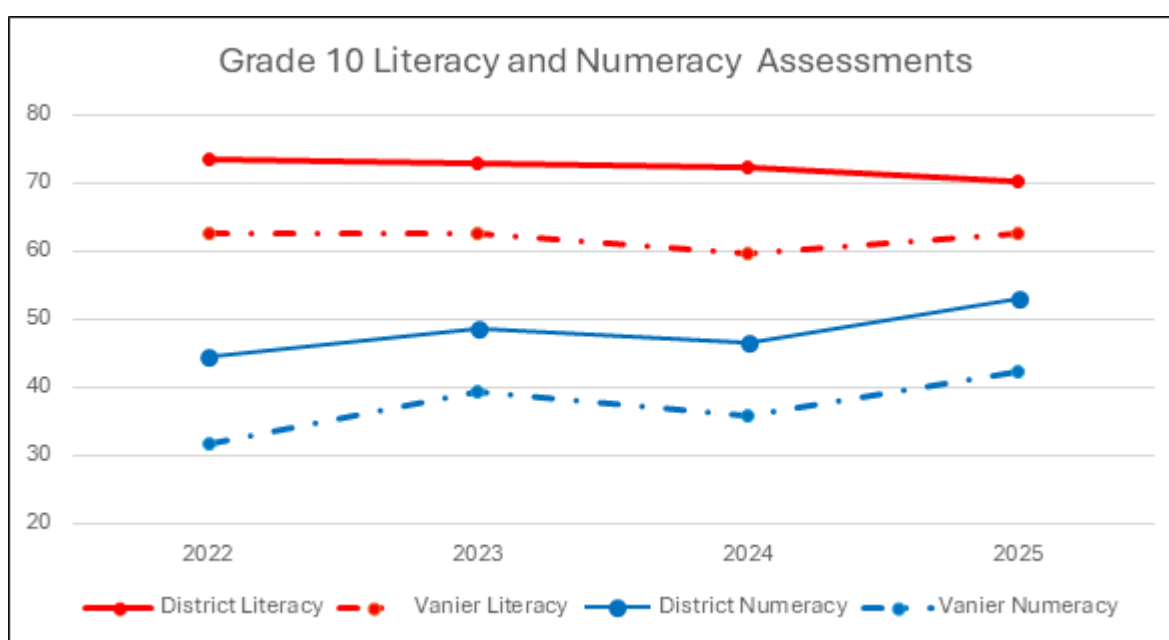
We have been tracking data through attendance, literary and numeracy assessment results, the Student Learning Survey results, the district's Equity Scan results, and through student voice and qualitative data. Next year we are connecting our focus areas to the goal of developing the personal and social core competency, especially looking at personal awareness and responsibility.

Our Learners: What the Evidence Tells Us

LITERACY AND NUMERACY ASSESSMENTS (grade 10)

District Context:

Every school will uphold and support literacy and numeracy development.

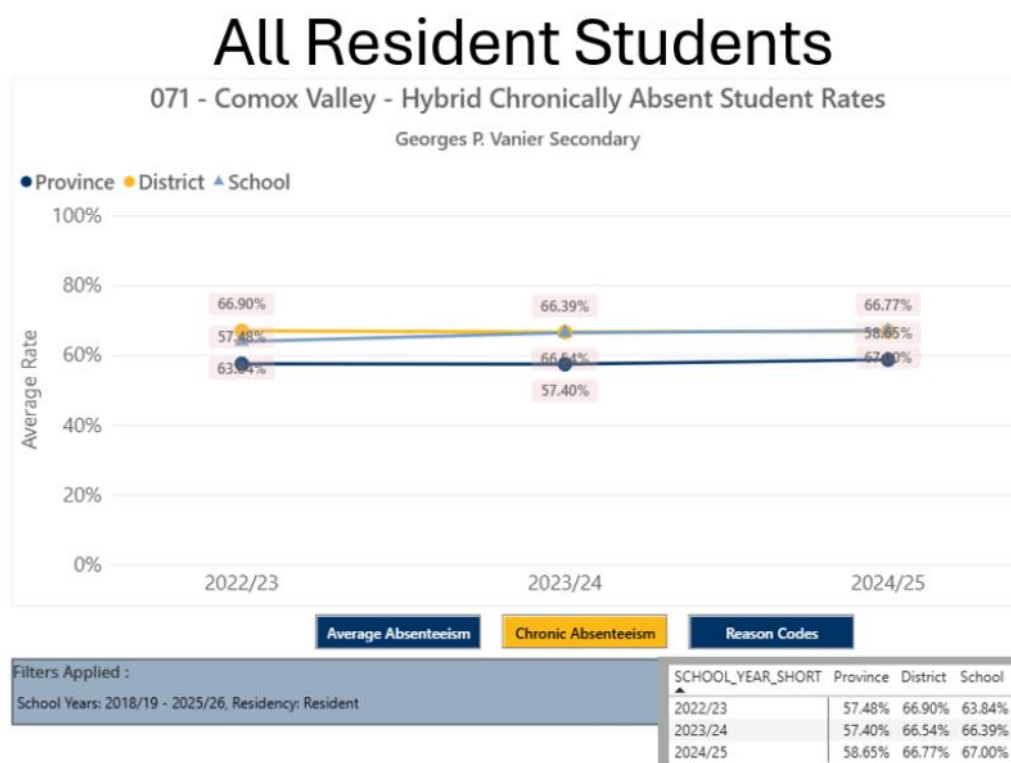


Trends and Interpretation:

- Over the last four years, we have seen an improvement in Numeracy 10 results, aligning with the same trends in district. Vanier still falls below the positive results of the district (meaning proficient or extending results).
- On the other hand, Literacy 10 results are staying steady, while the overall district is declining a bit.

- The data show two distinct patterns: Literacy achievement has remained relatively stable, with a modest recovery in 2025 after a decline in 2024, while numeracy achievement has demonstrated steady growth over the four-year period.
- Although Vanier continues to perform below district averages in both areas, the school's positive gains in numeracy and stabilization of literacy results provide evidence that current instructional approaches are yielding results. The ongoing challenge is to accelerate achievement growth while reducing the gap between Vanier and district outcomes.

ATTENDANCE



Trends and Interpretation:

- There is increasing chronic absenteeism (missing more than 10% of school time) across the district, province, and at Vanier.
- Vanier's absenteeism is in line with the district, which both are above the provincial average. However, we have seen an absenteeism trend upwards and last year Vanier was slightly worse than the district.

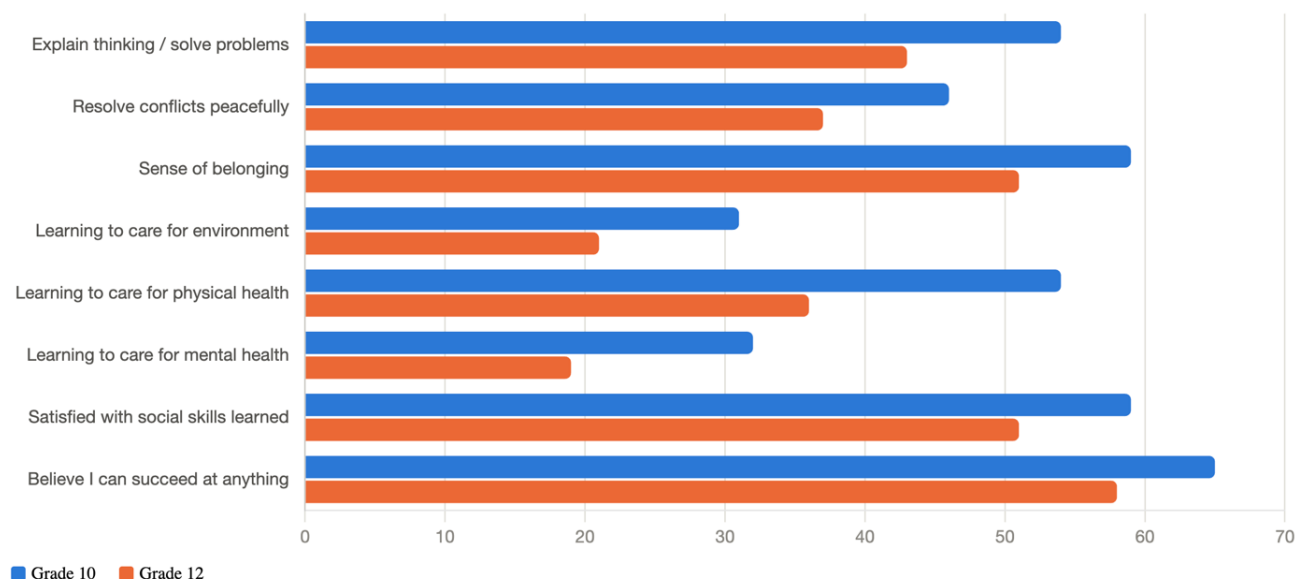
- This suggests that a growing proportion of students at Vanier are missing significant amounts of instructional time, potentially affecting academic achievement, engagement, and sense of belonging.
- What makes the data interesting is that attendance and achievement are moving in different directions.
 - Chronic absenteeism is increasing.
 - Literacy results have remained relatively stable.
 - Numeracy results have improved substantially, from 31.6% to 42.2% over four years.

Question: How is Vanier achieving gains in numeracy and maintaining literacy outcomes despite increasing rates of chronic absenteeism?

STUDENT VOICE AND STUDENT LEARNING SURVEY DATA

In analyzing student voice as found through the BC Student Learning Survey (Adult support, Belonging, Mental Health, etc.), there are some key themes that stand out:

1. Grade 12 students consistently report feeling less prepared than Grade 10s, on the same questions. Things like explaining your thinking, resolving conflict peacefully, feeling belonging, and "learning to care for my mental health" (32% → 19%) and "learning to care for my physical health" (54% → 36%) all drop noticeably between grades. For most of these, Grade 10 scores have been improving over the four years while Grade 12 has been declining on the exact same question.



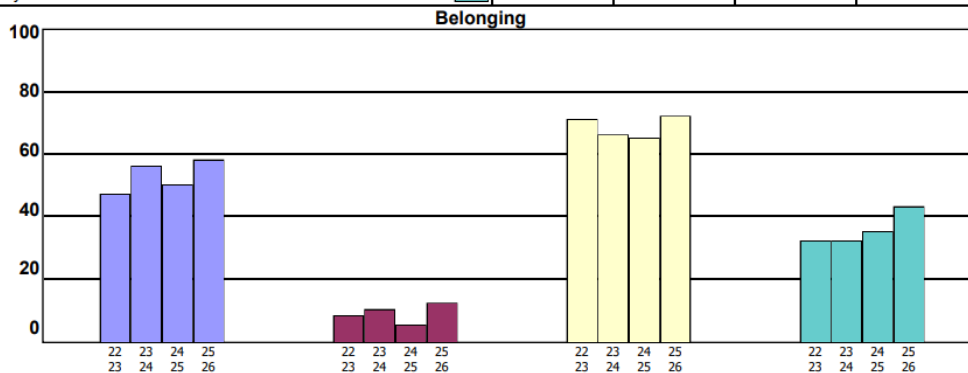
2. Physical health and exercise stand out as a genuine problem area. Self-rated physical health fell from 58%→45% (G10) and 60%→40% (G12) over four years. Only 18% (G10) and 12% (G12) report getting daily exercise that makes them sweat/breathe hard. It's the one metric that's flat or worsening in both grades.

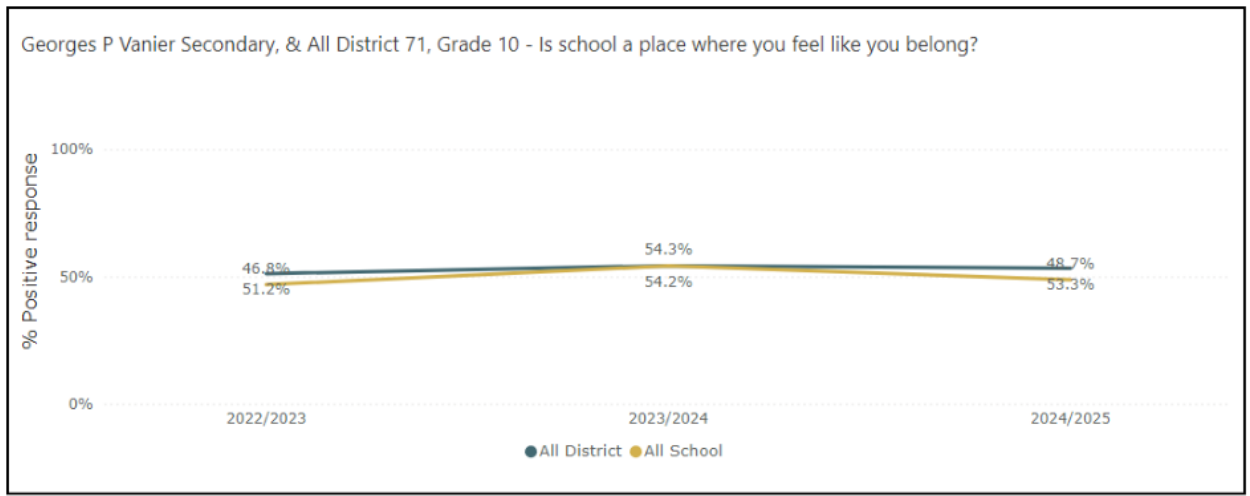
3. Safety, belonging-on-arrival, and respect for diversity are genuine strengths. "Feel safe at school," "feel welcome," "school provides enough materials/tech," and "respect people who are different" are all high (mid-70s to low-90s) and improving over time, especially for Grade 12 (e.g., feeling supported "when I moved to a higher grade" jumped from 58%→67% for grade 12s).

BELONGING

GRADE 10 RESULTS (in %), 2022/2023 - 2025/2026

% Reporting Positive Responses				
Belonging	Georges P Vanier Secondary (07171040)			
	2022/2023	2023/2024	2024/2025	2025/2026
Is school a place where you feel like you belong? 	48	57	51	59
I would like to go to a different school.* 	9	11	6	13
Do you feel welcome at your school? 	72	67	66	73
Do you like school? 	33	33	36	44





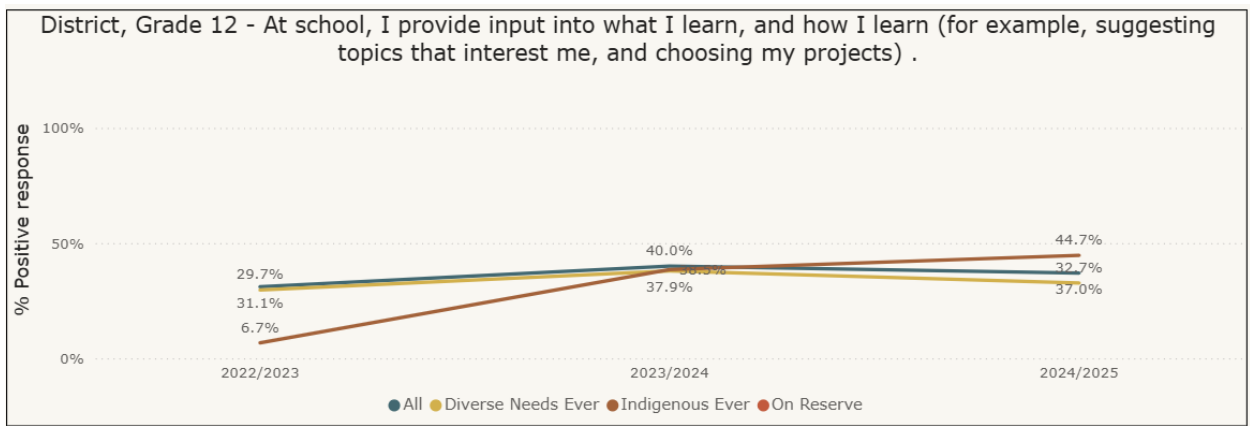
Trends and Interpretation:

- Overall, the sense of belonging at the school is a little below district level in the last school year. It will be interesting to see if it has gone up with the focus this year on connecting students to personalized learning and social emotional learning. It does show that a focus on sense of belonging has been an important strength of the school.

4. Post-secondary/future readiness satisfaction is soft and slipping for grade 12s.

"Satisfied school is preparing me for post-secondary" dropped to 35% (G12), down 15 points, alongside a similar drop in "preparing me for a job."

CHOICE



NOTES

- One of the questions on the SLS was about being able to provide feedback on what a student was learning. This tied into the focus this year on personalized learning and personal awareness. Over the past three years, we have seen an improvement in personalization especially for Indigenous students, who rank above all students and diverse needs students. This shows that we could focus more on the diverse students' needs for input into their learning.

Summary:

Two areas stand out for focused growth next year:

Growth Area 1: Relevance and Ownership in Learning

Goal: Students see clearer connections between what they're learning and their own interests, lives, and futures.

Measure (survey question)	Current (2025/26)
Work on things you're interested in as part of coursework	22% (G10) / 29% (G12)
Apply concepts learned to other areas of life	33% / 29%
Have input into what/how you learn	40% / 39%
Satisfied with life skills learned for the future	40% / 22%

- Build structured choice points into assignments (topic, product, or pacing choice). "Show your learning in different ways" already scores 53%, so differentiated output is working; the gap is upstream, in input and relevance.
- Add explicit real-world application to units
- Review whether senior electives/pathways deliver more autonomy than they currently appear to, given Grade 12's declining trend on ownership and control.

Growth Area 2: Grade 12 Wellbeing & Self-Care Skills

Goal: Reverse the downward trend in grade 12 wellbeing measures

Measure (survey question)	Current (2025/26)
Learning to care for physical health (G12)	36% (-20 pt trend)
Learning to care for mental health (G12)	19% (-14 pt trend)
School makes you feel stressed/anxious (G12)*	52% (worsening)
Sense of belonging (G12)	51% (-9 pt trend)

Possible opportunities

- Review whether wellness programming (assemblies, curriculum blocks, counsellor time) reaches Grade 12.
- Introduce targeted senior check-ins tied to known stress points: course selection, applications, exams.
- Investigate senior engagement infrastructure (clubs, events, advisory) — belonging is declining for seniors while rising for Grade 10, suggesting a cultural or structural gap rather than a universal one.
- Survey grade 12s who are leaving early (early grad) and who are requesting spares: why are they choosing this?

Another priority: Indigenous programming and language exposure are the three lowest raw scores in the survey (6–15%). This is treated as a distinct equity priority requiring community partnership and dedicated resourcing, rather than folded into the two instructional growth areas above.

What's Working: Areas of Strongest Improvement

Measure (survey question)	Grade 10 (2025/26, trend)	Grade 12 (2025/26, trend)
Feel safe at school	79% (+3)	86% (+14)
Feel safe going to/from school	83% (+2)	91% (+13)
Rules/expectations for behaviour are clear	70% (+14)	71% (+10)
Feel welcome at school	73% (+1)	76% (+15)
Drink alcohol*	6% (-6)	7% (-10)
Use tobacco/nicotine*	9% (-5)	11% (-10)
Eat fresh vegetables regularly	74% (+13)	69% (+11)
Felt supported moving to a higher grade	58% (+0)	67% (+16)
Learning to be a critical thinker	48% (+11)	50% (+7)
Contribute meaningfully to community	48% (+10)	49% (+11)

Nearly everything that improved relates to structure, safety, and relational climate: clear rules, feeling safe and welcome, adults being approachable, and support through the transition to senior grades. Nearly everything that declined relates to personal relevance and self-care skills: interest-driven learning, applying concepts to life, and caring for mental/physical health. Vanier appears to be succeeding at making itself feel safe and orderly, with room to grow in making learning feel personally meaningful and equipping students with self-management skills.

Our School's Core Competency Focus Area(s) for This Year

Core Competency Focus Area 1: Personal Awareness and Responsibility

Increasing Student Ownership, Agency, and Relevance in Learning

Student Outcome Shift

We will know we are making progress when we see students:

- Making meaningful choices about topics, products, and pathways for learning.
- Explaining how classroom learning connects to their interests, future goals, and life beyond school.
- Demonstrating greater ownership of their learning through goal setting, reflection, and self-assessment.
- Reporting increased satisfaction with life skills and future readiness.
- Choosing more classes in their final year (fewer spares or early grads).

Adult Practice Shift

We will know we are making progress when teachers, support staff, and school leaders:

- Intentionally design learning experiences that include structured choice and student voice.
- Embed real-world applications, career connections, and authentic audiences into units of study.
- Provide opportunities for students to co-construct aspects of learning and assessment.
- Review senior programming and pathways to ensure meaningful autonomy and engagement opportunities exist for Grade 12 students.

Monitoring & Evidence Cycle

Evidence	Frequency	Responsibility	Action if Progress Stalls
Student learning surveys	Spring	Admin	Review classroom implementation and provide additional support
Student course and program selection	Quarterly	Teachers, admin, counsellors	Increase opportunities for student choice and goal-setting
Classroom walkthroughs	Monthly	Administration	Identify and share effective practices
Course and pathway feedback from Grade 12 students	Semester-based	Counsellors & Admin	Re-examine course offerings and student supports and reasons for early grad/spares

Impact Indicators

Quantitative

- Increase student agreement on:
 - "Work on things you're interested in"
 - "Apply concepts learned to other areas of life"
 - "Have input into what/how you learn"
 - "Life skills learned for the future"

Qualitative

- Student reflections demonstrate stronger connections between school and future goals.
- Increased evidence of student-directed learning and personalized demonstrations of learning.
- Greater participation in career, pathway, and experiential learning opportunities.

Core Competency Focus Area 2: Personal Awareness and Responsibility

Strengthening Student Wellbeing, Resilience, and Self-Care

Student Outcome Shift

We will know we are making progress when we see students:

- Using strategies to support their physical and mental well-being.
- Identifying trusted adults and support systems within the school.
- Demonstrating resilience during periods of increased academic pressure.
- Reporting a stronger sense of belonging and connection to school.

Adult Practice Shift

We will know we are making progress when teachers, support staff, and school leaders:

- Consistently integrate wellness, self-regulation, and mental health literacy into student experiences.
- Conduct targeted Grade 12 check-ins during known stress points throughout the year.
- Identify and respond early to signs of disengagement or stress.
- Intentionally create opportunities that strengthen senior student connection and belonging.

Design Principles

- Safe, caring, and inclusive environments
- Responsive support systems
- Strength-based approaches
- Relationship-centred learning

Monitoring & Evidence Cycle

Evidence	Frequency	Responsibility	Action if Progress Stalls
Student wellness surveys	Fall, Winter, Spring	Admin & Counselling Team	Adjust support programming
Grade 12 focus groups	Quarterly	Counsellors	Modify wellness interventions
Attendance and engagement data	Monthly	Admin & Student Support Team	Target interventions for disengaged students
Senior student participation in school activities	Quarterly	Admin and teachers	Increase participation opportunities

Impact Indicators

Quantitative

- Increase Grade 12 agreement on:
 - Learning to care for physical health
 - Learning to care for mental health
 - Sense of belonging
- Reduce reports of school-related stress and anxiety.

Qualitative

- Students can identify personal wellness strategies.
- Increased participation in clubs, activities, leadership opportunities, and school events.
- Improved student feedback related to support, connection, and belonging.

Core Competency Focus Area 3: Positive Personal and Cultural Identity / Social Responsibility

Increasing Indigenous Learning, Cultural Understanding, and Community Connections

Student Outcome Shift

We will know we are making progress when we see students:

- Demonstrating increased knowledge of local Indigenous histories, cultures, and perspectives.
- Engaging respectfully with Indigenous ways of knowing and being.
- Recognizing Indigenous language and cultural connections within school experiences.
- Expressing greater confidence discussing reconciliation and cultural understanding.
- Taking on Indigenous leadership opportunities (e.g. Circle of Truth).

Adult Practice Shift

We will know we are making progress when teachers, support staff, and school leaders:

- Purposefully integrate Indigenous perspectives across learning areas.
- Build and sustain partnerships with the K'ómoks community, Indigenous Education, Knowledge Keepers.
- Expand authentic opportunities for Indigenous language exposure.
- Ensure Indigenous content is embedded throughout the year rather than delivered as isolated events.

Design Principles

- Equity and inclusion
- Community partnership
- Place-based learning
- Respectful and authentic Indigenous perspectives

Monitoring & Evidence Cycle

Evidence	Frequency	Responsibility	Action if Progress Stalls
Student survey results	Spring	Admin	Refine implementation priorities
Indigenous education participation data	Quarterly	Indigenous Education Team	Increase learning opportunities
Teacher self-reflection and planning reviews	Semester	Admin & Indigenous Education Team	Provide additional professional learning
Community partner feedback	Annual	School Leadership Team	Adjust partnership activities

Impact Indicators

Quantitative

- Improvement in Indigenous learning and language exposure survey measures.
- Increased student participation in Indigenous learning opportunities.

Qualitative

- Evidence of Indigenous perspectives in student work.
- Student reflections demonstrate deeper cultural understanding.
- Increased engagement with community-based and land-based learning experiences.

Implementation, Capacity Building & Resource Alignment

Professional Learning Required

Student Agency and Relevance

- Assessment for learning and student voice
- Designing authentic, project-based, and career-connected learning
- Strategies for increasing learner choice and autonomy

Wellbeing and Belonging

- Trauma-informed practice
- Mental health literacy
- Student engagement and relationship-based approaches

Indigenous Education

- Indigenous cultural competency
- K'ómoks history and perspectives
- Authentic integration of Indigenous ways of knowing and learning

Collaboration Structures

- Monthly School Growth Team meetings
- Department and grade-level planning sessions
- Indigenous Education Team (teachers) collaboration
- Student Support Team meetings
- Quarterly admin reviews of growth plan progress

Resource Alignment

Staffing

- Counsellor and Student Support Team involvement in Grade 12 wellness initiatives.
- Dedicated Indigenous Education collaboration team
- School Growth Team
- New support program teachers-FLOW and VALT

Time

- Professional learning days
- Collaboration release time
- Advisory/check-in opportunities for senior students

Budget

- Indigenous community partnership and honoraria
- Wellness programming and student engagement activities
- Professional learning resources and facilitators
- Computer and classroom setup for two new programs

Monitoring & Reflection Commitments

Formal Checkpoints

Fall Review

Who: School Leadership Team, School Growth Team Leads, Counselling Team

Evidence Reviewed:

- Student survey baseline data
- Attendance patterns
- Participation data
- Teacher implementation evidence

Decisions:

- Identify early successes and barriers.
- Allocate additional supports where needed.

Winter Review

Who: Leadership Team, Staff Representatives, Indigenous Education Team

Evidence Reviewed:

- Mid-year student survey data
- Student work samples
- Focus group feedback (NEST)
- Wellness and belonging data

Spring Review

Who: School Community Leadership Team

Evidence Reviewed:

- Final survey data
- Attendance and participation trends
- Student reflections
- Staff reflections

Decisions:

- Evaluate annual impact.
- Identify priorities and next steps for the following year.

If progress is not evident at any checkpoint:

- Increase coaching and collaborative planning support
- Reallocate resources
- Conduct additional student voice activities to identify barriers

Community Communication Plan

This year, our school is focusing on three priorities:

1. Increasing student ownership, voice, and relevance in learning.
2. Strengthening student wellbeing, resilience, and belonging, with a special focus on Grade 12 students.
3. Expanding Indigenous learning and cultural understanding through meaningful community partnerships.

Why It Matters

Student survey results show that students want stronger connections between their learning, their interests, and their future goals. We also identified declining wellbeing and belonging among Grade 12 students. In addition, students reported limited exposure to Indigenous language and learning opportunities.

Addressing these priorities will help create a school where students feel engaged, supported, connected, and prepared for life after graduation.

How Success Will Be Measured

We will monitor:

- Student survey results.
- Student reflections and learning artifacts.
- Attendance and engagement data.
- Participation in school activities.
- Student wellbeing and belonging indicators.
- Indigenous learning and cultural opportunities.

How Families Can Support Learning

Families can:

- Discuss learning goals and future aspirations with their child.
- Encourage participation in school activities and clubs.
- Support healthy routines and wellness habits.
- Engage in conversations about Indigenous cultures, histories, and perspectives.
- Provide feedback through surveys and school engagement opportunities.

Communication Methods

Progress updates will be shared through:

- PAC presentations.
- School website updates.
- School newsletters.
- Student and family surveys.
- School Growth Team reports.
- Community engagement events.

Together, we will work to ensure every student experiences meaningful learning, strong relationships, personal wellbeing, and a sense of belonging within our school community

Aspen Park Elementary School Growth Plan (2026–2027) Comox Valley Schools



School Context

Decolonizing, Indigenizing Commitment

Aspen Park Elementary is committed to advancing reconciliation through meaningful integration of Indigenous perspectives, in alignment with the Indigenous Education Enhancement Agreement and our Local Education Agreement.

Our work will intentionally centre relationships, identity, belonging, and community voice. We recognize that learning is deeply connected to land, culture, and story, and we will continue to embed Indigenous ways of knowing and being across learning experiences. This includes:

- Learning grounded in local territory and place-based experiences
- Valuing student voice, identity, and lived experience
- Strengthening relationships with our local Indigenous community (K'ómoks First Nation)

Our focus on Personal Awareness and Responsibility directly aligns with Indigenous perspectives of wholistic development, supporting the intellectual, emotional, physical, and spiritual well-being of each learner.

Portrait of the School

Aspen Park Elementary is located on the traditional, unceded territory of the K'ómoks First Nation. We acknowledge and are grateful for the opportunity to learn and grow on this land.

Aspen Park is a Kindergarten to Grade 7 school located in the Town of Comox, serving a growing and diverse student population. The school draws from a mix of established neighbourhoods and newer residential developments, with many students able to walk or bike to school.

Over time, Aspen Park has experienced steady enrolment growth, reflecting broader population changes in the Comox Valley. In response, the school has recently undergone a significant expansion, including a new addition that provides modern, flexible learning spaces designed to support collaborative and inclusive learning environments.

Aspen Park has a strong tradition of community connection and involvement. The school is supported by an active parent community and continues to function as a central gathering place for families. Programs such as StrongStart and extracurricular opportunities contribute to early learning connections and ongoing family engagement.

A distinctive feature of Aspen Park is the ENTER (Engineering, New Technology, Exploration, and Robotics) program, which provides students with hands-on, inquiry-based learning experiences. This program reflects the school's commitment to innovation, critical thinking, and preparing students for a rapidly changing world.

The physical environment of the school supports both structured and natural learning experiences. Aspen Park is situated near wooded areas and community fields, offering students access to outdoor spaces that encourage play, exploration, and connection to the natural environment.

The school community reflects a wide range of socio-economic backgrounds and learning needs. Aspen Park is committed to creating inclusive, equitable learning environments where all students feel a strong sense of belonging. This commitment is grounded in district values of learning, equity, relationships, safety, integrity, and truth and reconciliation, and is reflected in the school's focus on the whole child, academically, socially, and emotionally.

The staff at Aspen Park is collaborative, experienced, and deeply committed to student success. There is a shared belief that strong relationships and a connected school community are foundational to meaningful learning. As the school continues to grow and evolve, there is an ongoing focus on strengthening consistency in practice while maintaining a welcoming, student-centered culture.

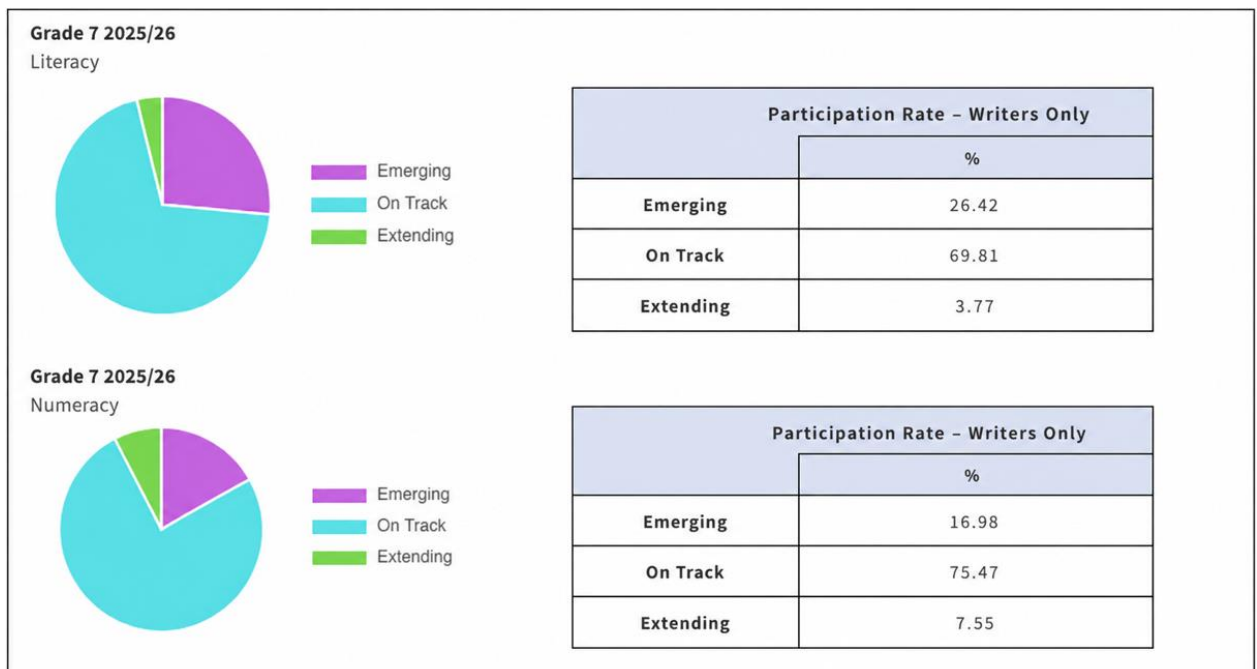
Data and Evidence

Our Learners: What the Evidence Tells Us

A review of school-based evidence (Foundation Skills Assessment (FSA) results, Student Learning Survey data, baseline assessments, district literacy and numeracy assessments, spelling screener data, staff feedback, anecdotal observations and attendance patterns) highlights several key trends:

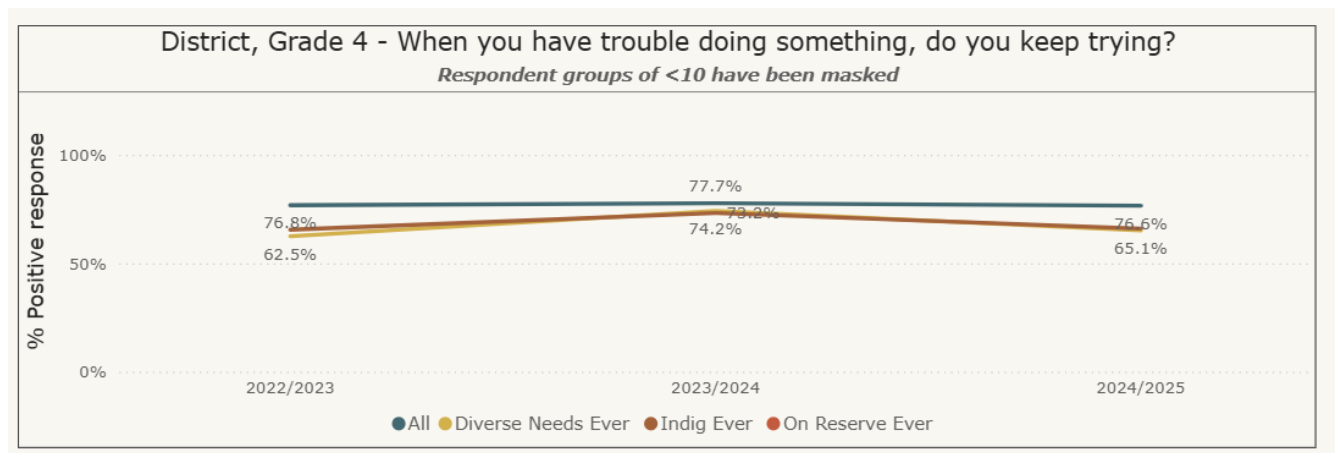
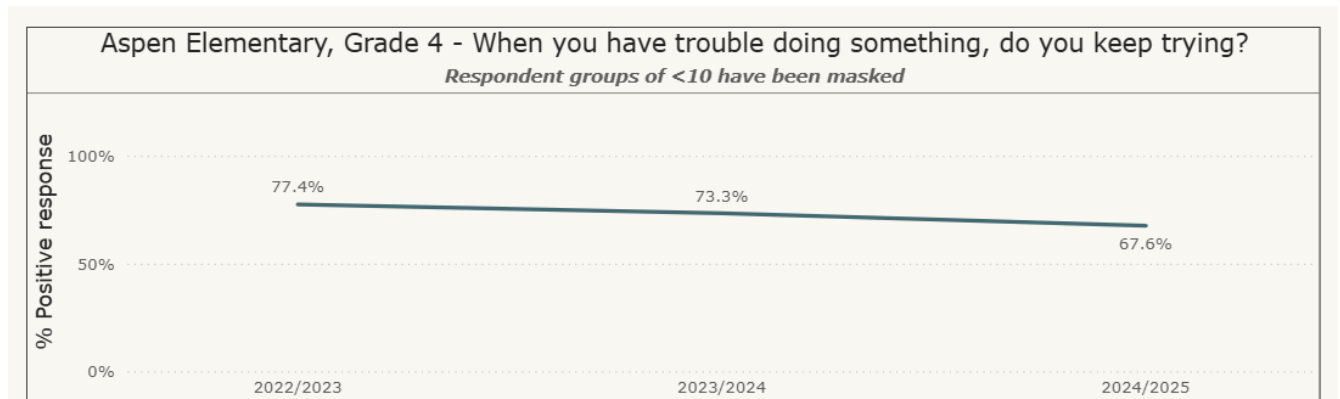
Literacy & Numeracy Trends

- Grade 7 FSA data indicates that the majority of students are on track in both literacy and numeracy, with 69.81% on track in literacy and 75.47% on track in numeracy. This suggests a generally strong foundation for most learners.
- Literacy shows a larger group of students in the emerging range, with 26.42% emerging compared to 16.98% in numeracy, indicating a continued need to strengthen written communication, comprehension, and stamina with literacy tasks.
- Classroom evidence continues to suggest that students are most successful when they have predictable structures, repeated opportunities to practise self-regulation, and support to build resilience as they work through challenging literacy and numeracy tasks with increasing independence.



Core Competency Development

- Student Learning Survey and classroom-based evidence indicate that many students experience connection and belonging through positive relationships with peers and staff, while continuing to build communication and collaboration skills.
- Strengthening self-regulation, resilience, and perseverance remains an important focus, particularly as students work through more complex or less structured learning tasks and develop greater ownership of next steps (Personal Awareness and Responsibility).



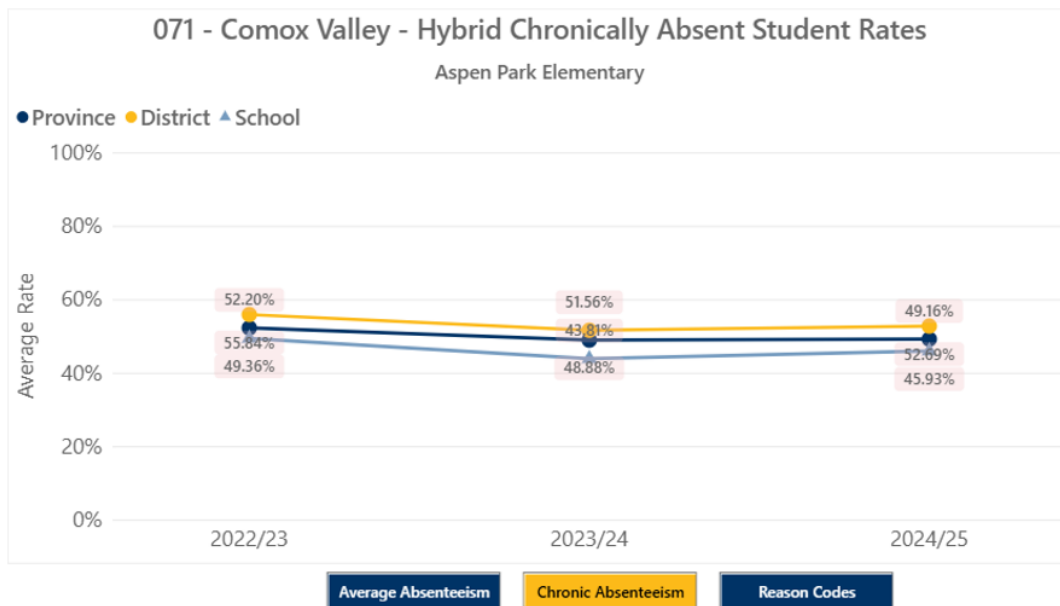
The Grade 4 data shows that most Aspen students report they keep trying when tasks are difficult, reflecting positive perseverance and resilience. However, positive responses have declined from 77.4% in 2022/23 to 67.6% in 2024/25, placing Aspen below the district average of 76.6%.

This suggests that while many students demonstrate self-regulation and persistence, building resilience remains an important focus, especially as students face more challenging learning tasks.

Attendance & Engagement

- Attendance data shows relatively stable but persistent absenteeism (10–12%), with chronic absenteeism remaining high, most notably in Grades 4–7
- Late arrivals are increasing over time and are impacting students' ability to successfully transition into learning, often affecting regulation and readiness to engage
- Students with inconsistent attendance, including frequent lateness, are more likely to experience gaps in learning and reduced connection to school

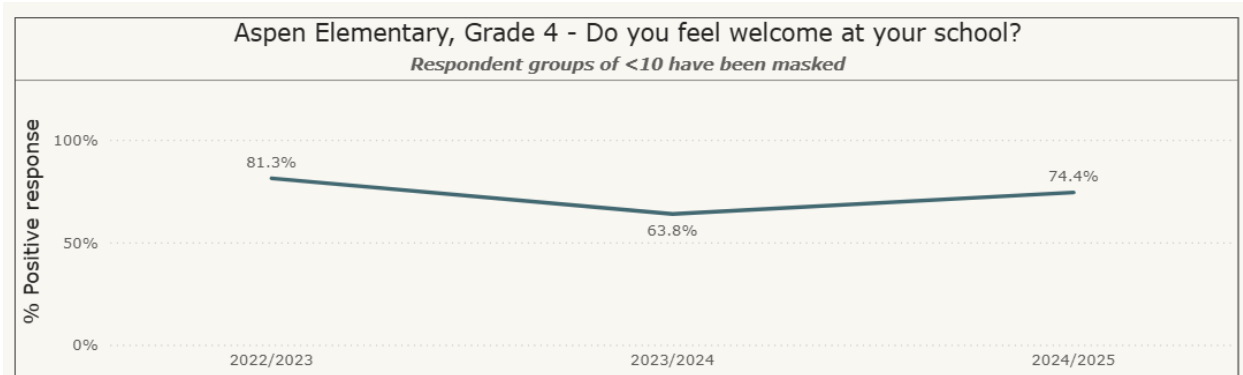
All Resident Students



Aspen Park's chronic absenteeism rate has remained relatively stable over the past three years and continues to sit below both district and provincial rates. In 2024/25, Aspen's rate was 45.93%, compared to the district at 52.69% and the province at 49.16%. While this is a positive trend, nearly half of students are still considered chronically absent, so improving consistent attendance remains an important focus for student engagement, connection, and learning success.

Student Voice

- Student Learning Survey results indicate that most students feel safe at school and report positive relationships with staff
- Students consistently identify the importance of having trusted adults and opportunities for hands-on, engaging learning experiences
- Some students express a need for greater support in managing stress and navigating peer dynamics



Grade 4 student responses show that feelings of welcome at Aspen have improved from 63.8% in 2023/24 to 74.4% in 2024/25. This is a positive shift and suggests improvement in students' sense of belonging and connection to school. However, Aspen remains slightly below the district overall result of 79.4% in 2024/25. Continuing to strengthen belonging, relationships, and inclusive school experiences remains an important focus.

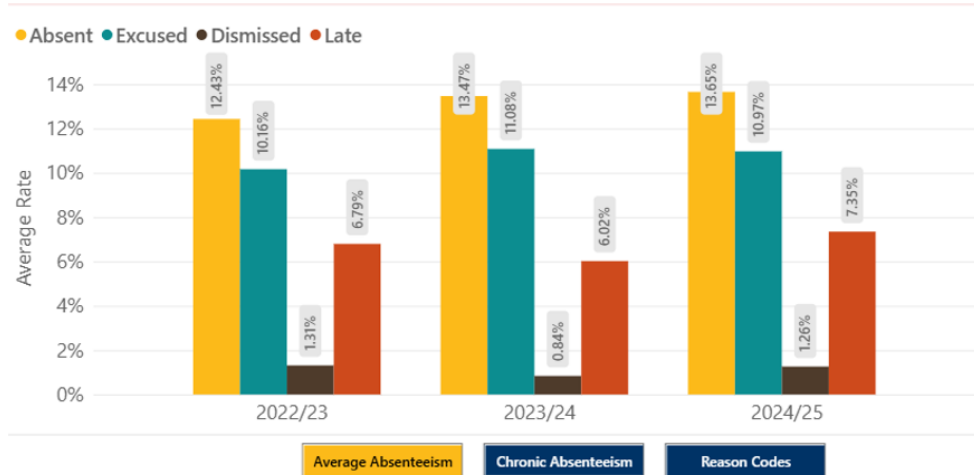
Equity Considerations & Priority Learners

- Indigenous learners, students with diverse learning needs, and students experiencing attendance challenges require targeted and responsive support
- Some students would benefit from additional opportunities to develop self-regulation, coping strategies, and a stronger resilience skills

- Ensuring equitable access to learning, a sense of belonging, and culturally responsive practices remains a priority

Indigenous Students

071 - Comox Valley - Average Hybrid Indicator Rates
Aspen Park Elementary



Diverse Needs Ever

071 - Comox Valley - Average Hybrid Indicator Rates
Aspen Park Elementary



Attendance data for both Indigenous students and students with diverse needs shows that absenteeism remains an important area of focus. For Indigenous students, absence rates have increased slightly over time, from 12.43% in 2022/23 to 13.65% in 2024/25, with late rates also increasing to 7.35%. For students with diverse needs, absence rates have risen noticeably, from 11.86% in 2022/23 to 14.80% in 2024/25. This suggests a continued need

to strengthen attendance supports, family communication, and school connection for priority learners.

Strengths to Build On:

Aspen Park has a strong relational foundation and a committed, collaborative staff. Students respond positively to supportive adult relationships, clear structures, and engaging, hands-on learning opportunities. There is a shared belief that when students feel connected, valued, and supported, they are more likely to progress in their learning and persist through challenges.

These strengths position the school to intentionally deepen the development of Core Competencies, with a particular focus on Personal and Social Awareness. By continuing to prioritize relationship-building, inclusive practices, and consistent opportunities for reflection, Aspen Park is focused on supporting students in developing a stronger sense of identity, self-regulation, and responsibility. This includes helping students build the skills to manage emotions, navigate social situations, and demonstrate empathy and respect for others.

Ongoing attention to these areas will further support students in becoming confident, capable learners who are able to engage meaningfully in their learning, contribute positively to the school community, and demonstrate resilience when faced with challenges.

School Goal for 2026-2027

Aspen Park Elementary Core Competency Focus Area and school goals for the 2026/2027 School Year

Based on the evidence and data our school goal for the 2026-2027 school year is:

Personal Awareness and Responsibility, with an intentional emphasis on developing student resilience, self-regulation, and a strong sense of belonging.

Student Outcome Shift

We will know that we are making progress when we see students:

- Using taught self-regulation strategies (e.g., Zones of Regulation) to manage emotions and behaviour across settings
- Demonstrating resilience by persisting through challenges and approaching learning with a “I can do hard things” mindset
- Taking increasing responsibility for their actions, learning, and contributions to the school environment
- Reporting and demonstrating a stronger sense of belonging, connection, and pride within the school community
- Demonstrating social responsibility through kindness, respectful peer interactions, and positive contributions to the school community.
- Taking accountability by recognizing the impact of their actions, repairing situations and relationships, and making more responsible choices moving forward.
- Participating in community service or school stewardship activities that build belonging, pride, and responsibility.

Adult Practice Shift

We will know that we are making progress when all staff:

- Consistently and explicitly teach self-regulation, resilience, and expected behaviours across all settings
- Use common language, routines, and expectations aligned with ASPEN ROCKS, Zones of Regulations, and BC Core Competences
- Intentionally build relationships and create inclusive environments where all students feel seen, valued, and supported
- Provide structured opportunities for students to engage in productive struggle and build independence

- Explicitly teach and model accountability, restorative conversations, and strategies for repairing harm and rebuilding relationships.

Design Principles connected to Comox Valley Strategic Plan

Inclusion:

- We will create compassionate and responsive learning environments where every student feels seen, heard, valued, and connected. Through consistent school-wide expectations, common language such as Aspen ROCKS, and targeted supports, we will strengthen belonging, equitable access, and meaningful participation for all learners.

Social Emotional Learning (SEL)

- We will explicitly support students in developing self-regulation, resilience, empathy, responsible decision-making, and positive relationships. By building predictable, safe, and supportive environments, we will strengthen students connection to Personal Awareness and Responsibility and promote overall well-being.
- Our work will include social responsibility, accountability, community-minded behaviour, and restorative practices that help students build and maintain strong positive relationships.

Personalized Learning

- We will foster student agency, confidence, and engagement by providing meaningful opportunities for voice, choice, reflection, and strengths-based learning. This approach will support students in becoming more independent, connected, and successful in their learning journeys.

Monitoring and Evidence

- Attendance data review to monitor overall engagement
- Behaviour and office referral data review
- Review FSA data (Grade 4 & 7) to monitor trends in perseverance and academic confidence
- Student Learning Survey to monitor growth in students' ability to persist through challenges
- Student Learning Survey to review Sense of Belonging progress ("feeling welcome at school")
- Classroom-based evidence of engagement, perseverance, and independence
- Staff observations and feedback
- Check-ins during staff meetings
- Informal student voice and classroom-based core competencies reflections

If progress stalls:

- Re-teach and reinforce school-wide expectations and self-regulation strategies
- Increase targeted supports for students demonstrating low resilience or engagement
- Adjust instructional approaches to better support perseverance and independence
- Strengthen adult consistency across settings

Impact Indicators

We will monitor progress through a combination of quantitative and qualitative impact indicators to better understand how our school growth plan is supporting student success, belonging, and well-being. These measures will help us identify trends, celebrate growth, and determine where continued attention is needed. The following indicators will be used to assess our progress over time:

- Improved attendance rates
- Improved trends in FSA literacy and numeracy results
- Reduction in behaviour incidents requiring office support
- Improved Student Learning Survey results related to resilience
- Improved Student Learning Survey results related to feeling welcome at school
- Students using common language to describe emotions and regulation strategies
- Increased evidence of perseverance and willingness to engage in challenging tasks
- Observable pride in school environment, learning, and relationships
- Improved district literacy and numeracy assessment results
- Increased student accountability, including repairing situations and relationships after dysregulation
- Increased participation in community service, school stewardship, and positive contributions to the school community

Implementation, Capacity Building and Resource Alignment Focus

To support the goals of our school growth plan, we will intentionally build staff capacity, align resources, and strengthen school-wide practices that promote belonging, self-regulation, resilience, and student success. Our implementation focus will include:

- Zones of Regulation and self-regulation strategies
- Trauma-informed and responsive practices
- PBIS (Aspen ROCKS) refresh and school-wide alignment
- Instructional strategies that support resilience, perseverance, and productive struggle
- Regular staff meetings focused on reviewing attendance, trends, and data
- Collaborative team time to analyze classroom-based evidence and adjust practice

- Dedicated time for explicit social-emotional learning instruction
- Use of regulation spaces (e.g., Rest and Reset Room)
- Leveraging the new school environment to foster belonging, pride, and responsibility
- Restorative practices focused on accountability, repairing relationships, and reconnecting students to the school community
- Community service and school stewardship opportunities that help students contribute positively to Aspen Park

Community Communication

What We Are Focusing On

This year, Aspen Park Elementary is focusing on building students' resilience, self-regulation, and sense of belonging as part of our Core Competency development in Personal Awareness and Responsibility.

Why It Matters

Students who can manage their emotions, persist through challenges, and feel a strong sense of belonging are more successful in their learning and relationships.

How Success Will Be Measured

We will monitor:

- Attendance data (engagement and consistency)
- FSA results (Grades 4 & 7 literacy and numeracy)
- Student Learning Survey results (resilience and sense of belonging)
- Student behaviour and engagement trends
- District and classroom literacy and numeracy assessment results
- Evidence of social responsibility, accountability, and community service

How Families Can Support Learning

Families can support by:

- Encouraging children to try challenging tasks and persist, reinforcing the message: "I can do hard things"
- Talking about emotions and problem-solving strategies using common Zones of Regulation language at home
- Supporting consistent school attendance
- Practicing simple self-regulation strategies at home, such as breathing, taking breaks, or using calming routines
- Supporting healthy screen-time routines and helping students balance technology and connection
- Supporting healthy sleep habits that help students arrive ready to learn

Communication Methods

- School newsletters and emails
- PAC involvement
- Presentations
- Ongoing teacher communication with families
- School and community events

LAKE TRAIL COMMUNITY SCHOOL

Annual School Growth Plan 2026-27



Comox Valley Schools is committed to creating inclusive, wholistic, and personalized learning environments to enhance each student's development of the core competencies over time. This template provides a consistent structure for all schools while preserving school autonomy in determining focus areas.

Decolonizing & Indigenizing Commitment

Lake Trail Community School supports Indigenous students by providing learning experiences that foster belonging, academic success, leadership, and reflection of identity within the school community. However, data shows Indigenous students report lower levels of safety and belonging, and this plan responds by prioritizing growth in these areas.

This plan aligns with the Indigenous Education Enhancement Agreement (IEEA), Local Education Agreement (LEA), and the Truth and Reconciliation Commission's Calls to Action, addressing the goals of belonging, success, awareness, and leadership. Our commitment to decolonizing and Indigenizing education includes engaging students in age-appropriate learning about First Nations, Métis, and Inuit histories, cultures, and perspectives to build understanding and awareness. Indigenous ways of knowing and being are reflected through relationship-building, land-based learning, and community connection. Grounded in the K'omoks territory, learning experiences such as the MMIWG forest walk and participation as a Downie-Wenjack Legacy School honour land, story, and lived experience while elevating community voice and cultural understanding.

This plan strengthens inclusive spaces such as the Library Learning Commons and Cultural Centre, guided by student voice to ensure Indigenous students feel safe, supported, and a sense of belonging. Indigenous Support Workers and partnerships, including the Warriors program and transition supports, help build confidence, identity, and leadership.

The plan reflects culturally responsive practice and wholistic learning, supporting students' intellectual, emotional, physical, and spiritual well-being. Through personalized and responsive approaches, students are supported in ways that honour their identities and promote a strong sense of belonging and success.

Context and Portrait of the School

Lake Trail is a grade 6-9 Community School situated on the unceded traditional territory of the Pentlatch, Eiksan, Sahtloot, and Sasitla Peoples, now known as the K'omoks First Nation. We are situated on the edge of the downtown core of Courtenay adjacent to a beautiful salmon-bearing stream and forest. The school is named for the Pentlatch people's original route to the lake.



**LAKE TRAIL
COMMUNITY SCHOOL**

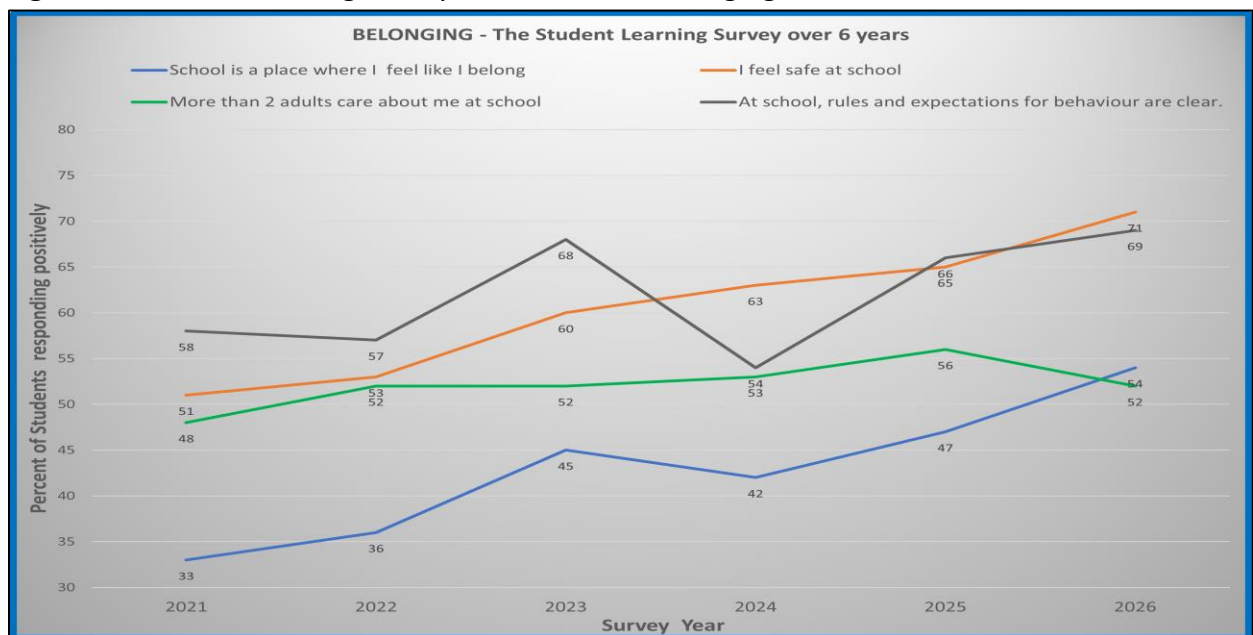
We are unique in being the only middle school in the district, and we bring together students from Arden, Courtenay, and Puntledge Park Elementary schools. Our students transition to GP Vanier for grade 10. Lake Trail has a long history in the community and a newly redesigned building that supports our students in their learning. We have approximately 400 students, including 25% with indigenous ancestry and 20% with inclusive education designations. We host an alternate and life skills program from grades 6-9, and a nature class for grade 6, a variety of curricular and extra-curricular options to help students connect with the school.

As a community school, we partner with the Lake Trail Community Education Society to offer programming to our students and the larger community. We work closely together with their staff and board to provide food, garden, and after school programming to our students and opportunities for members of the community to connect with students and make use of our facility.

In the last three years we have focused on the goal of creating a sense of belonging and success for all people in our community. We have used a PBIS framework with the values of positivity, resilience, organization, unity and diversity. We have been tracking data from the student learning survey and the FSA to monitor the progress on these goals of belonging and success. We want to link these priorities more closely and intentionally to the core competencies of critical and reflective thinking and social awareness and responsibility.

Our Learners: What the Evidence Tells Us

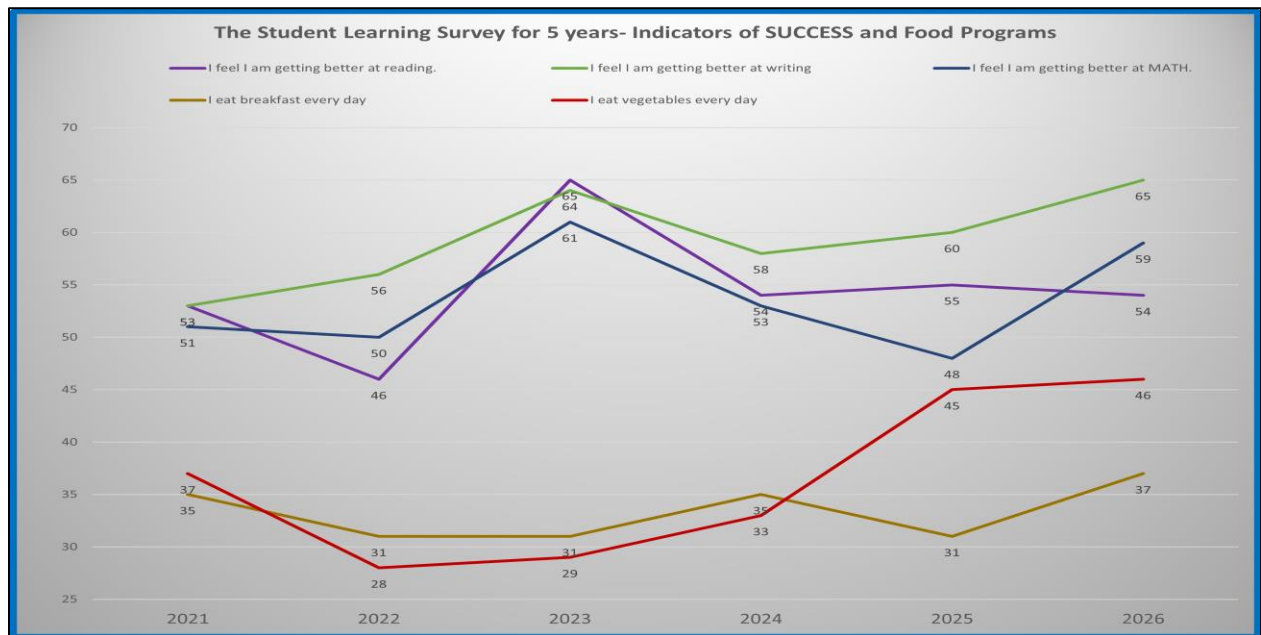
Figure 1: Student Learning Survey – measures of belonging



Analysis: Overall we have seen an upward trend in positive results for all these key questions on the Student Learning Survey. It is hard to compare to the district results because we survey all our grade 6-9 students while most schools survey just grade 7s.

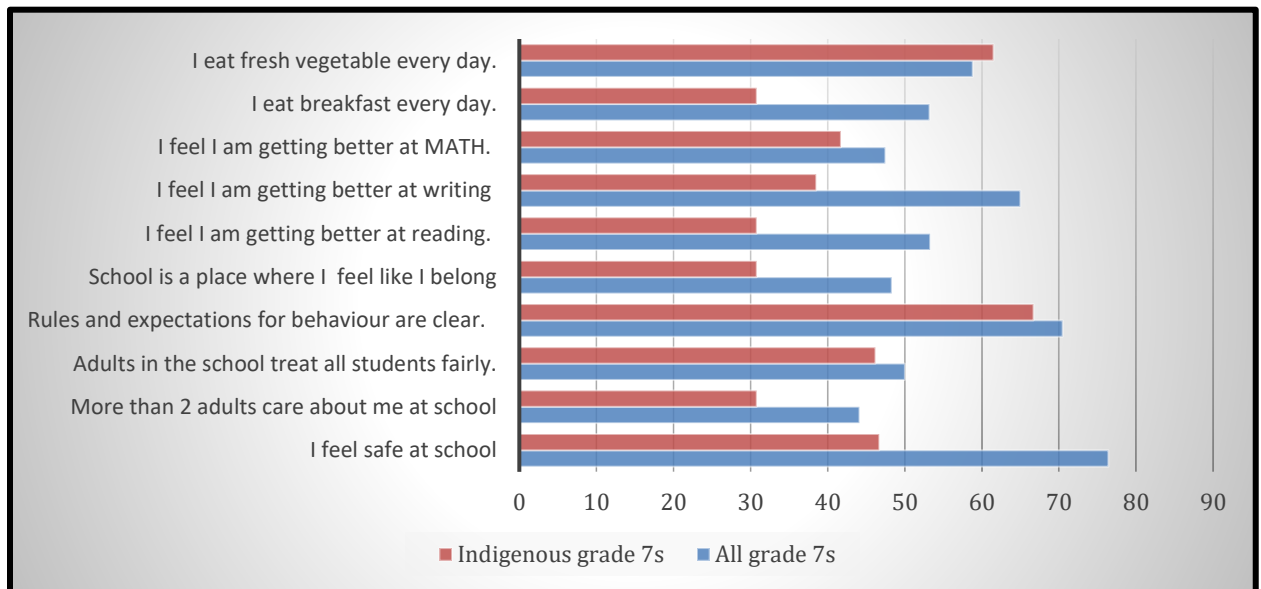


Figure 2: Student Learning Survey – academic improvement and nutrition



Analysis: Overall students results in how students feel they are improving in academics are increasing over 6 years. We have seen a dramatic increase in indicators of nutrition, possibly due to the recent changes in our Feeding Futures programs.

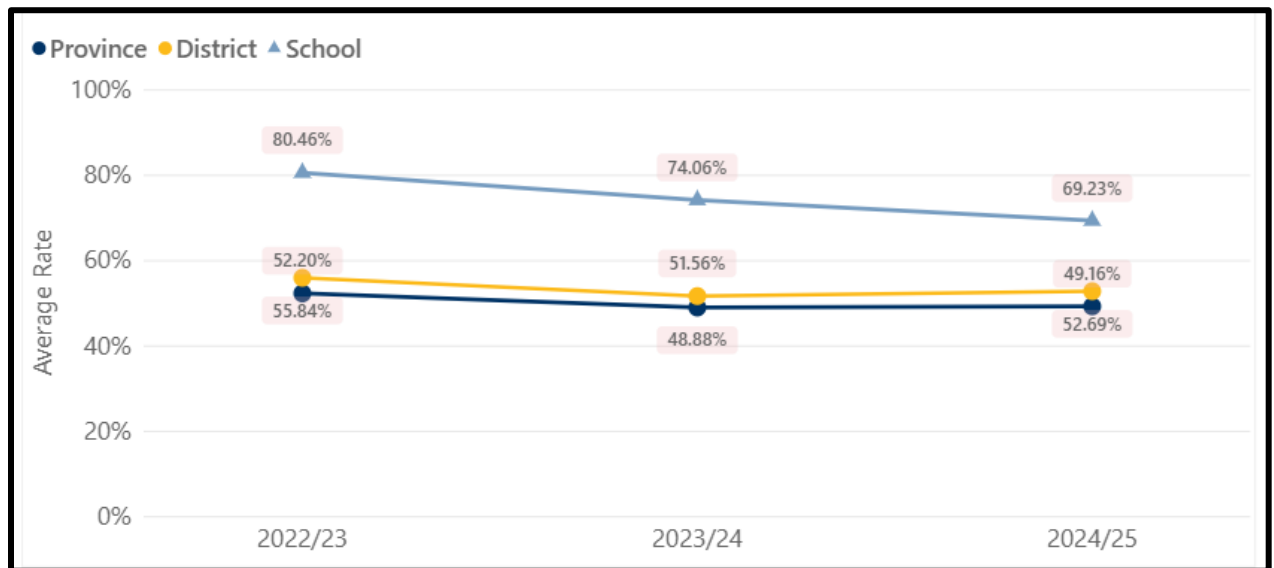
Figure 3: Grade 7 Indigenous vs. all students' on 2026 Student Learning Survey



Analysis: Our Grade 7 Indigenous students report lower levels in all these important measures of student belonging. The largest difference is in the question of student safety. We need to focus energy on improving these measures for indigenous learners

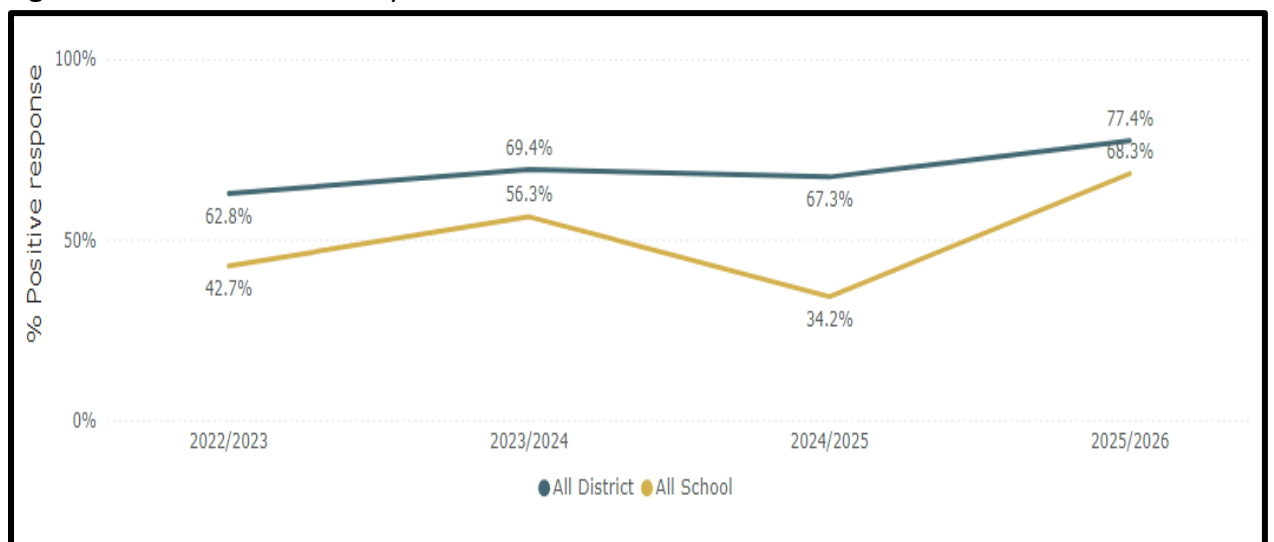


Figure 4: Chronic Absenteeism



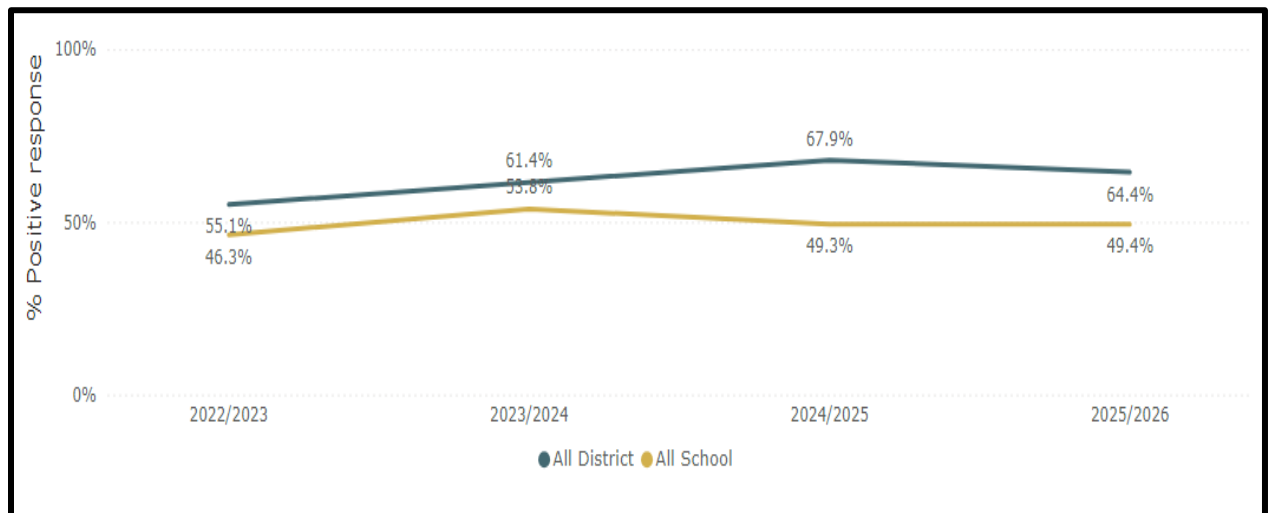
Analysis: The province defines chronic absenteeism as missing more than 10% of school time. Over the last 3 years we have improved on this measure by 10% but still trail behind provincial and district levels of chronic absenteeism. Our first analysis of the 2025/26 raw attendance data shows an improvement to 63.7% chronic absenteeism. More investigation is needed to see how this compares if we look just at grade 6-9 levels.

Figure 5: Grade 7 FSA Literacy results 2023-2025



Analysis: We continue to improve in literacy as measured by the FSA and this year got closer than ever to district results. Our "all students" score of 68.3% of students are on track or extending compared to 77% at the district level. 69% of our Indigenous students are on track or extending, showing equity for Indigenous learners in literacy.

Figure 6: Grade 7 FSA Numeracy results 2023-2025



Analysis: Our Indigenous (45.4%) and “all students” scores are very close in the grade 7 Numeracy FSA. However, both are lower than the district average of 64%. Despite our efforts, our results over the last 4 years have been flat, and we need to explore ways to improve student numeracy understanding.

Summary:

The Student Learning Survey has given us a good view of the improvements and success at Lake Trail over the past years in the areas of belonging, success, literacy, and attendance. Our numeracy results have not had significant improvement.

Despite overall improvements, our results for Indigenous students are trailing behind on almost all measures. Similarly the results for students with diverse needs, which are masked due to low numbers of students completing the surveys and assessments) are trailing.

District Context:

Every school will uphold and support literacy and numeracy development.

Our School’s Core Competency Focus Area(s) for This Year is

Social Awareness and Responsibility

Student Outcome Shift

We will know that we are making progress when we see students connecting through activities, seeking help, and knowing their peers and staff. They participate regularly, have a place to eat lunch, access to safe adults and spaces, and are kind, respectful, flexible, and confident.



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Adult Practice Shift

We will know that we are making progress when teachers / support staff / school leaders connecting students through shared interests and regular check-ins. Staff will create a welcoming environment, provide safe spaces, and teach coping skills. Physical activities and structured helping roles will support student well-being.

We will continue to apply and use all the **Design Principles** from the strategic plan in our many diverse parts of the school to work on this competency, but some specific initiatives are:

- Our teachers use the SNAP numeracy assessment, and DIBELS reading assessment at the start and the end of the year, and we need to work on using these assessments more meaningfully to guide classroom activities and student learning throughout the year.
- At monthly staff meetings we will commit time to sharing promising practices around decolonization and indigenization, giving all staff an opportunity to learn from each other and keep indigenous practices at the front of our minds.
- HUB alternate program – The HUB (Helping, Understanding, Belonging) is a diverse class of approximately 25 students, 3 teachers, and 6 support staff who are supported with individualized and self-paced academic programs, a variety of life-skills learning opportunities, and a focus on building sense of community and belonging. The design principles of inclusion, digitally-enhanced learning, and SEL are modeled in this program.
- Grade 6 nature program – One of our four grade 6 classes begin every day outside for at least 2 hours, connecting to the local environment and community. They get out on regular field trips and connect with local environmental organizations to connect their learning to the real world. This program emphasizes the design principles of land-based learning and indigenization.
- Exploratories and electives – All grade 6 and 7 students have an opportunity to explore their interests and in the areas of ADST and the arts during our exploratory classes of drama, shop, foods, and music. In grade 8 and 9 students can explore their interests further through a variety of elective choices that run for a semester. We hope to give every student a chance to find a love of learning through design principles of personalized learning and student-centered assessment
- Extra-curricular opportunities – Lake Trail classes end at 3:00, but the learning and opportunities for belonging extend beyond the school day. We offer a variety of clubs and teams run by our Community School Society and our staff. The design principles of flexible learning environments extend to all these events.

Monitoring & Evidence Cycle

Throughout the 2026-27 school year we provide regular check-ins and progress monitoring during staff meetings. We will ask staff to respond individually and in groups to reflect on their practice and work together to better implement core competencies through the design principles. Our teams of staff work closely together to improve student learning opportunities and improve each other's teaching practice.

We will collect various points of evidence throughout the year:

- In September and June our teachers, under the leadership of our CST, conduct SNAP numeracy assessments and DIBELS literacy assessments. We use these as assessments for learning to determine how to best support individual needs.
- In October our grade 7 students completed the Foundation Skills Assessment (FSA) to offer us a comparison to past years and compare to district scores.



- In November and February, we will meet with Indigenous students to assess our progress on the key questions of the Equity Scan and use these results to improve our success rates with Indigenous Students.
- In April, all students from grade 6-9 complete the Student Learning Survey (SLS) to assess and guide our progress in important health, learning, and social emotional aspects of the school.

Impact Indicators

The student learning survey will be our main source of evidence for success on the development of this core competency. The questions that will be focused on are - “school is a place where I feel I belong”, “I feel safe at school”, and “more than 2 adults in the school care about me”. Another source of evidence will be our behaviour intervention tracking system to track incidents and interventions throughout the year and attendance data.

Another important indicator for social awareness and responsibility is academic success. When students co-create a safe and respectful school environment, there is potential for learning and academic success. We will monitor school-based achievement indicators like the DART for numeracy and DIBELS for reading as well as grade 7 FSA results.

Implementation, Capacity Building & Resource Alignment

(What we will learn together and what we will invest in)

Professional Learning

Our professional learning committee will work to provide opportunities for learning during next year’s professional development days in September and April. As a group we will focus on the needs identified by the staff:

- Indigenous Knowledge & land-based learning
- Inclusion, Equity & Anti-racism
- Student Well-being & Behaviour

On the September day we already have the district racial equity support teacher to help us design a day of learning for our staff. For our April school-based pro-d day, we are hoping to hold a mini-conference for middle-years learners for the entire district.

Collaboration Structures

Everything we do at Lake Trail involves a team. In each staff meeting we will work in grade teams to improve our teaching and student learning opportunities. The teams work closely together throughout the year to develop and share their teaching resources. We work to provide common pre time for many teacher pairs in our schedule. We also have the HUB team and the SBT who work together to support inclusion. During our staff meetings we provide time for our teams to work together on cross-curricular projects, events, and other ways to support our students’ learning.

Resource Alignment

A large portion of our school budget is to provide learning outside of the classroom in field trips and extra-curricular opportunities. We also maintain a high device-to-student ratio to support personalized and



tech-enhanced learning. Our most valuable resource is our staff. We work to maximize our time together to support staff and student learning and build the staff culture of collaboration.

Another important resource we will maximize is the systems we have in place to support students and staff. We will increase the focus on supporting staff implementing the PBIS structure in their classrooms, making it an ongoing conversation. We will also change our response system to the BITS program to track behaviour concerns, having regular respondents assigned to certain days of the week. Finally, we will tighten up on our digital device policy, giving teachers more tools to keep kids focused on class, not on their devices. Each classroom will have a “cell phone hotel” for all students to put their phones in during class time and consequences for not following our cell phone guidelines will be clarified.

If Progress is Not Evident

If progress is not evident, staff and school leadership will:

- adjust instructional practices in literacy and numeracy outcomes for students, and identify barriers to student growth
- revisit PBIS structures and current implementation, make changes as identified
- Connect with other schools to learn processes that are working there to increase student success
- Continue to improve the reciprocal and supportive relationships with parents and families

Monitoring & Reflection Commitments

FALL

- School planning time on the afternoon of the first day of school to build momentum to support school growth
- Review of district equity scan with staff and parents – related to our school goals
- Classroom literacy (DIBELS) and numeracy (SNAP) assessments led by CST
- School-based professional development day led by professional learning committee
- Grade 7 Foundation Skills Assessment

WINTER

- Parent conferences in November to build collaboration with parents and guardians
- Review of school-based equity scan data collected in November
- Analysis of FSA results and classroom assessment data

SPRING

- Celebration of Learning in March to share ongoing student progress with parents
- Student Learning Survey for all students in grades 6-9
- Year-end classroom literacy and numeracy assessments led by CST
- Review of school growth plans with school staff and PAC
- Share SLS results with staff and review impact of this year’s actions on the results



Community Communication

What we are focusing on

At Lake Trail Community School we are focused on increasing student feelings of belonging and success by building student's Core Competency of Social Awareness and Responsibility. Student voice is showing that our indigenous learners have lower level of safety and belonging and our plan responds by prioritizing growth in these areas. We are going to increase our focus and strategies around positive behaviour support and our PROUD structure (positive, resilient, organized, united, and diverse) through celebrating students who are showing those attributes and using them as a teaching tool and closely tracking teacher interventions when students are not displaying those attributes. Teachers and staff will work to continually connect their work in classes and activities around the school to the core competency of social awareness and responsibility.

Why it matters

When students feel that they belong at school, success will follow. When they feel successful, they will connect and belong. We also know that student actions and behaviour can affect others, and we want to help students have a positive effect on other students and their larger community.

How success will be measured

We have seen success in our school over the past 4 years on areas of literacy and numeracy through classroom and FSA assessments, for example our percentage of students "on track or extending" in grade 7 literacy has gone up 25%. We have also seen great success in measures of student safety and belonging, improving by 21% of student saying they always or most of the time "feel that school is a place where they belong" and increasing by 20% of students who say they "feel safe at school". Although our whole school has improved on these measures, Indigenous students are reporting much lower levels of feeling safety and belonging. We will prioritize and monitor Indigenous students' feelings of success and belonging with a check-in and student voice opportunities in the Fall and the Spring. Further, we will monitor important literacy, numeracy, safety, and belonging measures, track our progress over time, and continue to share our successes and areas needed for growth with staff.

How families can support learning

Families are integral in supporting our learners and can continue supporting us through promoting good attendance and maintaining positive communication with our staff. Students who have good attendance (more than 90% of the time) are connected to their peers, can keep up to date with their classes, and have opportunities to find belonging in the school day. Parent communication is crucial to student success, and we want parents to reach out to teachers and the office when they have concerns or questions.

Communication Methods

We will share progress and learning through:

- PAC and Community School monthly meetings
- Learning updates and parent-teacher conferences
- school website and ongoing communication from staff and administration

Strong communication between school and home helps ensure all students feel supported, connected, and successful.



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BRIEFING NOTE

DATE: September 15, 2026
TO: Board of Education
FROM: Jessie Everson, Indigenous Knowledge and Engagement Specialist
Joe Heslip, Associate Superintendent
RE: Indigenous Policy Framework

Purpose

To provide the Education and Policy Committee with a summary of work completed toward the Indigenous Policy Framework.

Background

As part of the District's commitment to Truth and Reconciliation within the Strategic Plan, the Board directed the development of an Indigenous Policy Framework to guide and strengthen this work across the organization. In November 2024, the Board met with district leadership and consultant Ted Cadwallader (System change consultant specializing in Indigenous learning), to discuss the purpose and desired outcomes of the framework. Following this direction, a review of key district documents, including the Strategic Plan, Local Education Agreement (LEA) and Enhancement Agreement (EA) identified a consistent commitment to strengthening relationships with Indigenous Rights Holders and working respectfully within the local territory.

To inform the framework's development, engagement was undertaken with the Indigenous Education Council (IEC), local Hereditary Chiefs, and Indigenous staff members. These conversations focused on identifying the principles, responsibilities, and understandings needed to support the District in being a respectful partner, and guest on this territory. This engagement informed the initial draft of the Indigenous Policy Framework

Upon direction from the Board, from February 2025 onwards, Jessie Everson, Joe Heslip and Lelaina Jules have reached out to K'ómoks First Nation, other local Hereditary chiefs and families to share the draft policy, ask questions and gain insights from varying perspectives. This engagement took place on the land, in community, over tea, and online. All families and leaders agreed that the framework must remain a living document and subject to change as local Rights holders see fit.

Indigenous Policy Framework Artwork

As per the LEA, an Expression of Interest was shared through the communications department at K'ómoks First Nation. Pauline Mitchell's work was chosen as the logo to represent the Indigenous Policy Framework.

Policy Framework Naming

District staff will continue to honour reciprocal relationships with community members and language holders to begin the process of providing an Indigenous name for the framework.

Recommendations

The Policy Framework is intended to guide systemic processes. The **Human Resources** department, therefore, is a recommended starting place. It is through hiring that the likelihood of long-term change is improved. By hiring people who already have characteristics related to the Policy Framework, or are obviously open to learning them, the District will improve capacity for change. Looking at the hiring process and adjusting questions, criteria, and processes is a good starting point.

A second place to start is with all the **senior staff** in the district, including school-based **principals and vice-principals**. As agents of the Board, they are instrumental in implementing Board policies and procedure. Their understanding of the Policy Framework and its intent, and collaboration with implementation will be vital in successfully moving actions forward. Developing on-going strategies for their professional development, particularly interacting with knowledge holders, and expectations for performance related to the Policy Framework should be a priority. Recognizing that these individuals change over time, an on-going process for professional learning and expectations for performance is recommended. As **policies and administrative procedures** are scheduled for review or developed, they should be done through the lens of the draft Policy Framework, continually moving the School District along the path of reconciliation.

This Policy Framework and its implementation is **governance** in nature and is, therefore, the Board of School Trustee's work. The implementation plan should be the work of the senior staff and school-based management teams. The **Indigenous Education team** can be a source of knowledge for the senior staff but, as they are not in a position of responsibility to make systemic change, should be seen as support for, not leaders in this change effort.

Motion

THAT the Education and Policy Committee of School District No. 71 (Comox Valley) recommend the Board of Education approve the Indigenous Policy Framework as presented.

Comox Valley School District Draft Indigenous Policy Framework

The Comox Valley School District is committed to the goal of Truth and Reconciliation with Indigenous peoples. This goal is aligned with the United Nations Declaration on the Rights of Indigenous Peoples, the Calls to Action of Canada's Truth and Reconciliation Commission, and with what we, as a School District, know is needed to serve all our families and students well.

The CVSD seeks to reflect the teachings of this territory and learn to be a good ally and visitor in the lands of the Pentlatch, leeksen, Sathloot, Sasitla, and Xaxe peoples. This begins with our relationship with the land, and by seeing the land as a relative with whom we are in a reciprocal relationship, as are all the human and non-human relatives. The land provides us with all we need to lead a healthy life and, by learning from the people who have been here since time immemorial, we take this step on our reconciliation journey.

This policy framework provides us with a tool to change, learn and relearn how to be on the territory in a different way, a way that reflects the ancestral teachings of this land and meets the needs of a high performing school district. By learning from these ancestral teachings, we will be better able to prepare our children and the generations yet to come to live well in a complex and changing world.

This ancestral knowledge is learned from maintaining and strengthening our relationships with Indigenous peoples, listening in ways that may be new and different than in the past, and seeking guidance when we are unsure. This knowledge, embedded in Indigenous languages, stories, art, history, cultural protocols and the land itself, will allow us to create a vibrant school system that serves our community for years to come.

Understanding that we can't know all things, and be comfortable in not knowing but continually learning, will help us to seek a different path, a path of healing with all our relatives. Comox Valley School District sets out on the path of healing with good heart and with respect. We will:

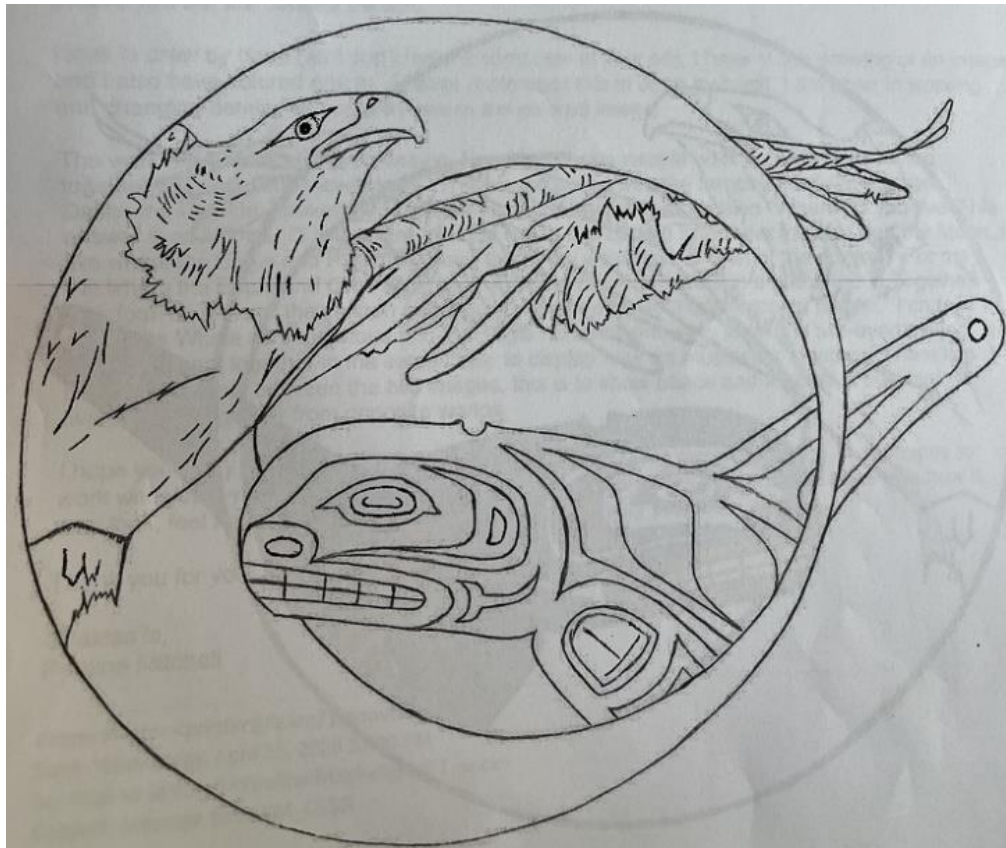
- Work with the guidance of Indigenous knowledge holders to find a path that appropriately reflects ancestral teachings in our planning and day to day operations,
- Continually seek ways to embed these teachings into our organization
- Provide support to our staff and students as we learn how to walk this path with them, and
- Share our learning with others as we gain understanding.

Policy Framework Artwork Logo Artwork

Policy Framework Logo Artwork: **Pauline Mitchell**

Artist's Vision

“The work represents two-eyed seeing, how Indigenous people walk through life weaving together our work and knowledges. This piece started with the famous movie quote from Dance me Outside, spoken by Frank Fencepost answering a question “Where do you live?” his answer is as follows. “I live where the Sun meets the Land, I live under the Sun and the Moon, I live where the Eagle and Raven fly free,” this is my west cost version of the answer. For me I live where the Eagle and Orca are free, the circles represent the sun and the moon, together they represent the salmon egg, circle of life integral to the Westcoast people. I choose to create the Whale as Indigenous and the Eagle non-Indigenous to show the two-eyed seeing and wove them together in the same circle to display how we must work together. There is a prominent feather between the two images, this is to show peace and friendship between the two, working together from opposite worlds.”

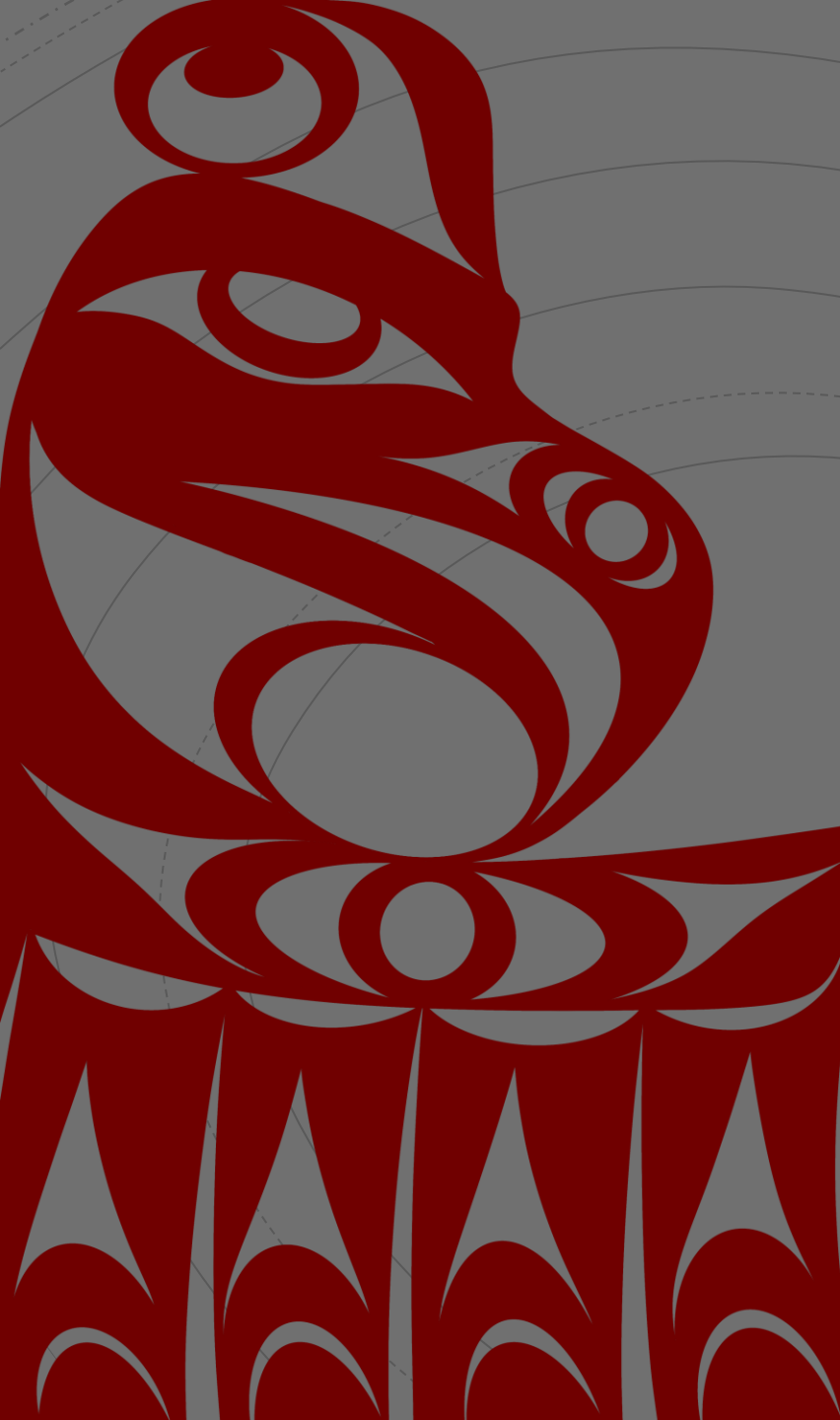






SD71 Policy Framework Guiding Questions

1. Would you like to have a read through the policy Framework, or would you like me to explain what has been done so far?
2. What are your thoughts on this as a (Tribe) Hereditary leader/Knowledge keeper?
3. Do you feel that this policy framework is a good guiding document to be in good relationship with the (Tribe) and the rest of the community?
4. Is there another person that you would suggest for me to connect with from your family or Tribe to talk to about the SD71 Policy Framework?
5. If there was a name given to the Policy Framework in one of our Nations' languages (Pentl'ach, Ayajusam, or Kwak'wala), which language would you suggest? If possible, is there a word that you would like to suggest for the Policy Framework?
6. This is a working document, so if you ever have further input in the future that will always be possible.

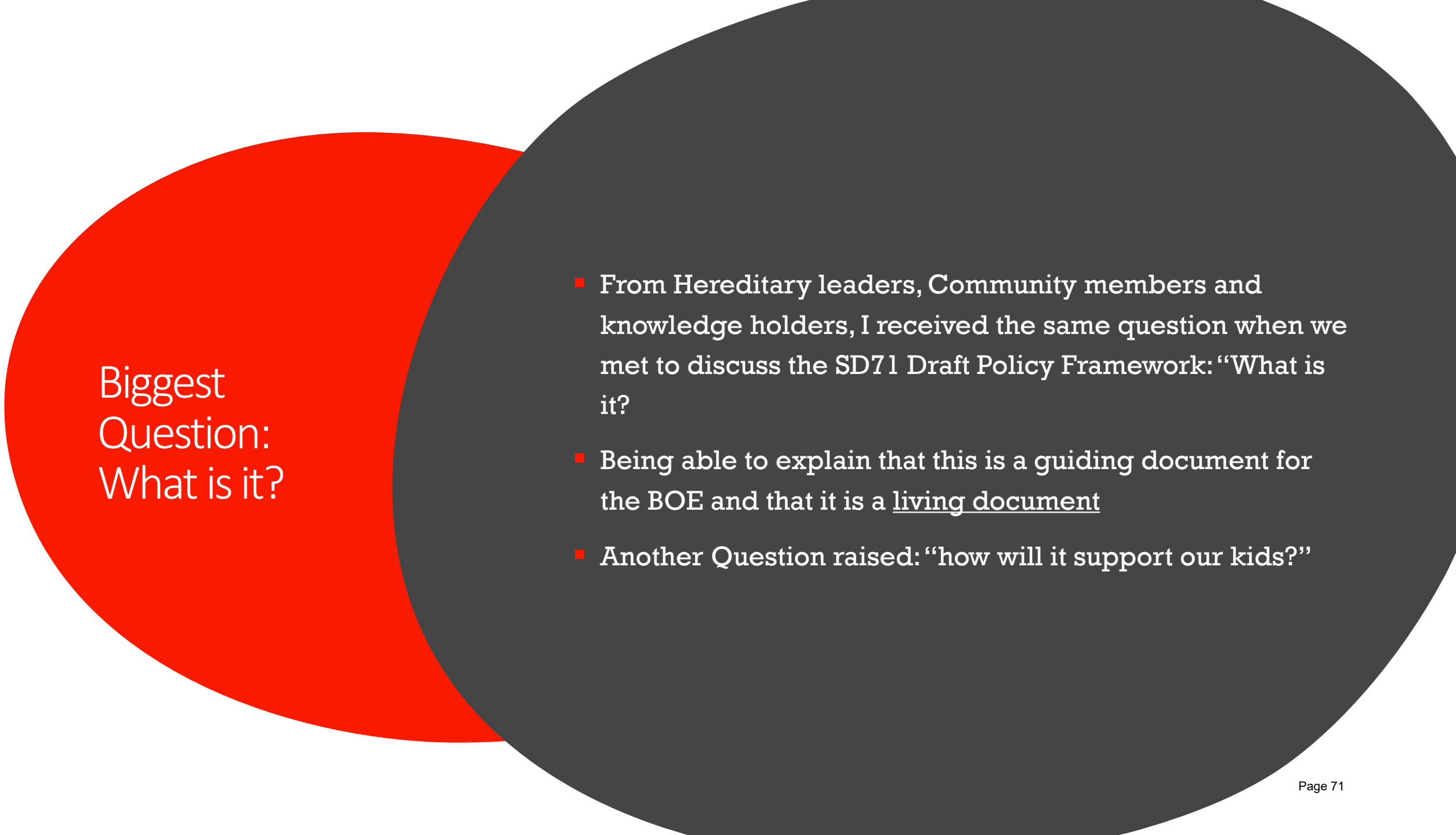


Work on Behalf of the Board of Education: Policy Framework

Indigenous Engagement and Knowledge Specialist –
Kwa'kwaxolas

Jessie Everson

Artwork by
Jessie Everson



Biggest Question: What is it?

- From Hereditary leaders, Community members and knowledge holders, I received the same question when we met to discuss the SD71 Draft Policy Framework: “What is it?”
- Being able to explain that this is a guiding document for the BOE and that it is a living document
- Another Question raised: “how will it support our kids?”

What the work has looked like?

With K'omoks Community

- Community Engagement with Hereditary leaders and Knowledge Holders of the pentl'ach, Sathloot, Sasitla and E'iksan
- Strong and unique perspectives and identities
- Home visits and handshakes for sharing
- Not rushing the important work

With the Board of Education

- Discussion about identity
- Advocation for our ancestral territory and ways of being to be respected in a good way
- Reporting on the work being done of their behalf

Two-Eyed Seeing

By Pauline Mitchell

“The work represents two-eyed seeing, how Indigenous people walk through life weaving together our work and knowledges. This piece started with the famous movie quote from Dance me Outside, spoken by Frank Fencepost answering a question “Where do you live?” his answer is as follows. “I live where the Sun meets the Land, I live under the Sun and the Moon, I live where the Eagle and Raven fly free,” this is my west coast version of the answer. For me I live where the Eagle and Orca are free, the circles represent the sun and the moon, together they represent the salmon egg, circle of life integral to the Westcoast people. I choose to create the Whale as Indigenous and the Eagle non-Indigenous to show the two-eyed seeing and wove them together in the same circle to display how we must work together. There is a prominent feather between the two images, this is to show peace and friendship between the two, working together from opposite worlds.”



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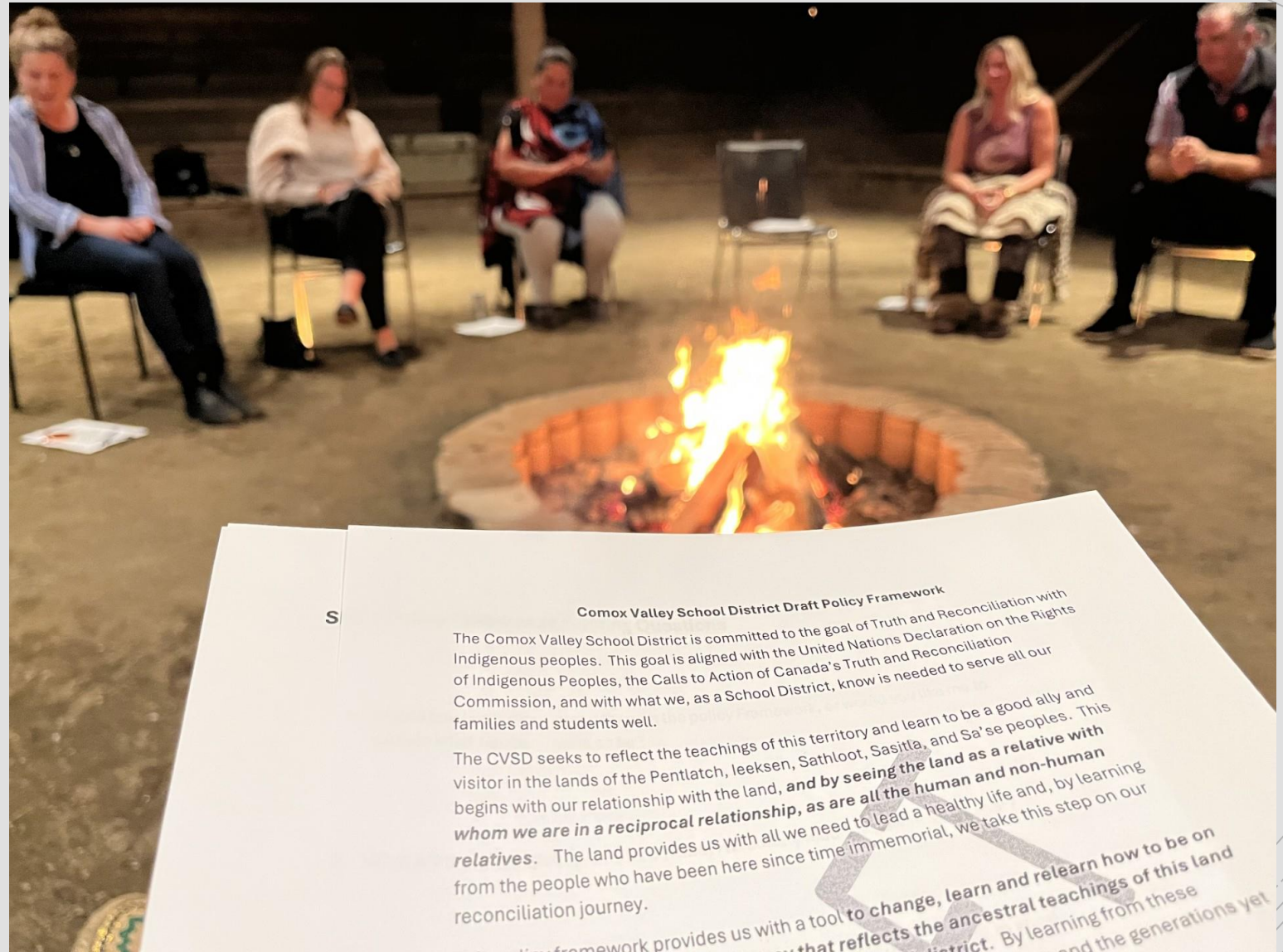


Photo Credit: Associate Superintendent Joe Heslip

- This work will always be ongoing. It will never simply end
- It's a step to better the relationship with K'omoks First Nation
- Ask yourself, "How can I better my relationship and connection with K'omoks?"



BRIEFING NOTE

DATE: September 15, 2026
TO: Board of Education
FROM: Joe Heslip, Associate Superintendent
RE: Enhancing Student Learning Report (ESLR)

Purpose

To provide the Education and Policy Committee with a high-level overview of key strengths, areas for growth, monitoring and adjustment processes, and alignment to the Board's Strategic Plan emerging from year 2 of the District's 2024-2029 Strategic Plan for Education.

Strengths

- Grade 4 & 7 Literacy results improved across several student groups, reversing a concerning five-year decline.
- Grade 10 numeracy proficiency rates for both all students and Indigenous learners increasing and exceeding provincial averages.
- Grade 7 numeracy results remain above provincial averages.
- Indigenous 5-year completion rates have increased steadily over four years and now exceed provincial averages.
- Positive responses regarding caring adults at school increased across nearly all student groups. Students with disabilities and diverse abilities reported stronger connections with caring adults than most other cohorts.
- Indigenous Rights Holders continue to directly inform district priorities through initiatives such as the Equity Scan and Indigenous learner success strategies.

Areas for Growth

- Despite overall improvements, significant achievement gaps persist between Indigenous learners, students with disabilities/diverse abilities, and all resident students in literacy and numeracy outcomes.
- Grade 4 literacy for All resident students is below provincial averages.
- Numeracy continues to be an area of concern across multiple grades.
- Indigenous Students, particularly those living on reserve, report declining perceptions of belonging, feeling welcome, and having caring adults at school.
- Students with disabilities and diverse abilities also report lower levels of belonging when compared to their peers.
- Graduation outcomes remain below provincial averages overall, with notable equity gaps for priority learners.
- Immediate transitions to post-secondary education have declined over the past five years and remain below provincial averages for most student groups.

Monitoring and Adjusting

The district has strengthened its continuous improvement processes through data review, school growth planning, and strategic monitoring structures. Key monitoring practices include:

- Review of ESLR outcomes and school growth plans using quantitative and qualitative evidence.
- Multi-year Equity Scan of Indigenous student experiences and outcomes.
- Regular review of Ministry and district Power BI dashboards to monitor achievement, engagement, attendance, and equity indicators.
- Ongoing review through learning and Connecting meetings, Strategic Leadership Advisory Meetings, School Growth team processes.
- Monitoring results inform resource allocation, professional learning priorities, staffing decisions, and adjustments to district initiatives. Current adaptations include expansion of Indigenous learner supports, strengthened equity-focused planning, and increased leadership development focused on evidence-informed school improvement.

Strategic Alignment

The ESLR report articulates the alignment with the District Strategic Plan commitment to creating inclusive, holistic, and personalized learning environments that enhance students' development of the Core Competencies over time. Key alignment actions include:

- Requiring all School Growth Plans to align directly with Core Competency development.
- Integrating monitoring and evidence cycles into school planning processes.
- Aligning district resources, leadership development, Indigenous Education initiatives, and staff inquiry funding with identified learning priorities.
- Embedding Strategic Plan Design Principles within district and school growth plans.

Comox Valley

SD071

Enhancing Student Learning Report September 2026

In Review of Year 2 of Strategic Plan for Education, 2024-2029

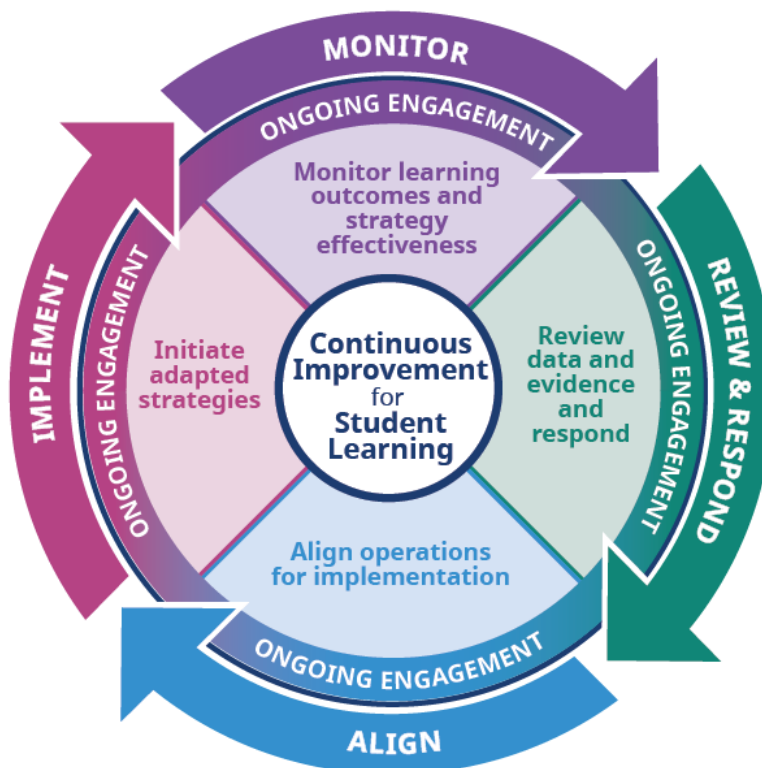
Approved by Board on XXXX, 2026

Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

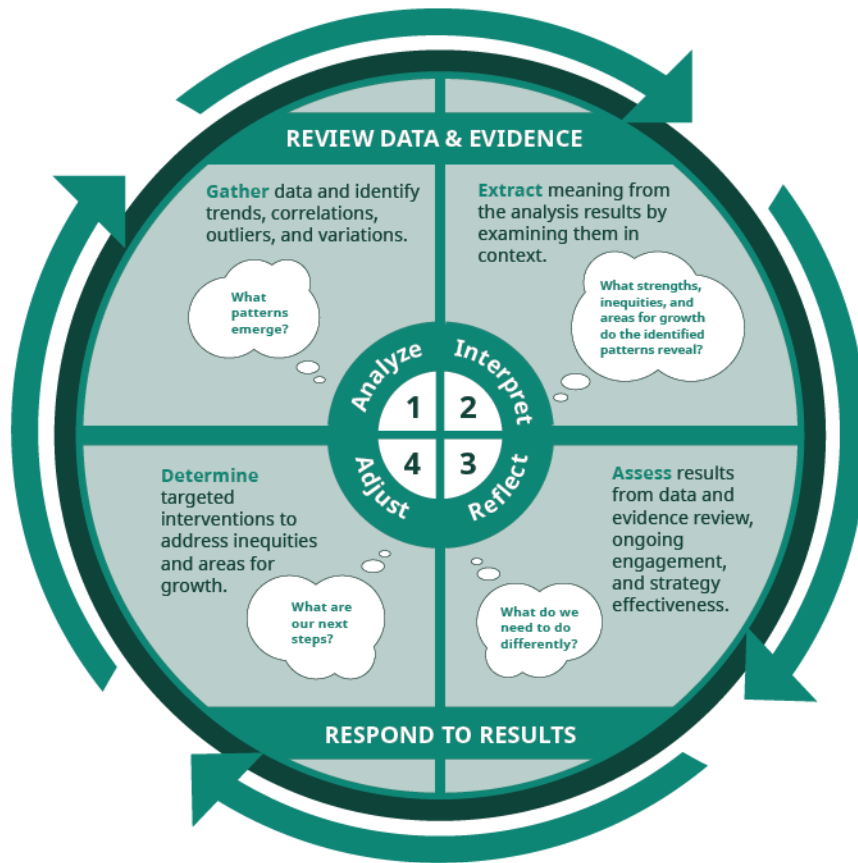
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle:**



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga’a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

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Review Data and Evidence



Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
 1. **Analysis** (What patterns emerge?)
 2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

Intellectual Development

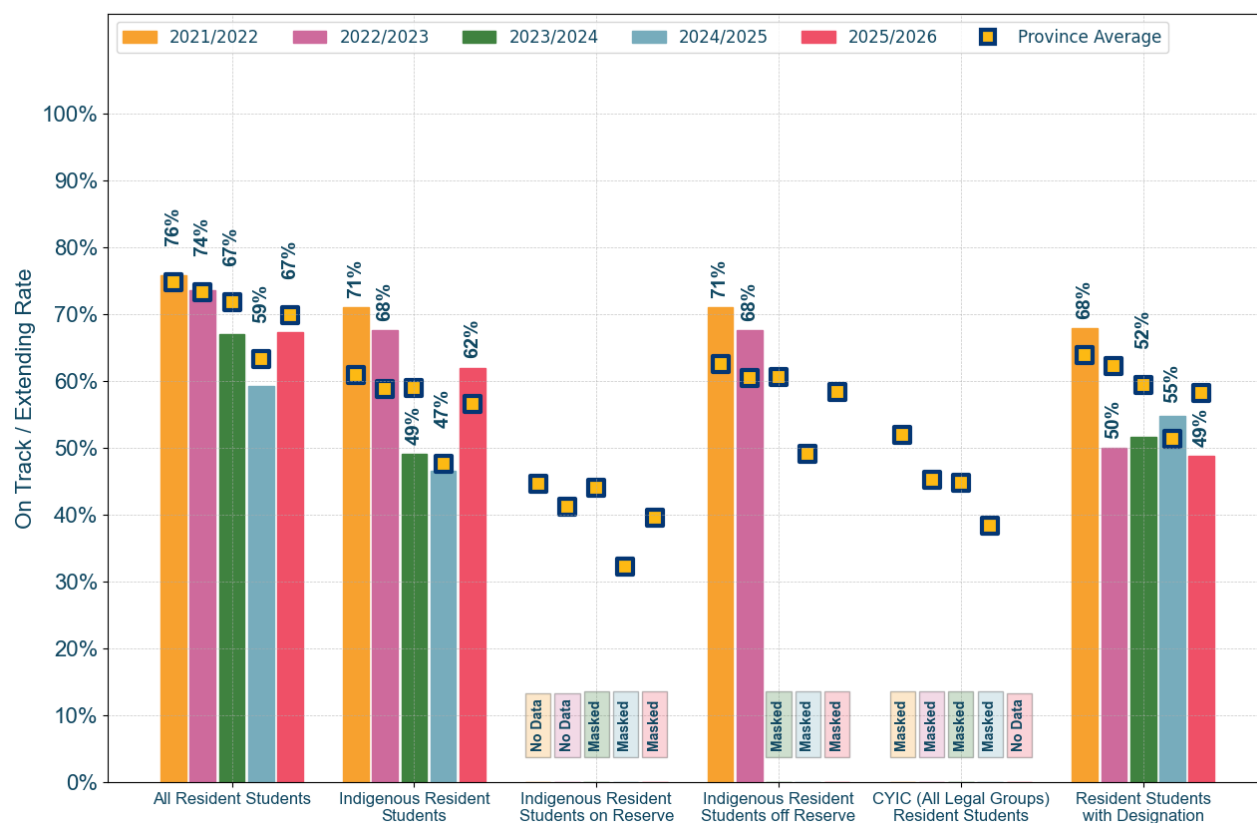
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	745 79%	742 79%	822 75%	817 83%	835 81%
Indigenous Resident Students	160 76%	160 69%	151 73%	138 73%	171 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	50 56%	42 48%	62 50%	82 65%	75 55%

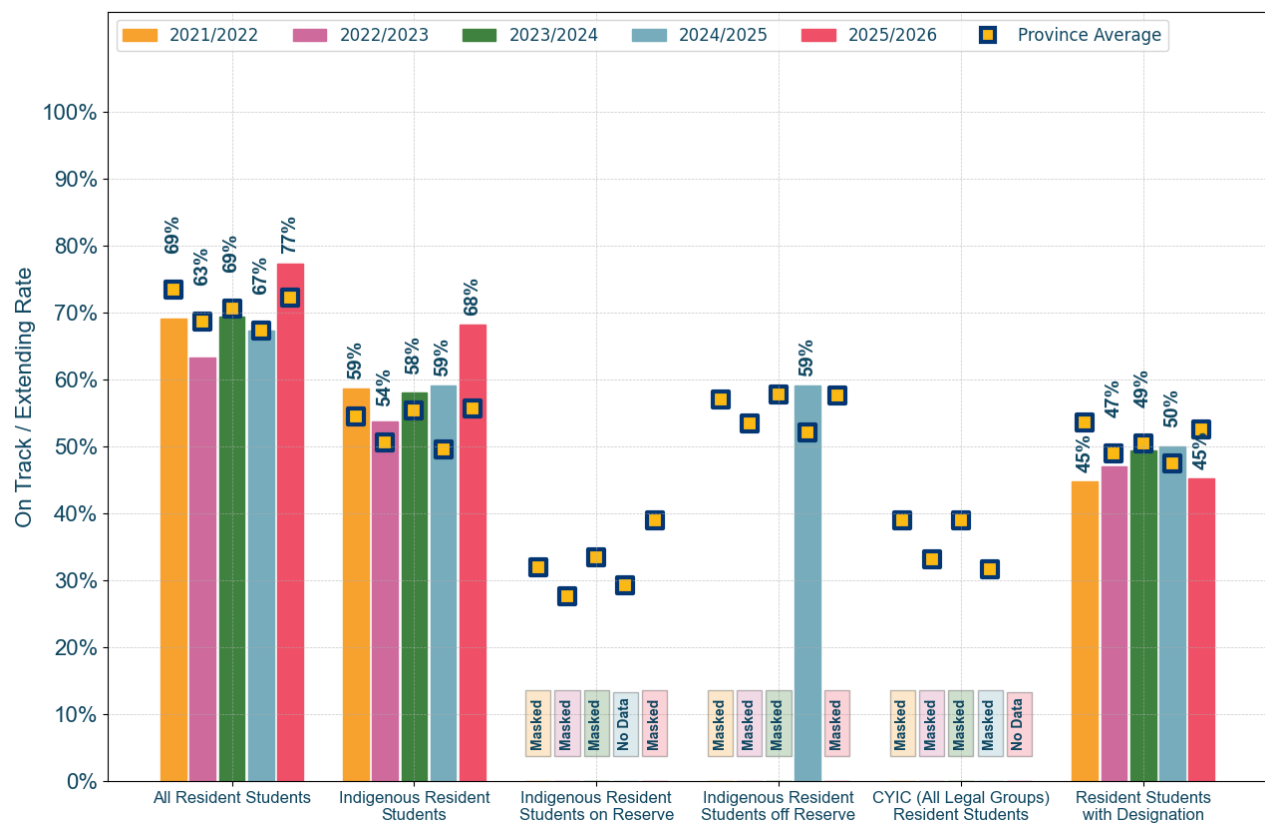
Grade 4 FSA Literacy - On Track / Extending Rate Comox Valley



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	724 77%	765 77%	790 83%	777 82%	829 85%
Indigenous Resident Students	158 77%	175 75%	160 78%	156 74%	165 80%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	0	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	156 74%	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	117 65%	122 56%	133 68%	111 58%	103 60%

Grade 7 FSA Literacy - On Track / Extending Rate Comox Valley

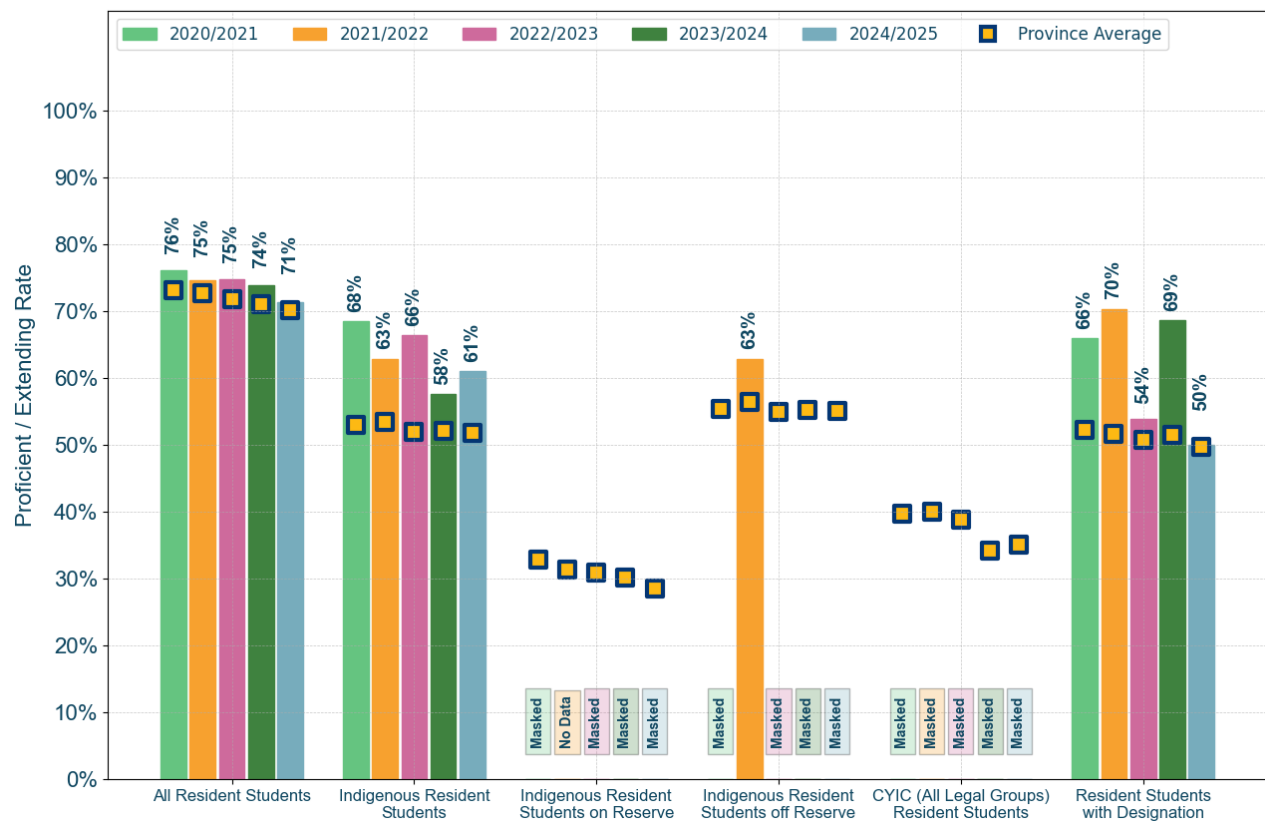


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	671 75%	745 73%	758 82%	792 83%	828 80%
Indigenous Resident Students	115 71%	158 68%	168 71%	167 72%	180 69%
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	158 68%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	87 66%	115 58%	124 73%	109 65%	136 63%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Comox Valley



Analysis and Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

1. Key context:

- Due to small population sizes, provincial assessment results for Indigenous resident students on reserve and for CYIC Resident Students have been masked to maintain student privacy. Indigenous On-reserve masked data varies significantly due to very small cohort sizes.
- Although achievement results are improving for many students, district analysis of publicly masked data indicates ongoing opportunity and achievement gaps for Indigenous learners and Students with Designations.
- Participation Rates: SD71 maintains high participation rates. However, Resident Students with Designations have persistently lower participation rates.
- Navigate NIDES POLS data influences district achievement data results.
- CYIC data are not available for the 2025/2026 school year.

2. What new information emerged when comparing the provincial data with relevant local data?

- Grade 4 All resident students achieve slightly lower results on report card data when compared with FSA data. Indigenous resident students and resident students with designation report card data is significantly lower than FSA results. This gap warrants further investigation.
- Grade 7 Resident Indigenous students and All resident students' report card data is slightly higher than FSA data, while Resident students with designation was nearly perfectly aligned.
- A comparison of All resident student and Resident Indigenous student report card data with grade 10 graduation assessment may indicate inconsistencies in assessment results, as report card data is significantly higher than the literacy assessment.

3. What strengths were identified?

- Our internal review of masked data indicates that the Grade 4 and 7 FSA literacy results for Indigenous Resident Students on Reserve are much higher than the provincial average.
- This year's data indicates higher results for most of the student population and multiple priority populations. This is a promising sign after a 5-year decline in performance from multiple demographics.

- The Grade 4 and 7 FSA literacy results for All Resident Students have improved slightly when compared with last year's cohort, and results in Grade 7 are higher than the provincial average.
- Indigenous Resident Students, Indigenous Resident Students Off Reserve, and Children and Youth in Care achieved higher than provincial averages in the Grade 10 Graduation Literacy Assessment in 2024-2025.

4. What areas for growth were identified:

- **For All Resident Students**
 - Although literacy results for all students on the Grade 4 FSA this year are higher than previous years, they are lower than the provincial average. Additionally, local assessment data indicates the need for continued focus on early literacy learning in the primary years.
- **For Indigenous learners**
 - Persistent equity gaps continue for Indigenous Resident Students off Reserve when compared to All Resident Students.
- **For children and youth in care?**
 - CYIC data is not available for the 2025/26 school year.
- **For students with disabilities or diverse abilities?**
 - Grade 4 and 7 results for resident students with designations have been below provincial averages in three of the past five years.
 - There is a considerable year over year decline in Grade 10 Graduation Assessment proficiency.

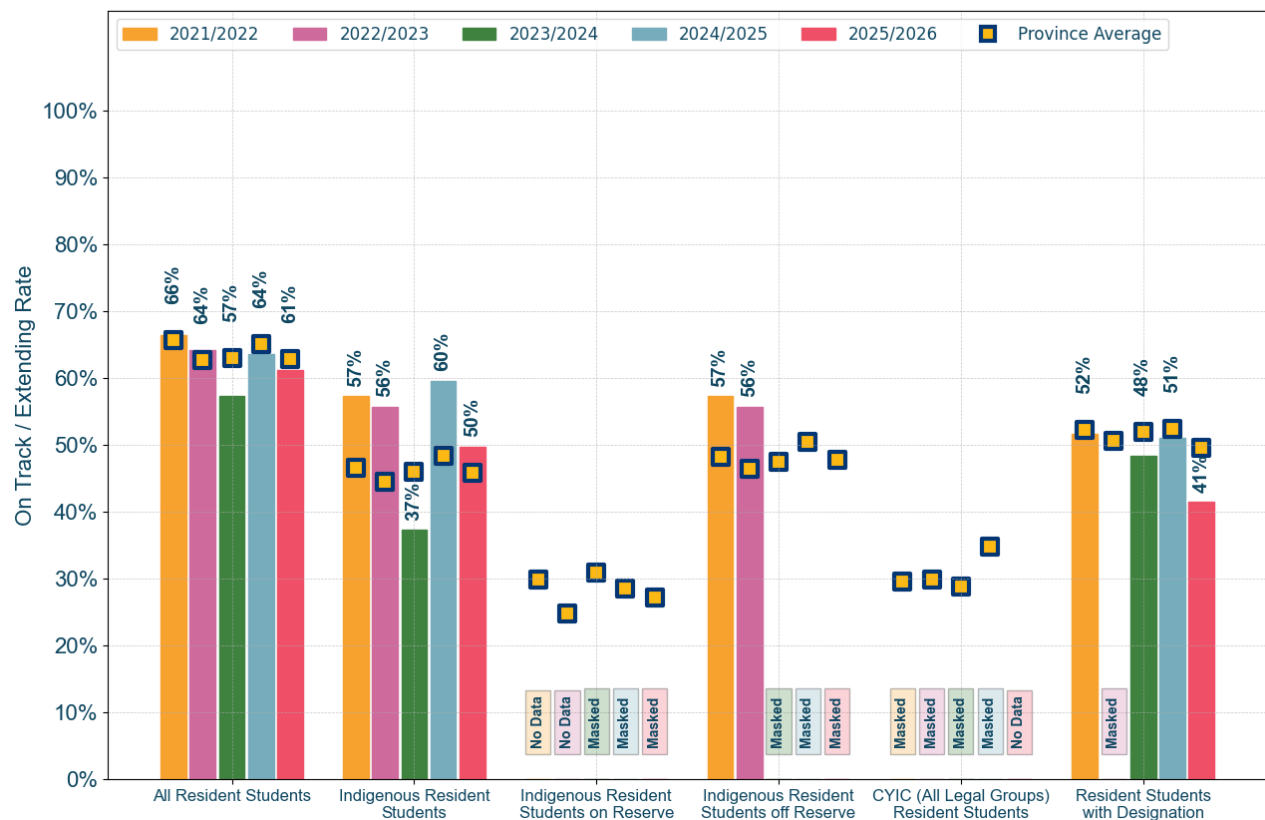
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	745 79%	742 79%	822 75%	817 82%	835 82%
Indigenous Resident Students	160 78%	160 71%	151 73%	138 72%	171 79%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	50 62%	42 50%	62 50%	82 62%	75 55%

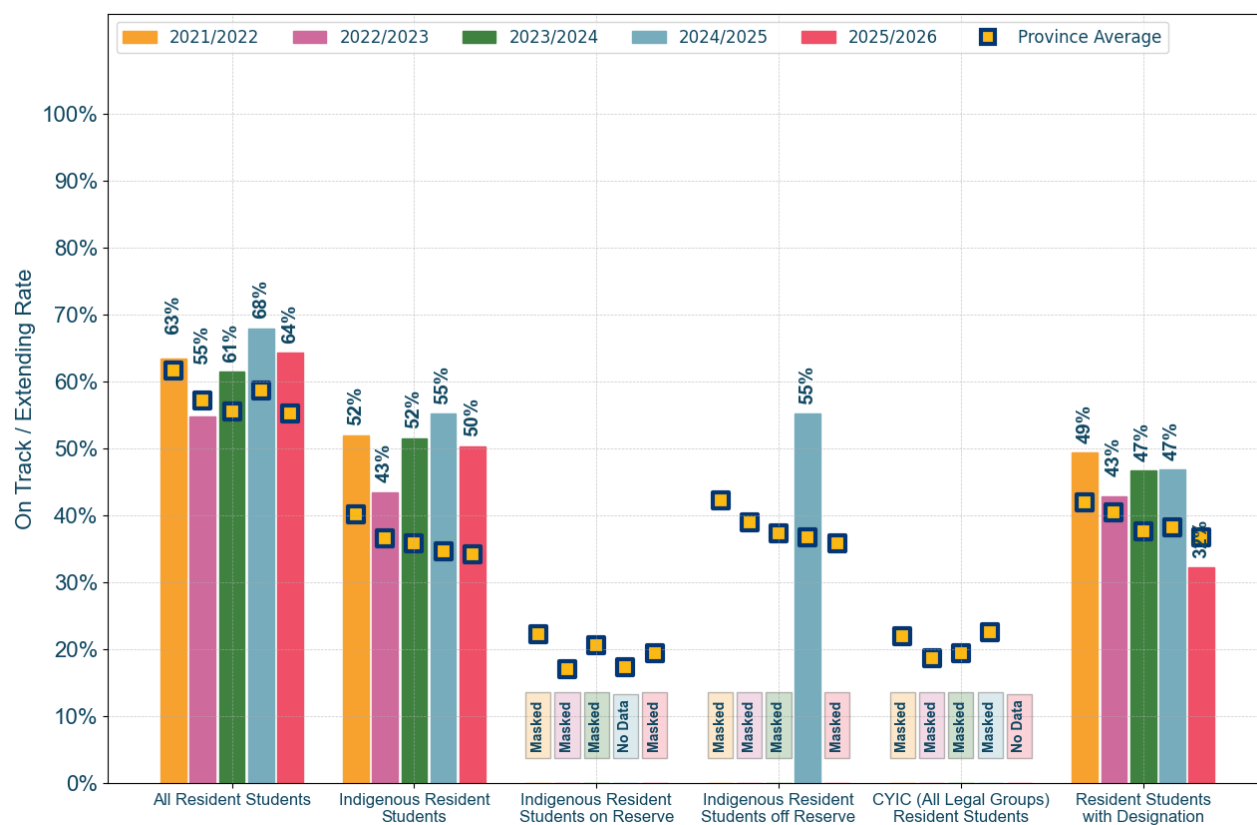
Grade 4 FSA Numeracy - On Track / Extending Rate Comox Valley



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	724 78%	765 78%	790 84%	777 82%	829 86%
Indigenous Resident Students	158 79%	175 79%	160 80%	156 73%	165 82%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	0	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	156 73%	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	117 68%	122 57%	133 69%	111 58%	103 60%

Grade 7 FSA Numeracy - On Track / Extending Rate Comox Valley

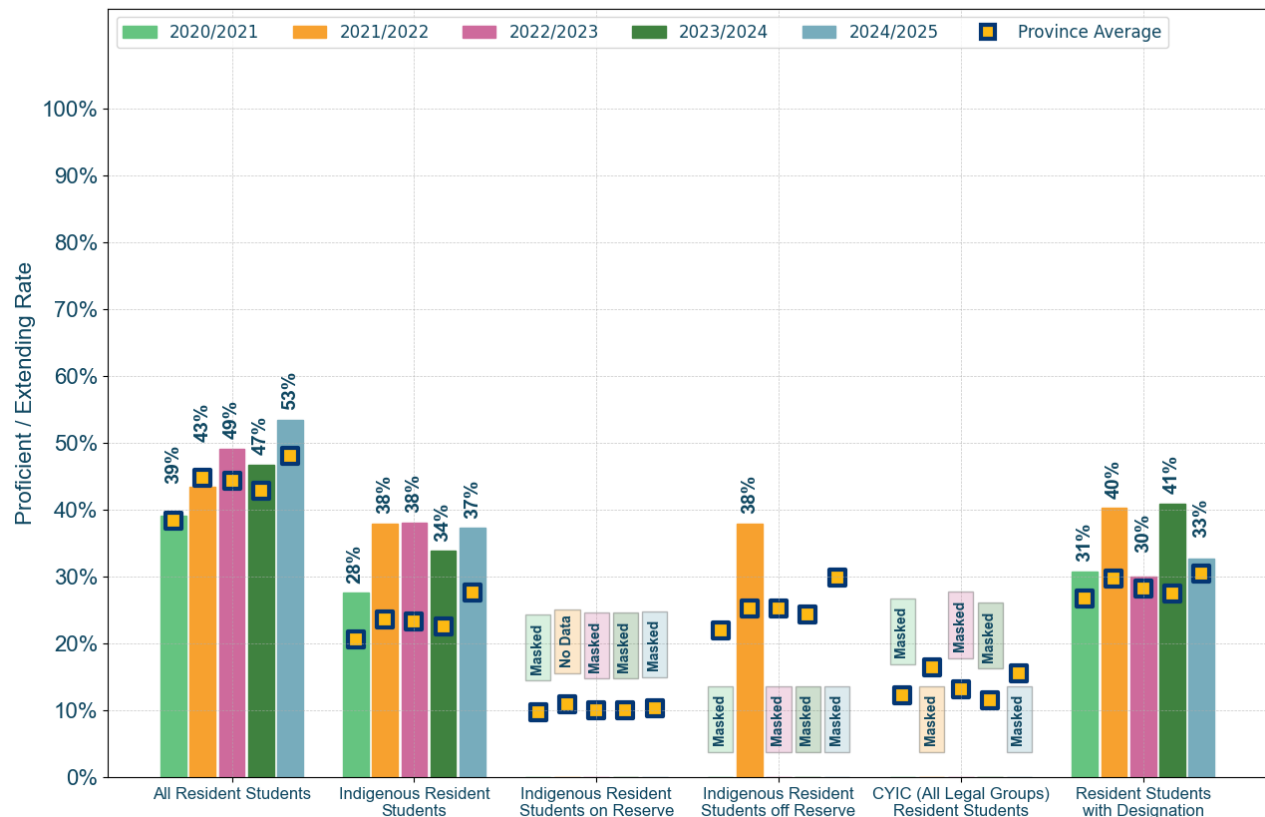


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	676 73%	748 73%	753 81%	791 80%	830 79%
Indigenous Resident Students	118 68%	159 72%	165 68%	167 70%	182 68%
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	159 72%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	87 67%	117 58%	124 69%	109 59%	136 65%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Comox Valley

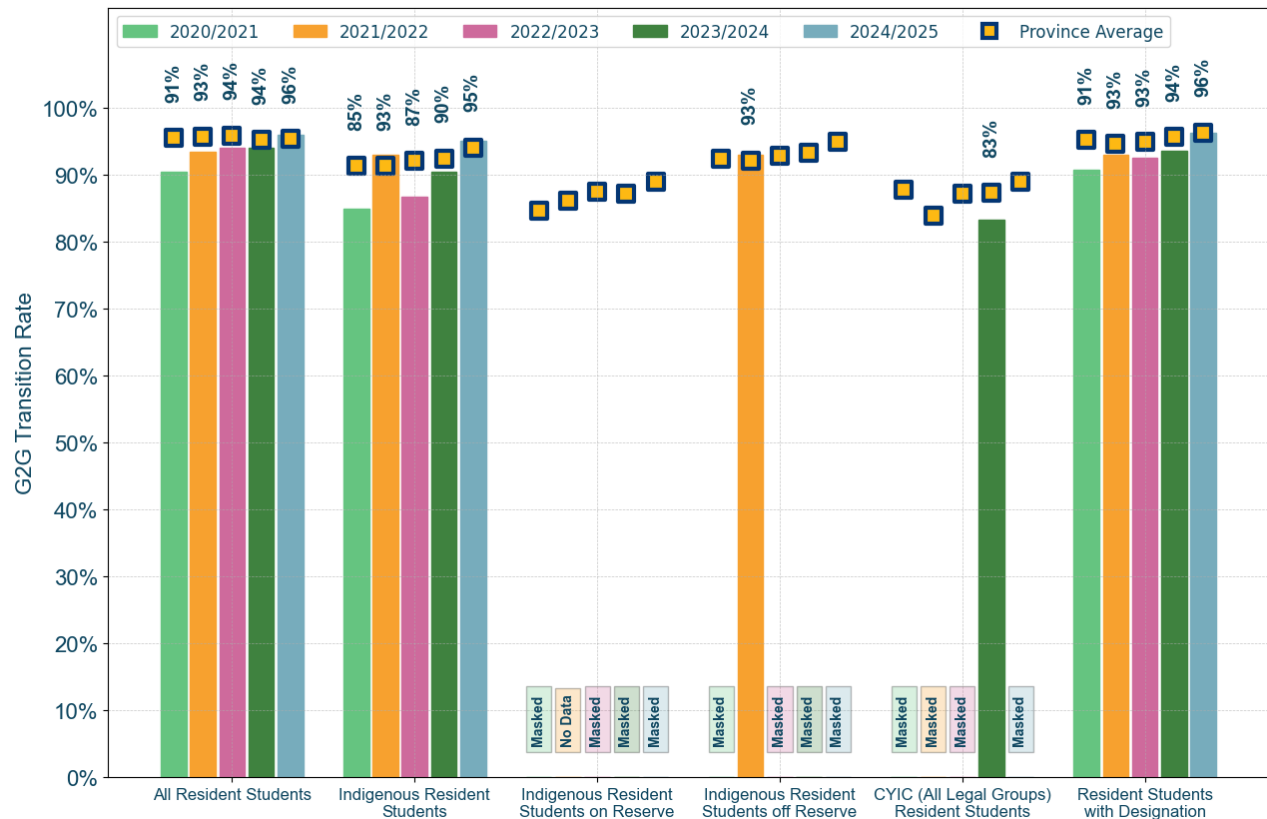


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	685	749	752	792	838
Indigenous Resident Students	120	157	166	168	182
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	157	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	12	Masked
Resident Students with Designation	87	115	122	110	137

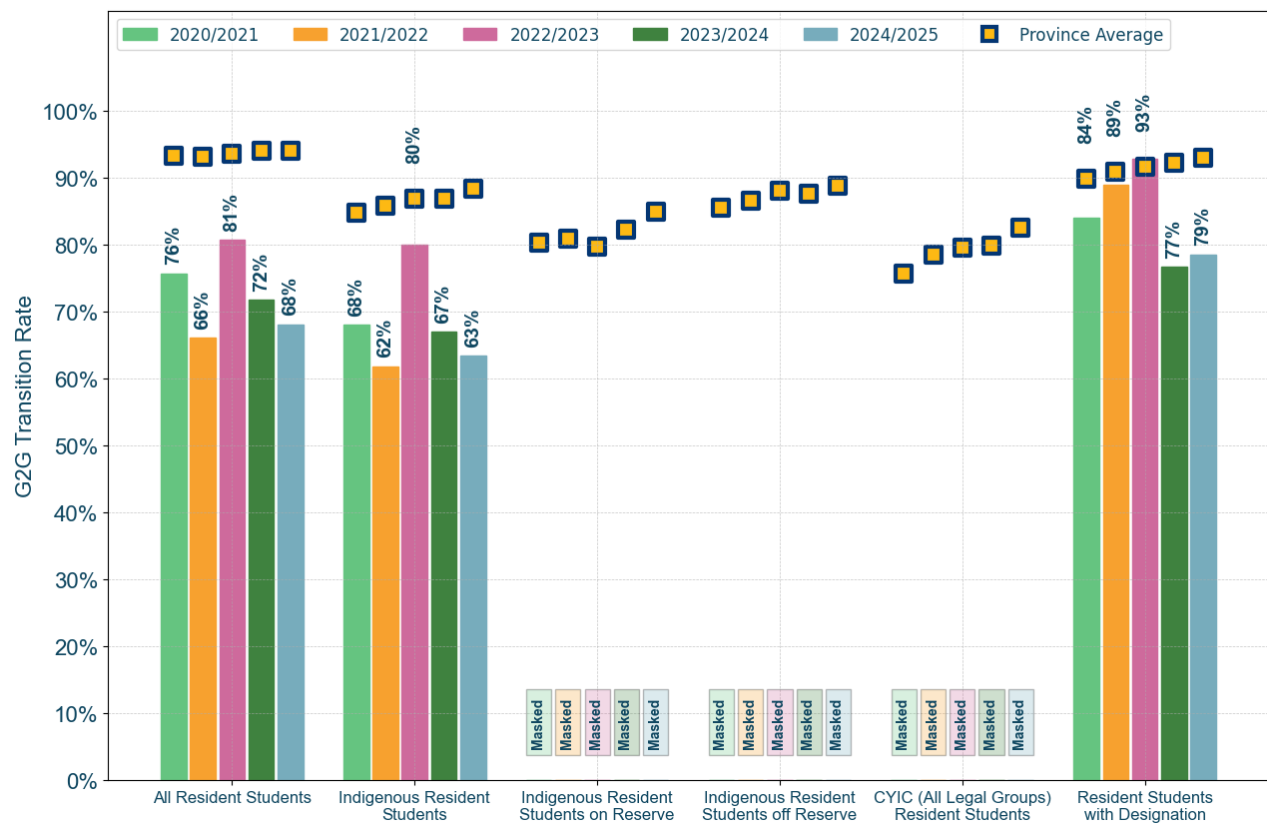
Grade 10 to 11 Transition Rate Comox Valley



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	792	1001	826	939	1286
Indigenous Resident Students	150	173	165	191	268
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	94	100	113	133	154

Grade 11 to 12 Transition Rate Comox Valley



Analysis and Interpretation:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

1. Key context:

- Due to small population sizes, provincial assessment results for Indigenous resident students on reserve and for CYIC Resident Students have been masked to maintain student privacy. Indigenous On-reserve masked data varies significantly due to very small cohort sizes.
- Although achievement results are improving for many students, district analysis of publicly masked data indicates ongoing opportunity and achievement gaps for Indigenous learners and Students with Designations.
- Participation Rates: SD71 maintains high participation rates. However, Resident Students with Designations have persistently lower participation rates.
- Navigate NIDES POLS data influences district achievement data results.
- CYIC data are not available for the 2025/2026 school year re: FSA results

2. What new information emerged when comparing the provincial data with relevant local data?

- Grade 4 All resident students achieve slightly higher results on report card data when compared with FSA data, while Resident Indigenous student and Resident students with designation report card data is on par with FSA results.
- Provincial and anecdotal local data highlight a trend of low numeracy achievement across multiple grade levels for All resident students and priority populations.
- Indigenous resident students' grade 11 to 12 transition rate data is lower than All resident students for four of the past five years. This triangulates with Equity Scan data highlighting a persistent equity of outcomes.
- A comparison of All resident student, Resident Indigenous student and Resident student with designation report card data with grade 10 graduation assessment may indicate inconsistencies in assessment practice, as report card data is significantly higher than the numeracy assessment data. This warrants further investigation.

3. What strengths were identified?

- Grade 10 proficiency rates for All resident students and Indigenous students is increasing and above provincial averages.
- Masked Indigenous resident students on reserve proficiency rates are much higher than provincial averages in two of the last three years.

- All resident students grade 7 data are trending upward, well above the provincial averages.

4. What areas for growth were identified:

- **For all students?**
 - There is a concerning persistent drop in transition rates for all students between the grade 10 to 11 data set and the grade 11 to 12 data set.
- **For Indigenous learners?**
 - While Indigenous students continue to make gains in numeracy achievement over the past five years, there remains a persistent equity gap when compared with non-Indigenous learners.
 - In the 2024/2025 school year, transition rate equity gap between Indigenous resident students and All resident students widened between grades 10 and 11, and the grade 11 and 12
- **For children and youth in care?**
 - While masked data indicates much higher numeracy proficiency than provincial averages, there is a concerning equity gap between this priority population and other cohorts.
 - There is an equity gap in transition rates in grades 10 to 11 when compared with other cohorts.
- **For students with disabilities or diverse abilities?**
 - The grade 4 and 7 FSA results for Resident students with designation are trending downward and are below the provincial averages this year.
 - While transition rates climbed year over year, they are below provincial averages.

Human and Social Development

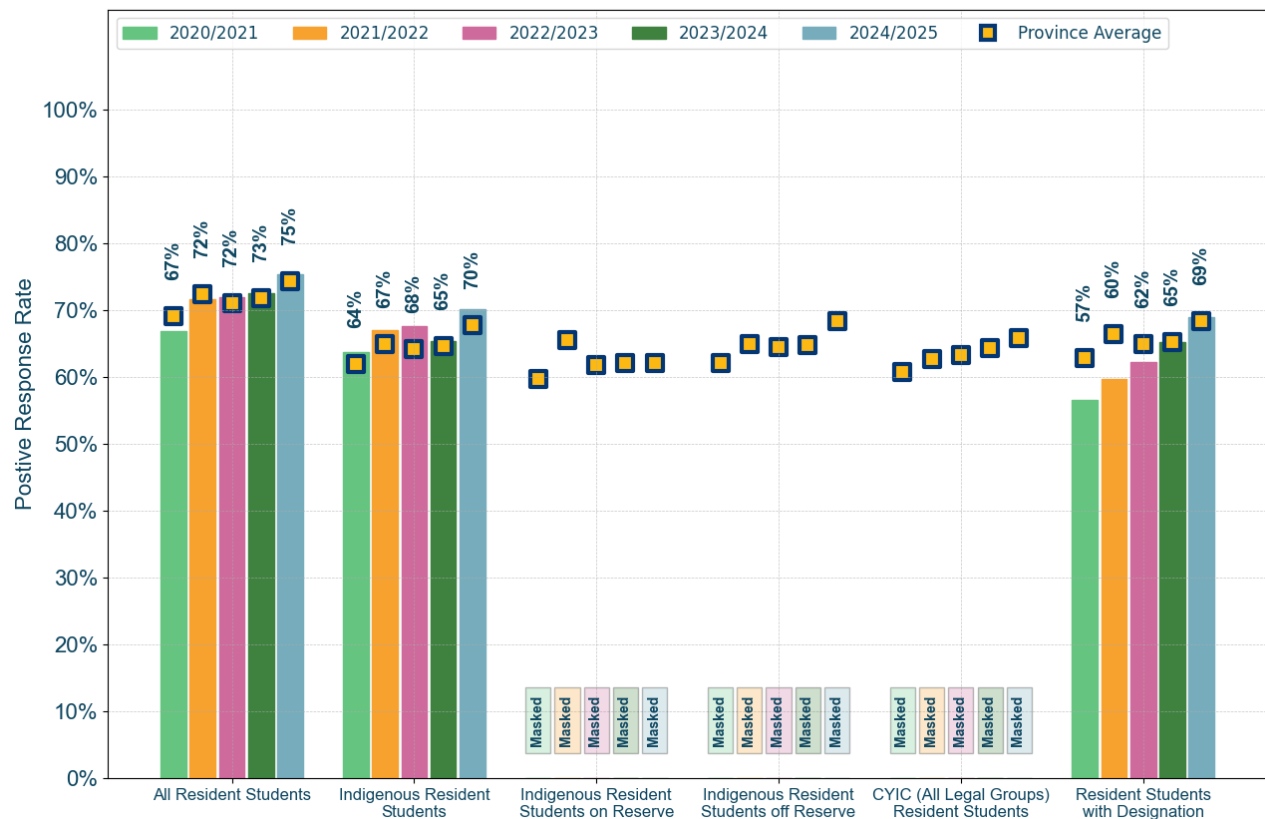
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

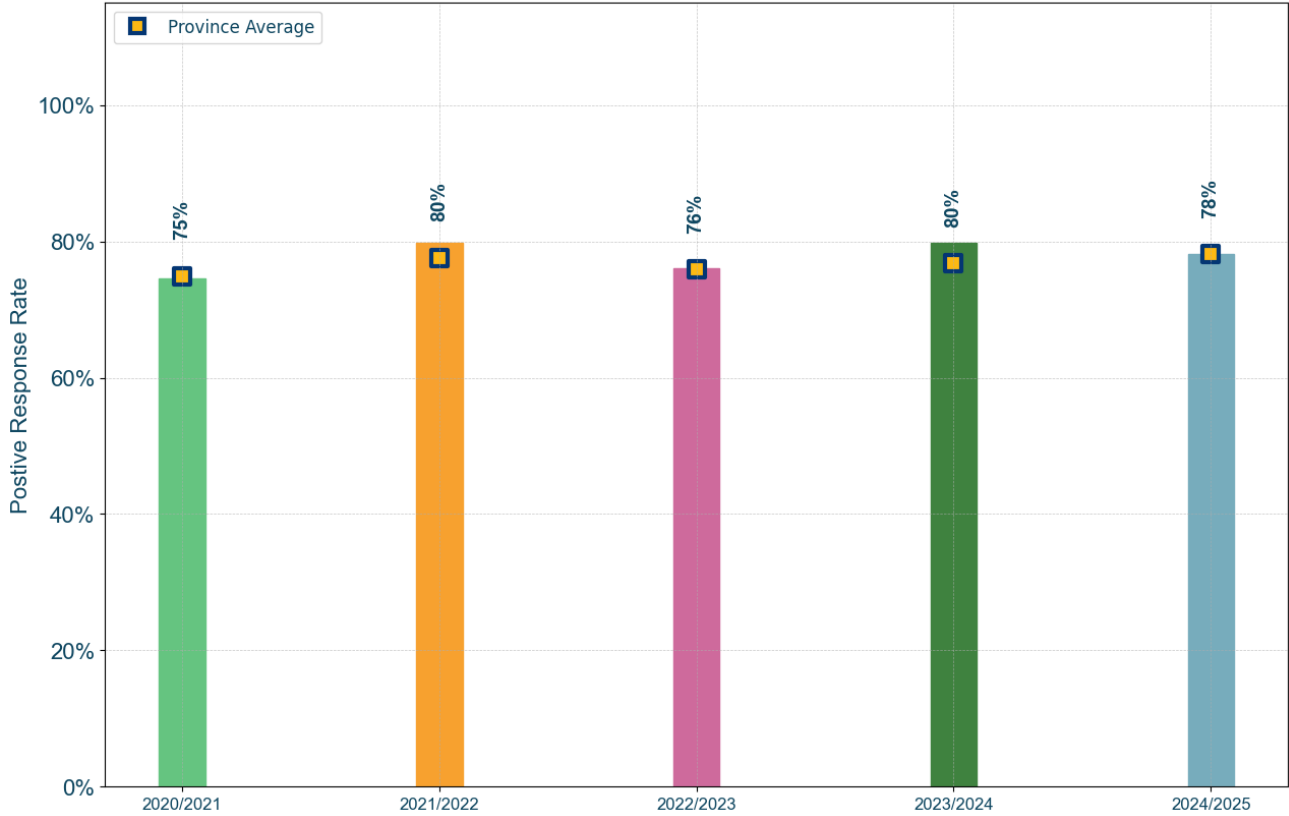
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1755 78%	1851 78%	1913 79%	2030 72%	2030 76%
Indigenous Resident Students	358 71%	415 73%	431 72%	409 66%	396 66%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	20 60%	23 48%	Masked	24 54%	22 45%
Resident Students with Designation	208 63%	244 66%	249 65%	260 59%	283 58%

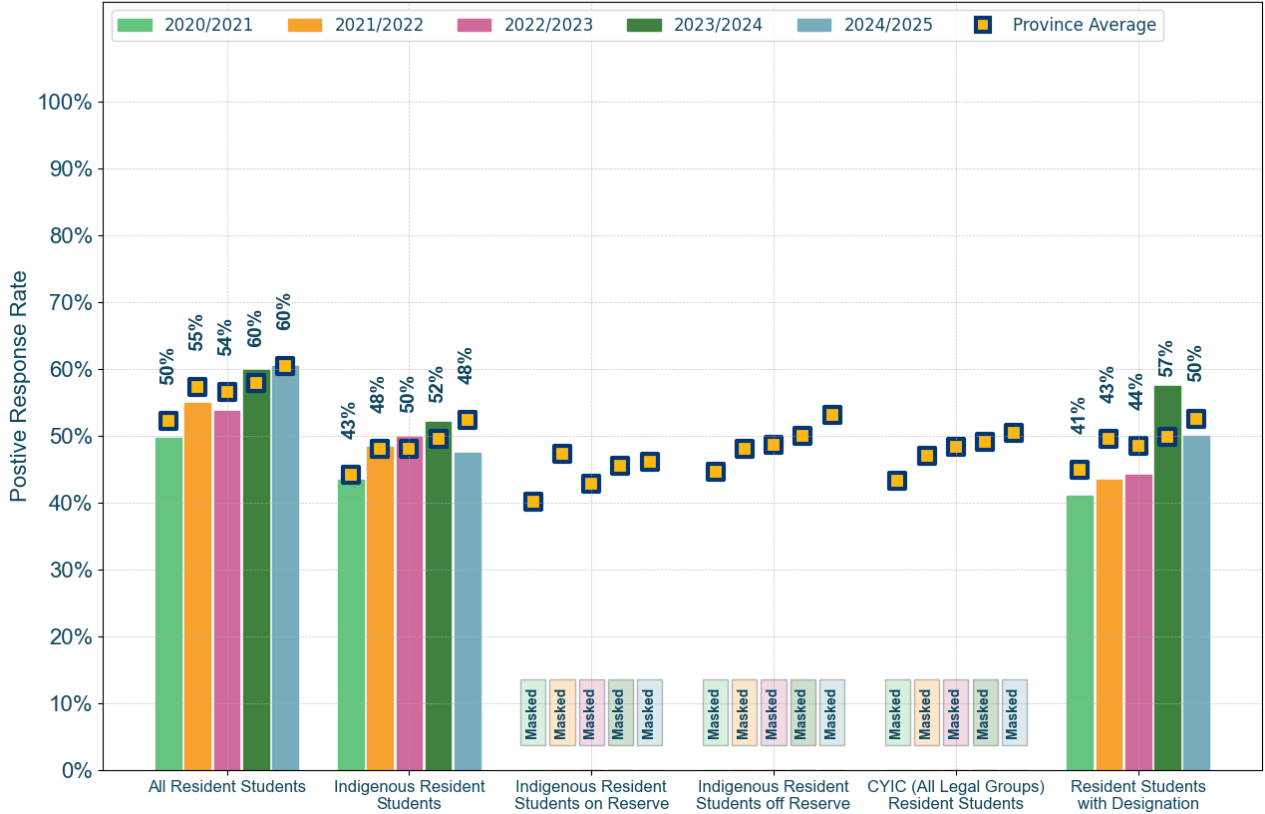
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Comox Valley



Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Comox Valley

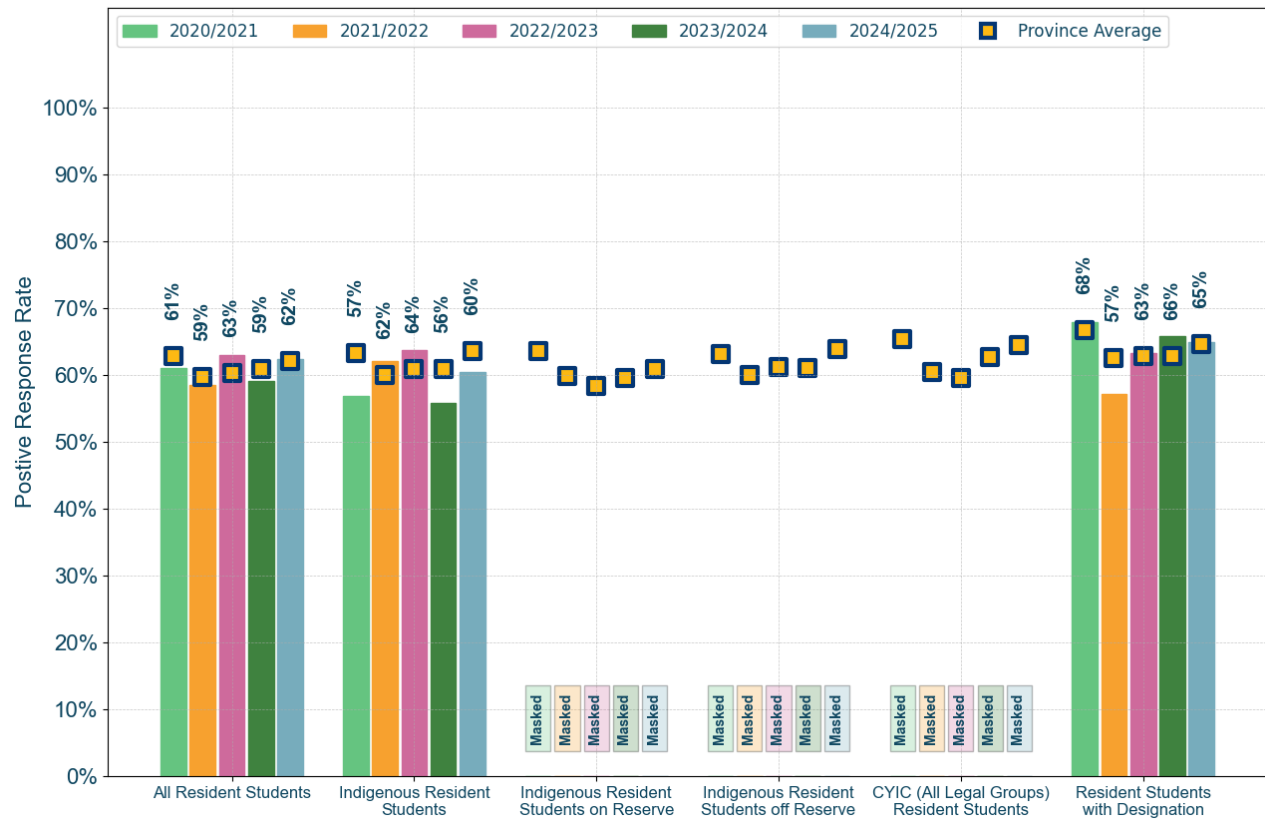


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Comox Valley



Measure 3.2: Students Feel that Adults Care About Them at School

2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10 Comox Valley



Analysis and Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

1. Key context:

- Participation Rates: SD71 maintains high participation rates. However, Indigenous resident off reserve, CYIC, and Resident students with designation have lower participation rates year over year.
- Due to small population sizes, provincial assessment results for Indigenous resident students on reserve have been masked to maintain student privacy. Indigenous
- Navigate NIDES POLS data influences district achievement data results.

2. What new information emerged when comparing the provincial data with relevant local data?

- All resident students and priority population (except for Indigenous resident on reserve) responses to “Feeling Welcome” trend upward over the past three years with All resident student responses reporting the highest. When triangulated with attendance data, it is noteworthy that all priority populations’ school absence rates track higher than All resident students, with Indigenous resident students on-reserve data indicating the highest absenteeism rates. The correlation between feeling welcome and absenteeism warrants further investigation.
- Indigenous Resident Students and Indigenous resident students on-reserve “Sense of Belonging” positive responses have dropped year over year while All resident student data rose. This gap mirrors the qualitative and quantitative data found within the final report of the Equity Scan. [Equity-In-Action-Final-Report.pdf](#)
- While there has been incremental gains over the past five years, All resident student data is slightly below the provincial average in all four SLS questions for grades 4, 7, & 10. This correlates with qualitative data shared through the district’s student voice committee, articulating their desire for a more personalized and caring learning environment.

3. What strengths were identified?

- Resident students with Designation in grades 4,7, and 10 reported having “2 or more Adults Care” higher than All resident students and nearly all other priority populations. This data suggests that Inclusive Education staff support is appreciated by students.

- Masked data indicates that over the past four years there has been a steady upward trend of CYIC resident students reporting that they “Feel Welcome”. These results trend higher than provincial data as well as all other identified cohorts.
- There is a year over year increase in “2 or more Adults Care” positive response rates for all cohorts (excluding Indigenous resident students on reserve).

4. What areas for growth were identified:

- **For Indigenous learners?**
 - On reserve Indigenous students report a year over year decline regarding the following three questions: “Feel Welcome”, “Sense of Belonging”, and “2 or more Adults Care”.
 - Off reserve Indigenous students report a year over year drop in “Sense of Belonging”, slightly below the provincial average, and continue to feel less of a sense of belonging than their non-Indigenous peers.
- **For children and youth in care?**
 - Reported lower sense of belonging than All resident students.
- **For students with disabilities or diverse abilities?**
 - Reported a year over year drop in “Sense of Belonging”, below the provincial average, and feel less of a sense of belonging than All resident students.

Career Development

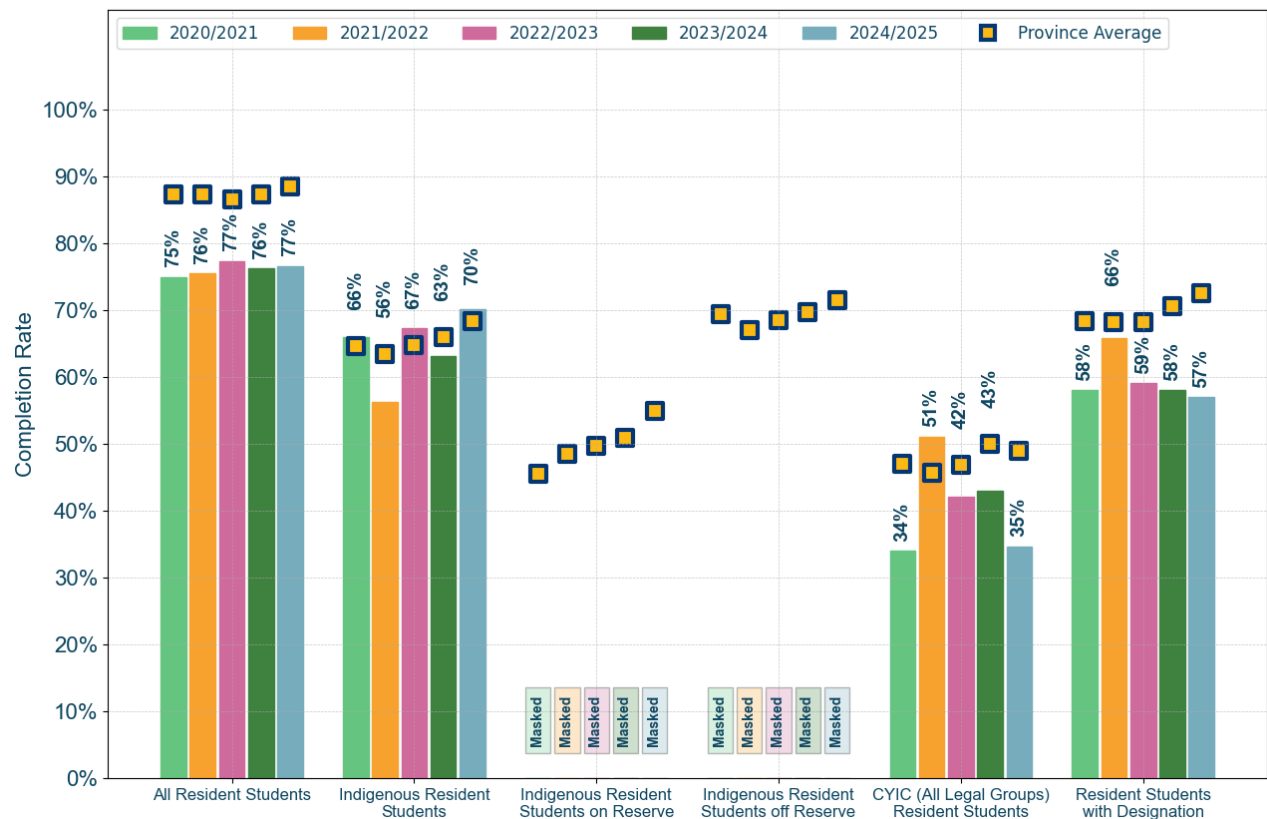
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

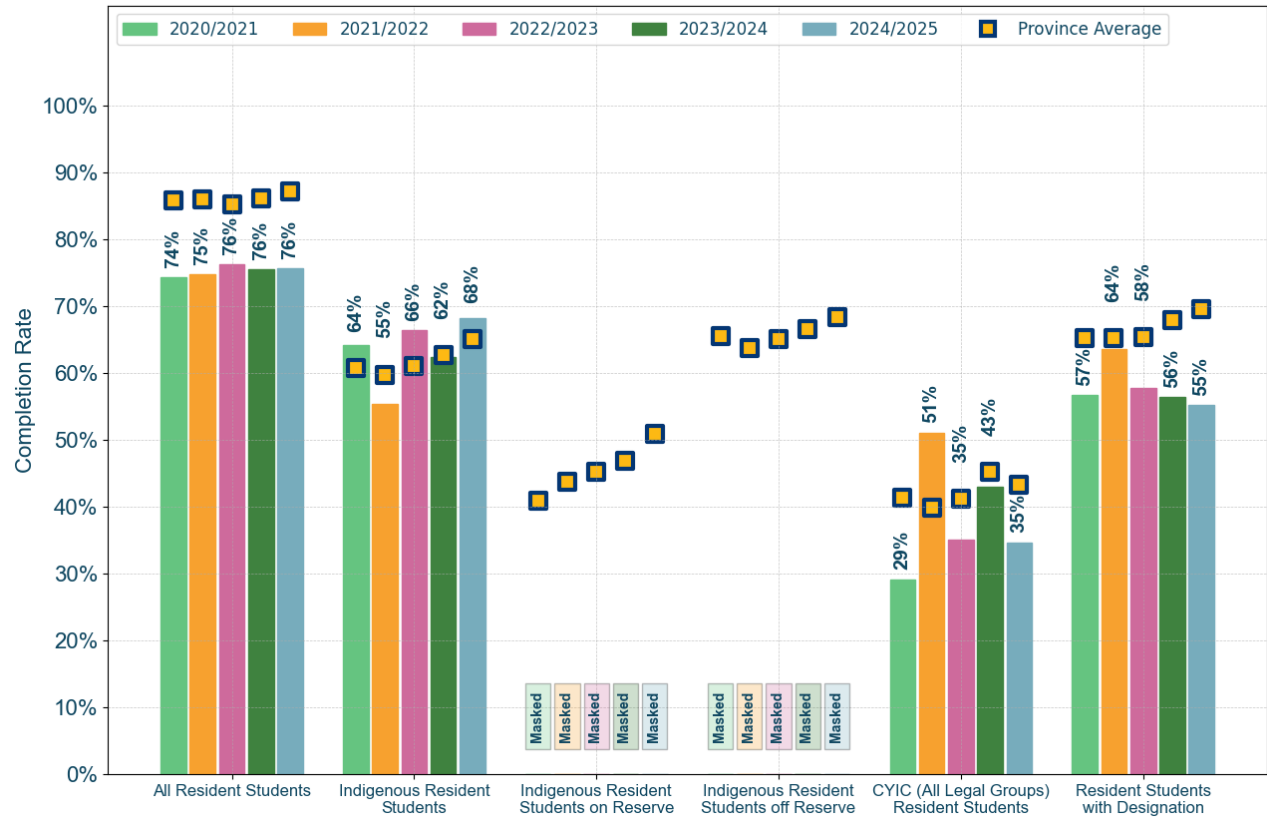
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	676 60	740 81	765 83	784 80	887 86
Indigenous Resident Students	123 11	136 15	132 15	158 16	173 16
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	45 4	33 4	32 4	31 3	35 3
Resident Students with Designation	164 14	157 17	172 18	195 19	192 18

5-Year Completion Rate - Dogwood + Adult Dogwood
Comox Valley



5-Year Completion Rate - Dogwood Comox Valley



Analysis and Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

1. Key context:

- Navigate NIDES POLS data influences district achievement data results.
- Due to small population sizes, results for Indigenous resident students on reserve and for CYIC Resident Students have been masked to maintain student privacy.

2. What new information emerged when comparing the provincial data with relevant local data?

- The addition of school and district staff that track and support Indigenous resident students correlate with a four year upward trend in completion rates. (Staff include, Indigenous success teacher, Indigenous Support Worker Mentor, Indigenous Engagement and Knowledge Specialist, On & Off Reserve KFN Success Teacher)
- The flat mid-70% completion rates for All resident students is impacted by Navigate NIDES data, which had 42.1% completion rate for the 2024 / 2025 school year.
- Qualitative data from the district student voice committee indicate the need for inclusive and personalized instruction at the secondary level for students with diverse needs. This data correlates with Resident students with designation data, trending downward for four years.

3. What strengths were identified?

- Indigenous resident student data indicate a four year upward trend and is higher than the provincial average.
- There are minimal differences between 5 year completion Dogwood and 5 year completion Dogwood + Adult Dogwood.

4. What areas for growth were identified:

- **For all students?**
 - Outcome data persistently below provincial average.
 - Persistent equity outcome gap between All resident students and all priority populations.
- **For Indigenous learners?**

- Despite the upward trend, there is a persistent equity gap between Indigenous resident students and All resident students. That gap widens further regarding Indigenous resident students on reserve.
- **For children and youth in care?**
 - 3-year downward trend that is below the provincial average.
- **For students with disabilities or diverse abilities?**
 - 3-year slight downward trend that is below the provincial average.

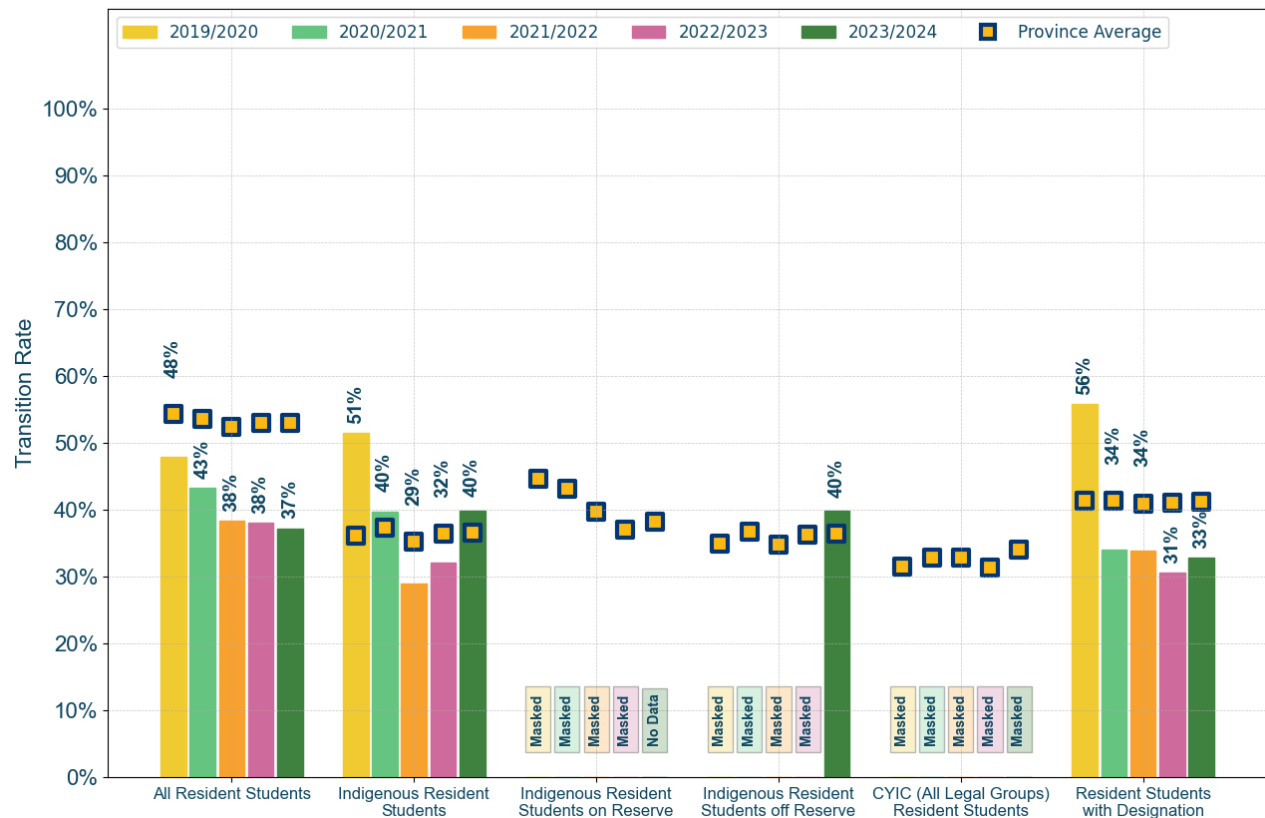
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

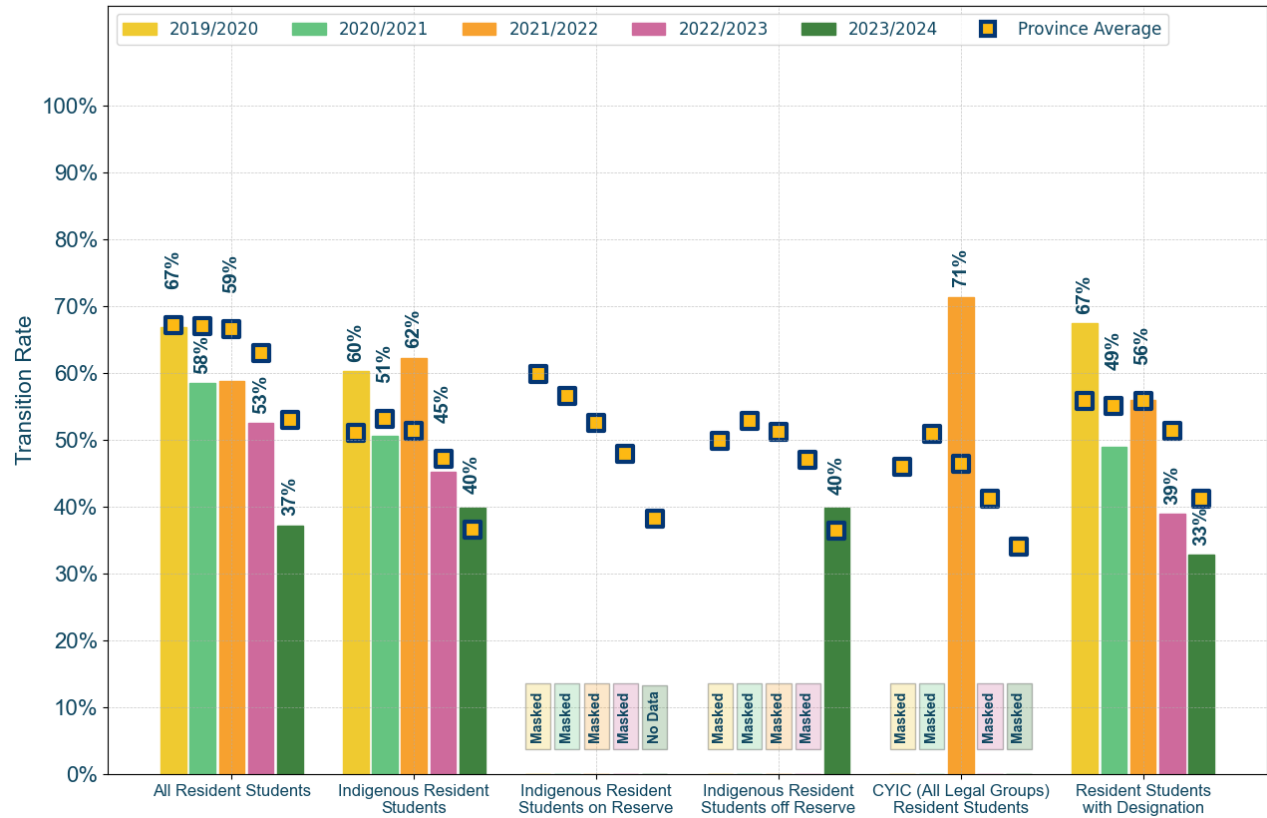
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	472	467	501	544	548
Indigenous Resident Students	68	83	69	84	93
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	93
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	43	47	59	59	67

Immediate Transition to Post-Secondary Comox Valley



Within 3 Years Transition to Post-Secondary Comox Valley



Analysis and Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

1. Key context:

- Current economic conditions and labor demands impact students' decisions to advance immediately to post-secondary education after graduation.
- Navigate NIDES POLS data influences district achievement data results.
- Due to small population sizes, results for Indigenous resident students on reserve and for CYIC Resident Students have been masked to maintain student privacy.

2. What new information emerged when comparing the provincial data with relevant local data?

- Local and provincial data indicate that SD71 must continue to strengthen partnerships with K'ómoks First Nation to work with KFN students to support them in their chosen educational, career, and post-secondary pathways.
- Over the past three years, immediate transition to post-secondary rates have stagnated below the provincial average for All resident students and all priority populations, excluding Indigenous resident students. This data correlates with qualitative data shared through the district student voice committee, as students report taking a gap year prior to post-secondary, or choose to enter the workforce upon graduation.
- Provincial and local data highlight the necessity for the district to continue building capacity system wide to ensure all learners are exploring opportunities and goals towards their own unique career paths.

3. What strengths were identified?

- Indigenous resident student immediate transition to post-secondary rates have increased steadily over the past three years from 29% to 40%, exceeding the provincial rate.
- Immediate transition to post-secondary for resident students with designation data is slightly up year over year.
- SD71 has socialized a disaggregated data tracking system for all cohorts of students. School based administration is monitoring progress of priority populations.
- Comox Valley careers department actively expands offerings and partnerships, including K'ómoks First Nation.

4. What areas for growth were identified:

- **For all students?**
 - Over the past five years, Immediate transition to post-secondary has declined, remains low (48-37% for All resident students) and is below the provincial average.
 - Between the 2022/23 & 2023/24 school years there is a concerning drop of student transitions to post secondary within 3 years.
- **For Indigenous learners?**
 - There is a concerning three year downward trend for Indigenous resident students transitioning to post-secondary within 3 years (62%-40%).
- **For children and youth in care?**
 - While this data is masked, over the past three years, mirroring the provincial trend, there has been a decrease in students transitioning to post-secondary within 3 years.
- **For students with disabilities or diverse abilities?**
 - Concerning three year downward trend for students transitioning to post-secondary within 3 years (67%-33%) below the provincial average.
 - Immediate transition to post-secondary data has stagnated for 4 years and continue to be below the provincial average.

Respond to Results

Continuous Improvement



Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence** to complete **Respond to Results**.

Respond to Results Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

District Context

Our land acknowledgment embraces an Indigenous worldview that respects multiple perspectives, histories, and ways of knowing. Therefore, honouring all Local First Nations members' perspectives means that there is no singular way to acknowledge the territory that our schools operate on. Therefore, we humbly acknowledge that Comox Valley Schools operate on the unceded ancestral territory of the Pentlatch, Ei'ksan, Sahtloot, and Sasitla Peoples. We acknowledge the traditional territory of K'ómoks First Nation.

Our work is grounded in relationships, with students, families, communities, and Indigenous partners, and in a deep respect for place.

Comox Valley Schools operates across the City of Courtenay, the Town of Comox, the Village of Cumberland, and surrounding rural and island communities within the Comox Valley Regional District. This geography shapes the District in meaningful ways: it is at once connected and distributed, urban and rural, with each community contributing its own character, needs, and opportunities.

As a learning organization, Comox Valley Schools serves approximately 8,600 students from Kindergarten through Grade 12 across a network of elementary, middle, secondary, and alternative schools. In addition, The North Island Distance Education School (NIDES) serves close to 3,000 FTE (full-time equivalent) students, through its online learning services. Supported by over 1,900 staff and an annual operating budget of approximately \$171 million, the District delivers a comprehensive and evolving educational program that reflects both provincial direction and local priorities.

Strategic Plan Priorities

The Strategic Plan for the district holds a clear learning focus. The learning goal statement for the strategic plan is:

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

This learning goal is complemented by the following nine 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.

The values, purpose, and vision statements reflect the desires and aspirations expressed through the strategic plan.

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.

Truth and Reconciliation Commitment

We are deeply committed to learning, unlearning, and relearning and taking action for lasting Truth and Reconciliation.

Purpose Statement

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

Vision Statement

Compassionate, connected, and personalized learning for all.

The full strategic plan can be found at [StrategicPlan_Core-2026](#)

Reflect and Adjust



Creating inclusive, wholistic, and personalized learning environments in order to enhance student's development of the core competencies over time

Strategic Plan Design Principles: *Decolonizing and Indigenizing: Inclusion*; Personalized Learning; Student-centered Assessment; Social Emotional Learning; Flexible Learning Environments, Digitally Enhanced Learning; and *Land-based Learning*

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? Including, - All learners - Indigenous learners - Children and youth in care - Students with disabilities and diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning? Please include qualitative and quantitative data from: - Data and evidence review - Ongoing engagement feedback	Based on the impact, how will the district team move forward with this strategy: - Continue? - Discontinue? - Adapt? (For each strategy, please indicate which action applies. Additional information is not required.)
-12% Sense of belonging gap between Indigenous and non-Indigenous students.	Districtwide Equity Scan and Action Plan	-Indigenous Learners -CYIC (Indigenous overrepresentation)	-Final report outlines 8 key findings that must be addressed.	Continue

-5% "Feel Welcome" gap between Indigenous and non-Indigenous students	-IEC, KFN, and Indigenous community advocated for the truth to be uncovered	-Students with disabilities and diverse abilities	-Comprehensive qualitative / quantitative data analysis available within full report Equity-In-Action-Final-Report.pdf -Indigenous Rights holders have ownership of the process and direct district staff to priorities.	
-8 % achievement gap in 5-year Dogwood completion rates when compared to All resident students. -3-year downward trend of transition to post-secondary.	Indigenous Success Teacher (Grad Coach) This targeted strategy expanded FTE as per direction from the IEC.	-Indigenous Learners -CYIC (Indigenous overrepresentation) -Students with disabilities and diverse abilities	This strategy has had profound yet limited results due to need. Qualitative student data cite the Indigenous success teacher as their reason for graduating. This strategy will be scaled up next year.	Adapt
5+ year grade 4 FSA literacy outcome gap between All resident students and Indigenous students.	Indigenous Early Learning Specialist: This strategy was chosen as per the direction of the IEC in response to data.	-Indigenous Learners -CYIC (Indigenous overrepresentation) -Students with disabilities and diverse abilities	NEW	NEW

Creating inclusive, wholistic, and personalized learning environments in order to enhance student's development of the core competencies over time

Strategic Plan Design Principles: Decolonizing and Indigenizing; Inclusion; *Personalized Learning*: Student-centered Assessment; *Social Emotional Learning*: Flexible Learning Environments, *Digitally Enhanced Learning*; and Land-based Learning

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions)
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? Including, • All learners • Indigenous learners • Children and youth in care • Students with disabilities and diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning? <i>Please include qualitative and quantitative data from:</i> • Data and evidence review • Ongoing engagement feedback	Based on the impact, how will the district team move forward with this strategy: • Continue? • Discontinue? • Adapt? <i>(For each strategy, please indicate which action applies. Additional information is not required.)</i>
Previous School Growth Plans lacked rigor, monitoring and evaluation metrics of continuous improvement, and	Creation of more robust template. Districtwide and individual support to leadership team and staff as they co-created measurable goals and	-All learners -Indigenous Learners -CYIC (Indigenous overrepresentation)	NEW	NEW

alignment with Strategic Plan Priorities.	plans in alignment with the Strategic Plan objectives.	-Students with disabilities and diverse abilities		
Inconsistent familiarity with quantitative data analysis and interpretation among the leadership team.	Large, small group and individual data capacity building opportunities for school leaders focusing on improving outcomes for priority populations and All resident students. -Customizable Power BI models co-created with leaders, lateral and senior leadership mentorship opportunities.	-All learners -Indigenous Learners -CYIC (Indigenous overrepresentation) -Students with disabilities and diverse abilities	NEW	NEW
Creating inclusive, wholistic, and personalized learning environments in order to enhance student's development of the core competencies over time				
Strategic Plan Design Principles: Decolonizing and Indigenizing; Inclusion; <i>Personalized Learning</i> ; <i>Student-centered Assessment</i> ; Social Emotional Learning; <i>Flexible Learning Environments</i> , Digitally Enhanced Learning; and Land-based Learning.				
Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions)
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in	What targeted action is being taken? Why was	Which cohort(s) of learners does this	How effectively has this strategy addressed	Based on the impact, how will the district

the Data and Evidence review does this strategy aim to address?	this particular strategy chosen?	strategy target? Including, - All learners - Indigenous learners - Children and youth in care - Students with disabilities and diverse abilities	the identified gap or problem of practice to impact student learning? <i>Please include qualitative and quantitative data from:</i> - Data and evidence review - Ongoing engagement feedback	team move forward with this strategy: - Continue? - Discontinue? - Adapt? <i>(For each strategy, please indicate which action applies. Additional information is not required.)</i>
A need to build data literacy capacity of school teams and multi-tiered systems of support to address persistent equity gaps. -Address five-year downward literacy trend for All resident students and Priority Populations in Grade 4 FSA and Grade 10 Graduation assessment data.	Development and implementation of district Literacy Framework: Continue district's Literacy Frameworks development, implementation, and capacity building for elementary classroom teachers. Begin development of a district wide multi-tiered system of support (MTSS).	-All Students -All Priority populations	Local data indicate promising trends for early literacy, however continued efforts to address persistent gaps are necessary.	Continue and Adapt
The district requires a systematic and consistent approach to monitor numeracy	Development and implementation of district Numeracy Framework:	-All Students -All Priority populations	Provincial and local data indicate that this strategy has had limited success. Numeracy	Continue and Adapt

assessment data to measure the impact of numeracy initiatives.	Field tested district's new locally developed problem-solving assessments for Gr. 3 and 5. Intermediate teachers continue to learn about how to use the locally developed number sense assessments to inform classroom instruction.		learning and problem-solving continue to be a significant area of need. However, teachers are demonstrating more confidence using assessment data to inform their next steps in numeracy teaching	
Capacity building for school leaders to implement the Strategic Plan for Education, including how to facilitate school and staff growth informed by student learning evidence.	Enhance student growth in Core Competencies through school-based leadership development: Building capacity of elementary principals and vice principals on how to use learning evidence to inform the development of school goals, monitor plans, and how to facilitate collaboration that builds Collective	-All Students -All Priority populations	Elementary principals and vice principals participated in 4 half-day sessions of learning, dialogue, and collaboration - Many principals/vice principals are expressing more confidence in reviewing local assessment data with their teacher teams, and schools are looking forward to continuing to grow in this area.	Discontinue: Using local and provincial assessment evidence to inform school growth is now embedded within the district's annual learning improvement cycle and will be an ongoing practice.

	Teacher Efficacy (CTE) and effective teams.			
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District Continuous Improvement Overview



Monitoring, Reviewing, and Adapting Strategies to Improve Student Outcomes

The district has established several structures and processes to monitor the effectiveness of strategic initiatives and ensure continuous improvement. District leadership recognizes that strengthening system-wide monitoring remains an area of ongoing growth; however, significant progress has been made in developing evidence-informed review practices and responsive decision-making processes.

Monitoring Effectiveness and Reviewing Strategies

The district conducts annual reviews of the Enhancing Student Learning Report (ESLR), including year-over-year analysis of student achievement and well-being data to identify trends, measure progress, and determine areas requiring additional attention. School Growth Proposal Year-End Reports, including literacy, numeracy, and school inquiry initiatives, are systematically reviewed to assess impact and identify successful practices.

Throughout the year, School Growth Team Leadership meetings provide opportunities for schools to implement, monitor, and reflect on improvement initiatives. Indigenous Liaison Teacher meetings further support ongoing monitoring by gathering feedback from principals, vice-principals, and school staff regarding the effectiveness of strategies designed to improve outcomes for Indigenous learners.

District senior leadership reviews School Growth Plans and associated evidence to determine what strategies are achieving desired results, what barriers remain, and where adjustments are required. In addition, the Strategic Leadership Advisory Committee, consisting of senior leaders and school administrators, annually evaluates leadership learning plans, professional learning strategies, capacity-building efforts, and resource allocation. This collaborative process uses both qualitative and quantitative evidence to identify priorities and co-design strategies for the following year.

Quarterly reviews of Ministry and district-developed Power BI dashboards provide leadership teams with timely access to achievement, engagement, and equity-focused data. Regular Learning and Connecting meetings further support collaborative analysis of evidence and shared accountability for improvement efforts.

Aligning Operations and Implementing Adapted Strategies

Evidence gathered through the district's monitoring and review processes directly informs resource allocation, professional learning, and operational planning. The district has invested strategically in leadership development by providing release time, professional learning opportunities, and access to recognized educational experts to build system capacity in areas where equity gaps have been identified.

Additional funding and release time have been provided to School Growth Team leads, Learning Support Teachers, counsellors, curriculum support staff, and school-based leadership teams to strengthen implementation of district priorities. The district has also continued targeted investments, including annual funding for Indigenous Education initiatives, to address persistent inequities and improve outcomes for Indigenous students.

The annual budgeting process is aligned with the district's strategic plan, ensuring that financial resources support identified priorities. Maintenance and operations planning is similarly guided by strategic objectives, helping to ensure that organizational systems, staffing, facilities, and supports reinforce district goals and enable the successful implementation of adapted strategies.

Through these interconnected monitoring, review, and implementation processes, the district is strengthening its ability to make evidence-informed decisions, respond to emerging needs, and continuously improve outcomes for all learners.

Ongoing Strategic Engagement



School District 71 is committed to ongoing, authentic, and inclusive engagement that supports continuous improvement in student learning and well-being. The district engages regularly with Indigenous Rights Holders, the Indigenous Education Council (IEC), students, parents and caregivers, employee groups, community organizations, and education partners to share information, identify priorities, address equity gaps, and collaboratively improve outcomes for all learners.

The district's engagement cycle is guided by principles of respect, relationship-building, transparency, and shared responsibility. Engagement activities occur throughout the year through formal governance structures, advisory meetings, collaborative planning sessions, community consultations, and student voice opportunities.

District-Wide Student Learning Engagement

The district maintains a year-round engagement cycle focused on student learning, educational services, strategic priorities, equity, safety, and well-being. Key engagement initiatives include:

- Monthly Board of Education Meetings.
- Monthly Education Committee Meetings.
- Monthly District Parent Advisory Council (DPAC) Meetings.
- Quarterly Equity In Action Meetings.
- Student Voice Forums are held four times annually.
- Comox Valley Principals' and Vice-Principals' Association (CVPVPA) meetings.
- Strategic Leadership Advisory meetings (10 annually) with school-based administrators.
- Learning and Connecting meetings (10 annually) involving district and school leaders.
- Ongoing collaboration with employee partner groups, including the Comox District Teachers' Association (CDTA) and Canadian Union of Public Employees (CUPE Local 439).
- Community budget consultation meetings led by district leadership.

These structures provide regular opportunities to review evidence of learning, discuss emerging needs, (i.e. Equity considerations) gather feedback and inform district decision-making.

Indigenous Education Council Engagement

The district works in partnership with the Indigenous Education Council (IEC) and local Indigenous communities to support student success and advance Indigenous ways of knowing and being. The IEC determines the structure and timing of its meetings to ensure engagement reflects member preferences and priorities. Engagement includes:

- Monthly Full day IEC meetings attended by the Superintendent and Associate Superintendent to provide updates, review student learning information, and respond to questions.
- Ongoing meetings between district leaders, IEC Chairs, and Indigenous Education staff to address emerging issues and priorities.
- Participation by senior leaders in IEC-led cultural gatherings, capacity-building sessions, and community engagement events.
- Open invitations for IEC participation in Board committees and Student Voice initiatives.
- Three annual budget consultation meetings with the Superintendent and Secretary-Treasurer.

K'ómoks First Nation Engagement

The district also maintains a strong government-to-government relationship with K'ómoks First Nation (KFN). Engagement opportunities include quarterly Local Education Agreement governance meetings, weekly operational meetings with the KFN Education Manager, bi-monthly collaborative planning sessions, participation in KFN Education Committee meetings, and presentations to Chief and Council regarding Indigenous education initiatives.

Engagement Supporting Children and Youth in Care

The district works closely with community partners to support children and youth in care through coordinated planning and service delivery. Key engagement structures include:

- Monthly Integrated Child and Youth (ICY) meetings involving the Ministry of Education and Child Care, Ministry of Children and Family Development, Island Health, John Howard Society, FamilySmart, and school district representatives.
- Weekly interagency collaboration table meetings focused on coordinated support for priority students.
- Ongoing communication between school leaders, guardians, and MCFD representatives regarding student learning and support needs.
- Wrap-Around Community Support Network meetings involving district staff, MCFD, and RCMP representatives three times annually.

These partnerships help ensure students receive coordinated educational, social, health, and well-being supports.

Engagement Supporting Students with Disabilities and Diverse Abilities

The district prioritizes meaningful engagement with students, families, caregivers, and community agencies to support inclusive learning environments. Engagement processes are designed to be flexible and responsive to family needs. Key engagement activities include:

- Annual consultation with parents and caregivers regarding the development and implementation of Individual Education Plans (IEPs).
- Progress reporting on IEP goals three times per year.
- Monthly Primary Years Mental Health Collaborative meetings involving Child and Youth Mental Health, child psychiatry, MCFD, Island Health, and district staff to review student referrals and support needs.

- Biannual transition planning meetings between Inclusive Education staff, Child and Youth with Support Needs (CYSN) social workers, and adult service agencies.
- Ongoing collaboration and professional learning opportunities with community agency partners.
- Annual Kindergarten transition planning with the Comox Valley Child Development Association.

Continuous Improvement

Through a coordinated annual cycle of meetings, consultations, collaborative planning, and student voice opportunities, School District 71 maintains ongoing engagement with Rights Holders, education partners, families, students, and community organizations. This work ensures that district planning and decision-making remain responsive to community priorities and focused on improving student learning, well-being, equity, and success for all learners

Create Alignment to Enhancing Student Learning



To strengthen coherence across the district and ensure successful implementation of recent operational plan adjustments, Comox Valley Schools revised its School Growth Plan (SGP) framework to establish direct alignment between school-based learning goals and the district's Strategic Plan priorities for enhancing student learning. The updated template provides a consistent structure while allowing schools to develop responsive plans that reflect their unique contexts and community needs.

A key enhancement to the revised SGP process was the explicit integration of district strategic priorities within all school plans. In addition to a Land Acknowledgement, each school was required to include a Decolonizing and Indigenizing commitment aligned with the Strategic Plan design principle of *Indigenizing and Decolonizing*. Schools identified specific actions and measurable commitments demonstrating how they were advancing Truth and Reconciliation and strengthening learning environments for Indigenous learners and communities.

To further support equity and improve outcomes for priority learner populations, schools were required to engage in thoughtful analysis of disaggregated student data when evaluating previous initiatives, academic achievement, and Core Competency development. This expectation strengthened evidence-informed decision making and ensured that learning goals were responsive to identified needs and achievement gaps.

The revised template also required schools to explicitly identify the Strategic Plan Design Principles being leveraged to support their chosen areas of focus. This alignment helped ensure that school-level initiatives directly supported district priorities and contributed to a shared vision for student success.

Recognizing the district's commitment to developing Core Competencies, all schools were required to investigate one or more Core Competency focus areas within their growth plans. This requirement aligned directly with the Strategic Plan learning goal of "creating inclusive, holistic, and personalized learning environments that enhance students' development of the Core Competencies over time". Schools established clear anticipated outcomes for both student learning and adult professional practice, strengthening accountability, and creating a shared understanding of intended impacts.

To support effective implementation and continuous improvement, all School Growth Plans incorporated a Monitoring and Reflecting Evidence Cycle. Schools were expected to collect, analyze, and interpret both quantitative and qualitative evidence to evaluate progress toward goals. Multiple monitoring points throughout the school year, including staff reflection and check-in processes, were embedded into the cycle to mirror the district's continuous improvement framework. This approach ensured ongoing responsiveness, supported evidence-based adjustments, and maintained focus on student outcomes.

The district also aligned resources to strategic priorities by allocating surplus funding to begin to address the findings within the Equity in Action final report, as well as providing schools with opportunities to apply for district funding to support staff inquiry projects. These projects were required to demonstrate connections to school learning goals and Strategic Plan Design Principles, reinforcing the relationship between professional learning, instructional improvement, and student success.

This alignment is reflected in the priorities and goals of district departmental plans as the work of each department continues to be in support of the direction and design principles of the strategic plan. Learning sessions occurred this year with department leaders focused on deepening understanding of core competencies to ensure strengthened alignment with the strategic plan.

At the secondary level, School Growth Team Leaders were appointed to provide instructional leadership and support implementation of school and district priorities. These teacher leaders facilitated professional collaboration focused on effective assessment practices, instructional strategies, and evidence-informed decision making. At the end of the school year, School Growth Team Leaders submitted a report highlighting initiatives, outcomes, and instructional improvements achieved through the school's growth plan, further strengthening accountability and alignment with district strategic priorities.

In summary, the revisions to the School Growth Plan framework have strengthened alignment between school, department, and district priorities, creating a more coherent and accountable approach to continuous improvement across Comox Valley Schools. Through the integration of Strategic Plan priorities, a focused commitment to Indigenous education and equity, the purposeful development of Core Competencies, and the use of evidence-informed planning and monitoring processes, schools are better positioned to respond to student needs and improve outcomes for all learners. By aligning resources, professional learning, and leadership structures to these priorities, the district has established a strong foundation for sustained improvement and collective responsibility in advancing student success.

CHILD CARE

Background

Bill 8, the Education Statutes Amendment Act, came into force on March 5, 2020. This amendment of the School Act by the provincial government enacts new provisions related to childcare facilities located on board of education property. It includes a prescriptive order from the Minister of Education with respect to the contents required in board policy to govern the establishment of childcare facilities. Order M326, the Child Care Order, further defines the role of boards of education with respect to the provision of childcare programs.

The Board of Education of School District 71 (Comox Valley) recognizes the value and importance of available childcare and quality early learning programs in the community. Effective early childhood programming (0-8 years) is an important service a society can offer to ensure that all children have the opportunity to reach their potential. It is critically important that these opportunities are offered at the earliest stages of a child's life when formative lifelong skills and abilities are being developed. Investment in quality programming during early childhood reaps significant long-term benefits for children, their families, and the community. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy and Administrative Procedure 553 – Child Care and Before & After School Programs.

Purpose

The purpose of this policy is to provide guidance with respect to how the Board will promote the use of board property for the provision of childcare programs between the hours of 7:00 a.m. and 6:00 p.m. on business days by either the Board or third-party licensees.

The use of board property by licensed childcare providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

Definitions

In this policy, the terms “board property”, “business day”, “childcare program”, “educational activities” and “licensee” have meanings given to those terms in the School Act.

“Direct and indirect costs” include:

- a. Utilities;
- b. Maintenance and repair;
- c. Insurance;
- d. A reasonable allowance for the cost of custodial services;
- e. A reasonable allowance for time school administrators and other staff spending on matters relating to the use of board property by licensed childcare providers;
- f. Capital replacement costs.

Guiding Principles

The district will, on an ongoing basis, assess community need for childcare programs on board property, through a process of engagement with employee groups, parents and guardians, Indigenous community representatives, Indigenous rightsholders, Indigenous service providers, and existing childcare operators. The process for engagement will be reviewed on an ongoing basis and shall be conducted in a manner acceptable to the Board.

Prior to entering into or renewing a contract with a licensee other than the Board to provide childcare programming on board property, the Board will consider:

- a) Whether it is preferable for the Board to become a licensee and operate the childcare program directly;
- b) The availability of school district staff to provide before and after school care;
- c) Whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this policy and its contract with the Board, with specific regard to performance in respect of providing an inclusive childcare program and one that promotes Indigenous reconciliation in childcare.

If the Board decides to operate a childcare program, the Board will ensure that it is operated in a manner that:

- a) Fosters Indigenous reconciliation in childcare. In particular, the childcare program will be operated consistently with the following principles of the BC *Declaration on the Rights of Indigenous Peoples Act*: (i) Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and (ii) “Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which will be appropriately reflected in education”; and
- b) Is inclusive and consistent with the principles of non-discrimination set out in the BC *Human Rights Code*.
- c) Is inclusive and consistent with the Early Childhood Educators of BC Code of Ethics.

Childcare programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the childcare program.

In selecting licensees other than the Board to operate a childcare program, district staff will give special consideration to the candidates’ proposals to: (a) provide inclusive childcare; and (b) foster principles of Indigenous reconciliation in childcare.

Fees for the use of board property by licensees to third-party operated programs will not exceed the direct and indirect costs the Board incurs in making board property available for the childcare program, as provided for in the School Act and set by the Secretary-Treasurer.

Any contract with a licensee other than the Board, to provide a childcare program on board property must be in writing and subject to review annually. The contract, which will be in the form of a Licensee to Occupy Agreement must contain:

- a) A description of the direct and indirect costs for which the licensee is responsible;
- b) An agreement by the licensee to comply with this Policy and its Administrative Procedures, and all other applicable policies of the Board;
- c) A provision describing how the agreement can be terminated by the Board and the licensee;
- d) An allocation of responsibility to ensure adequate insurance is in place to protect the interests of the district;
- e) A statement that the agreement can only be amended in writing, signed by the Board and the licensee;
- f) A requirement for the licensee to maintain appropriate standards of performance;
- g) A requirement that the licensee must at all times maintain the required license to operate a childcare facility;
- h) A requirement that the licensee must ensure that children have at all times immediate access to an employee who:
 - i. Holds a valid first aid and CPR certificate, provided on completion of a course that meets the requirements of Schedule C,

- ii. Is knowledgeable respecting each child's medical condition, if any, and
 - iii. Is capable of effectively communicating with emergency personnel.
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- i) A requirement that the licensee must have first aid kits that are readily accessible to all employees, including while care is provided off the childcare facility premises.
 - j) An understanding that the licensee will work in cooperation with the Early Learning staff on professional development and in-service, as well as engage in information sharing opportunities that support children's successful participation in the program and at school as they arise.

Where the Board decides to change the use of board property that is being used for providing a childcare program, the Board must, without delay, provide the Minister with written notification of the decision in a form and with information specified by the Ministry.

Adopted: April 2022

Questions & Answers Resource:

Amendments to the Child Care Ministerial Order

1. What is the Child Care Ministerial Order?

- The Child Care Ministerial Order is part of the legal framework under the *School Act*. It provides direction to boards of education on:
 - Reporting to the Ministry on child care policies and use of board property
 - Required content for board child care policies
 - Engagement requirements specific to child care on school property

2. What changes have been made to the Child Care Ministerial Order?

- The Child Care Ministerial Order was updated on April 20th, 2026.
- Boards are now required to describe how they will:
 - regularly identify suitable space and facilities in each elementary school in the district for child care programs, and
 - decide how and when those spaces could be used, based on need and availability.
- Boards must engage with individuals or groups who the board has identified as having an interest in the learning and well-being of students in the school district, and consider their feedback in the creation of their child care policies and the use of board property for child care. [Section 4](#) describes who boards must engage with and the Order now includes specific reference to Indigenous Education Councils and First Nations, including Modern Treaty Nations.

3. How can districts support “principles of Indigenous reconciliation in child care” and “inclusive child care”?

- The Child Care Ministerial Order requires boards to describe how they will support:
 - principles of Indigenous reconciliation in child care; and
 - inclusive child care.
- Boards should consider their role in supporting both board operated and third-party operated child care programs.

- In describing their approach, boards may wish to consider:
 - Building and maintaining respectful relationships with local First Nations, Indigenous communities, and Indigenous organizations to support a relational approach to reconciliation in child care.
 - Engagement with Indigenous Education Councils and First Nations, as outlined in the Order, to help inform local approaches.
 - How policies and practices can reflect inclusion of all children, including those with diverse abilities, cultural backgrounds, and support needs.
- Boards may consider the following information sources:
 - [Indigenous Early Learning and Child Care Framework](#)
 - The BC [Early Learning Framework](#)
 - BC's inclusive child care [resources and supports](#)
 - BC's [Design Guidelines for Child Care Centres](#)
 - Truth and Reconciliation Commission (TRC) Calls to Action
 - United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)
 - Declaration on the Rights of Indigenous Peoples Act (DRIPA)

4. What does “assessing community need” mean?

- The Child Care Ministerial Order sets out that boards must describe their process for assessing community need for child care programs on board property. This means that boards must have a process to evaluate the demand for and availability of child care for children from birth to age 12 in the community.
- Boards may consider the following information sources:
 - District enrolment projections
 - Local Child Care Resource and Referrals (e.g., information regarding community demand and waitlists)
 - Local child care providers who provide services on or near school grounds (e.g., information regarding community demand, waitlists, and potential expansion planning)
 - Families whose children are enrolled in the district
- Where a process does not already exist, boards may consider an annual or regular survey of parents of children registered for kindergarten, up to those aged 12, between January and April to plan for the upcoming school year.

- In assessing need, boards may want to survey families at each school and consider:
 - Specific hours of operation for before- and after-school care (e.g., what's the demand for a 6:30am start time vs 7:30am start time?)
 - Days of care (e.g., how does demand vary over the school week? What is the demand for care on non-instructional days, including school breaks?)
 - How demand is influenced by cost of child care (e.g., what are other providers in the community charging? What are the CCFRI affordability benchmarks for the region? Consider communicating the anticipated fee at the start of the survey for families to keep in mind as they answer questions.)
 - The ages and needs of the children who need care (e.g., is demand concentrated in the primary years? Have families identified their child has a support need?)
 - Transportation needs (e.g., are families able to pick children up when the program closes?)
- Boards may want to consider the specific needs of families in their communities and ensure broad access to survey opportunities (e.g., offering the survey in alternate languages, providing electronic or paper options).
- Boards are encouraged to inform parents about the Province's [Affordable Child Care Benefit](#) which can help to offset the cost of child care.

5. How can districts identify “appropriate available space”?

- Appropriate available space is space on school property that could be used for child care, such as multipurpose space, enrolling classrooms, empty classrooms, gyms, libraries, hallways or alcoves, and outdoor spaces.
 - The *School Act* sets out that child care programs on school property must not interfere with educational activities (Section 85.4(b)).
 - Depending on the needs of the school community, before- and after-school care spaces could be shared spaces or dedicated spaces.
- Assessing appropriate available space in each elementary school will require working with district facilities personnel as well as school Principals and Vice Principals.

- Boards are encouraged to work with third-party operators that are already operating on school grounds in the district to understand the program needs and collaborate effectively in shared school spaces.
- In collaboration with Principals and Vice Principals, boards may want to develop a plan for each school that clarifies logistics, timing, expectations, and responsibilities in any shared use of a space. For example, planned extracurricular activities and anticipated school age care operations in a multipurpose space.
- BC's [Design Guidelines for Child Care Centres](#) provides considerations for navigating spaces for school age care on school grounds.

6. What are some considerations for “determining how and when” school spaces can be used for child care?

- Before creating new child care on school grounds operations, boards are encouraged to consider the operational viability of the program, whether board or third-party operated. Child care programs on school grounds must have sufficient enrolment to cover operating costs. Demand data from the needs assessment can help a district decide whether a program can run viably.
- When determining how and when to use spaces for child care, boards should:
 - Consider community need at the school level
 - Consider results of engagement with Indigenous Education Councils and others, as set out in the Ministerial Order
 - Collaborate with school-based employees as well as existing or planned third-party operators
 - Consider licensing more than one space for a single program (e.g., gym and library) to create program flexibility
 - Consider licensing enrolling classrooms (i.e., classrooms that are dedicated for K12 education during the day) for school age care on school grounds in collaboration with third-party operators and classroom teachers. This may look like:
 - Licensing multiple enrolling classrooms and rotating the school age care program through them over the course of the week
 - Licensing multiple enrolling classrooms and using one for before-school care and another for after-school care

- Scheduling the after-school care program to be outside for the initial 45 minutes of the program before arriving at the enrolling classroom for indoor activities
- BC's [Design Guidelines for Child Care Centres](#) has guidance on general planning for child care.
- BC's [Inclusive Child Care Toolkit](#) has information about designing spaces, programs and third-party contracts to include children of all abilities and backgrounds.

7. What type of engagement is expected under the Child Care Ministerial Order?

- The Child Care Ministerial Order requires boards to consider the results of engagement related to:
 - (1) the board's policy for child care, and
 - (2) the use of board property for child care.
- [Section 4](#) of the Order sets out that boards must engage and consider the results of those engagements with individuals or groups the boards have identified as having an interest in the learning and well-being of students in the district including
 - (a) employees of the board
 - (b) the Indigenous education council
 - (c) child care providers
 - (d) parents, and
 - (e) First Nations, including Treaty First Nations, and Indigenous communities, families, and service providers.
- While engagement practices will vary, consider:
 - Established connection points (e.g., Indigenous Education Councils, Parent Advisory Councils, staff meetings)
 - Giving participants enough notice and time for engagements
 - Providing opportunities to engage across multiple formats (e.g., surveys, meetings, written feedback)
 - Recurring or phased engagements that can be adjusted based on feedback

8. What is the Child Care Change Form?

- The Ministerial Order requires that if a board decides to change the use of board property that is being used for child care, they must provide the minister with written notification without delay and provide the required information.
- The ministry has created a standard [Child Care Change Form](#) to make sure the information received from school districts is consistent.

9. What is the purpose of the Child Care Change Form?

- The purpose of this form is to track changes to child care on school property. This will identify trends and allow the Ministry to offer support where possible to reduce the impact of the change on families, operators and districts.

10. When should the Child Care Change Form be completed?

- The Child Care Change Form must be completed when a board decides to change the use of board property currently used for a child care program.
- Examples include:
 - Relocating a child care program due to increased school enrolment.
 - Closure of a program where no operator is available to continue child care on school grounds.
 - Decisions to close or reduce board-operated child care programs or end agreements with a third-party provider.