

REGULAR BOARD MEETING AGENDA

Tuesday September 22, 2026

7:00 pm

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

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

Question items regarding agenda items can be submitted to boardmeeting@sd71.bc.ca.

As per Board Procedural Bylaw, questions relating to any matter connected with the business of the current board agenda may be put to the chairperson. The chairperson may respond or redirect to another board member or executive officer of the board for response.

1. Call to Order

2. Welcome and Land Acknowledgement

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

3. Call for Agenda Amendments

4. Adoption of Agenda

Recommended Motion:

That the Board of Education of School District No.71 (Comox Valley) adopt the September 22, 2026, Regular Board Meeting Agenda as presented.

5. Adoption of Board Meeting Minutes

Recommended Motion:

That the Board of Education of School District No.71 (Comox Valley) adopt the August 25, 2026, Regular Board Meeting Minutes as presented.

6. Record of In-Camera Meeting Minutes

- August 25, 2026 – Regular In-Camera Meeting

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

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

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

7. Presentations/Delegations

A. Indigenous Policy Framework

Jesse Everson, Indigenous Knowledge & Engagement Specialist
Lelaina Jules, District Principal of Indigenous Education
Joe Heslip, Associate Superintendent

8. Announcements

A. Board Chairperson

B. Superintendent

C. Trustee Reports

9. Standing Committee Reports

A. Education & Policy Committee Board Report – September 15, 2026

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.

Recommended Motion:

That the Board of Education of School District No.71 (Comox Valley) receive the Education and Policy Committee Board Report of September 15, 2026.

B. Support Services Committee Board Report – September 16, 2026

Recommended Motion:

That the Board of Education of School District No. 71 (Comox Valley) supports the continued partnership with the City of Courtenay in the Safe and Active Schools (SAS) Program, including first-year outcomes, proposed participating schools for the 2026/27 school year and next steps, as presented at the September 16, 2026, Support Services Committee meeting.

Recommended Motion:

That the Board of Education of School District No. 71 (Comox Valley) receives the information regarding the Regional Sports Field Allocation and Fees Framework as presented on September 16, 2026, at the Support Services Committee meeting.

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

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Recommended Motion:

That the Board of Education of School District No.71 (Comox Valley) approve the 2026-2036 Long-Range Facilities Plan, as presented at the September 16, 2026, Support Services Committee meeting.

Recommended Motion:

That the Board of Education of School District No.71 (Comox Valley) approve the 2027-28 Minor Capital Plan as presented at the September 16, 2026, Support Services Committee meeting.

Recommended Motion:

That the Board of Education of School District No.71 (Comox Valley) receive the Support Services Committee Board Report of September 16, 2026.

C. Audit Committee Board Report – September 16, 2026

Recommended Motion:

That the Board of Directors of School District No. 71 (Comox Valley) approve the 2025-26 Audited Financial Statements as presented at the September 16, 2026, Audit Committee meeting.

Recommended Motion:

That the Board of Education of School District No.71 (Comox Valley) receive the Audit Committee Board Report of September 16, 2026.

D. Open Committee of the Whole Board Report

- No meeting was held.

10. Decision Items

A. Enhancing Student Learning Report (ESLR)

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 22, 2026, Board of Education meeting.

B. Executive Compensation Disclosure Report

Sabrina Yeudall, Executive Director of Human Resources

Recommended Motion:

That the Board of Education of School District No. 71 (Comox Valley) approve the 2025-2026 Executive Compensation Report as presented at the September 22, 2026, Board of Education Meeting.

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

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11. Information Items

A. Administrative Procedures Review Update

Jeremy Morrow, Superintendent

Recommended Motion:

That the Board of Education for School District No. 71 (Comox Valley) receive the following revised Administrative Procedures, as presented, for information:

1. AP 170 - [Equity and non-Discrimination]
2. AP 216 - [Career Preparation Programs]
3. AP 251 - [Learning Resources]
4. AP 345 - [Use of Personal Digital Devices]
5. AP 571 - [Respectful Workplaces]

12. Board Business

13. Correspondence

- A. None

14. Public Question Period to the Board

- A. Response to question on August 25th regarding process for requesting presentation to the Board.

15. Adjournment

Recommended Motion:

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



Comox Valley Schools
A Community of Learners

Comox Valley Schools
School District No. 71

REGULAR BOARD MEETING MINUTES
Tuesday August 25, 2026
7:00 pm

In Attendance:

Trustees:

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

Staff:

Dr. Jeremy Morrow, Superintendent of Schools
Harold Cull, Secretary-Treasurer
Joe Heslip, Associate Superintendent
Jay Dixon, Associate Superintendent
Sabrina Yeudall, Executive Director Human Resources
Lelaina Jules, District Principal Indigenous Education
Josh Porter, Director of IT
Craig Sorochan, Manager of Communications

Regrets: None

Recording Secretary: Candace Jesson, Manager Administrative Services & Projects

1. Call to Order

The Board Vice-Chairperson called the meeting to order at 7:02 pm.

2. Welcome and Land Acknowledgement

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

3. Agenda Changes/Additions

None

4. Adoption of Agenda

Motion: (RP-2026-08-25-01)

THAT the Board of Education of School District No.71 (Comox Valley) adopt the August 25, 2026, Regular Board Meeting Agenda as presented.

Caton/May Sacht

CARRIED

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

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5. Board Meeting Minutes

Motion: (RP-2026-08-25-02)

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

McCannel-Keene/Aldinger

CARRIED

6. Record of In-Camera Meetings

- June 23, 2026 – Regular In-Camera Meeting

7. Presentations / Delegations

A. Rural School Funding

Laila Budd, President of the Parent Advisory Committee of Hornby Island School
Amy LeBaron and Katy Dewinetz, Parents

The Hornby Island Community School PAC highlighted the challenges of providing stable and equitable education in a small rural community and the success of the middle-years program in supporting place-based learning and community partnerships. The PAC proposed a Rural Education Working Group to explore a more predictable and flexible approach to rural education planning, including earlier consultation and alternative program and service-delivery models. The Superintendent will be the contact for this request.

8. Announcements

A. Board Chairperson Report - None

B. Superintendent Report

The Superintendent thanked staff and highlighted summer work undertaken across the district to prepare for the new school year, including facilities and maintenance projects, financial year-end, and audit activities, staffing and onboarding, technology preparation, and continued summer programming through NIDES.

Updates were provided on Comox Valley Pride celebrations, back-to-school road and e-bike safety, the August 26 School Trustee Candidate Information Session, the move of Consent Week to the third week of October, and the anticipated early-September opening of the new artificial turf field at G.P. Vanier. Students will return to school on September 8.

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

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Reflections on the year ahead about the uniqueness of each child and our job to create the conditions for each student to discovery and share what makes them uniquely great and nurture this in us all.

C. Trustee Reports - None

9. Standing Committee Reports

A. Ad Hoc Policy Committee Board Report

Shannon Aldinger, Committee Chair

Trustee Aldinger provided an overview of committee activities since the last Committee Board Report.

Motion: (RP-2026-08-25-03)

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

Aldinger/McCannel-Keene

CARRIED

Motion: (RP-2026-08-25-04)

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

Aldinger/May Sacht

CARRIED

Motion: (RP-2026-08-25-05)

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

Aldinger/Caton

CARRIED

Motion: (RP-2026-08-25-06)

THAT the Board of Education of School District No. 71 (Comox Valley) review and revise the Childcare Policy.

Aldinger/May Sacht

CARRIED

Motion: (RP-2026-08-25-07)

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Ad Hoc Policy Committee Board Report dated June 22, 2026.

Aldinger/May Sacht

CARRIED

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

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B. Education & Policy Committee Terms of Reference

Motion: (RP-2026-08-25-08)

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Education & Policy Committee Terms of Reference, as presented.

May Sacht/McCannel-Keene

CARRIED

Next Committee Meeting:

DATE: September 15, 2026

TIME: 6:00 pm

LOCATION: School Board Office: 2488 Idiens Way, Courtenay

C. Support Services Committee Terms of Reference

Motion: (RP-2026-08-25-09)

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Support Services Committee Terms of Reference, as presented.

McCannel-Keene/Aldinger

CARRIED

Next Committee Meeting:

DATE: September 16, 2026

TIME: 6:00 pm

LOCATION: School Board Office: 2488 Idiens Way, Courtenay

D. Audit Committee Terms of Reference

Motion: (RP-2026-08-25-10)

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Audit Committee Terms of Reference, as presented.

McCannel-Keene/May Sacht

CARRIED

Next Committee Meeting:

Date: September 16, 2026

Time: 7:30 pm

Location: School Board Office: 2488 Idiens Way, Courtenay

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

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E. Committee of the Whole Board Report - None

Next Open Committee of the Whole Meeting:

Date: April 20, 2027

Time: 7:00 pm

Location: School Board Office: 2488 Idiens Way, Courtenay

10. Decision Items

A. Trustee Assignments on Standing Board Committees

Michelle Waite, Board Chairperson

	Education & Policy	Support Services	Audit
Committee Chair	Shannon Aldinger	Sarah Jane Howe	Chelsea McCannel-Keene
Trustee	Susan Leslie	Cristi May Sacht	Janice Caton
Trustee	Janice Caton	Chelsea McCannel-Keene	Sarah Jane Howe
Staff	Superintendent	Secretary-Treasurer	Ast Secretary-Treasurer

Motion: (RP-2026-08-25-11)

THAT the Board of Education of School District No. 71 (Comox Valley) approve the recommended Trustee assignments to standing Board committees.

May Sacht/Aldinger

CARRIED

11. Information Items

A. Learning Services

i. Indigenous Education Enhancement Agreement (IEEA)

Joe Heslip, Associate Superintendent

Lelaina Jules, District Principal Indigenous Education

The district will continue to strengthen reciprocal relationships, supports, and programming for Indigenous students, guided by the Indigenous Education Council and Indigenous rights holders, to support student learning, well-being, and success as per the Indigenous Education Enhancement Agreement.

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

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Motion: (RP-2026-08-25-12)

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Indigenous Education Enhancement Agreement Update, as presented.

McCannel-Keene/Aldinger

CARRIED

B. Business Services

- i. None

12. Board Business

A. Trustee Remuneration

Harold Cull, Secretary-Treasurer

The Secretary-Treasurer informed the Board of the trustee remuneration adjustment as of July 1, 2026, of 2.1% per the previously passed Board motion.

Motion: (RP-2026-08-25-13)

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Trustee remuneration update, for information.

May Sacht/Aldinger

CARRIED

13. Correspondence

- A. None

14. Public Question Period to the Board

- Q. Process for apply to present to the Board.
- R. Secretary-Treasurer will outline the process in a follow up email to DPAC.

15. Adjournment at 7:49 pm

Motion:

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

McCannel-Keene/Aldinger

CARRIED

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

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Board Approved on:
September 22, 2026

Certified Correct:

Harold Cull
Secretary-Treasurer

Sarah Jane Howe
Board Vice-Chairperson

DRAFT

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

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RECORD OF IN-CAMERA MEETINGS

TO: Board of Education **DATE:** September 22, 2026
FROM: Office of the Secretary Treasurer
RE: Record of In-Camera Meetings

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

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

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

August 25, 2026 – Regular In-Camera Meeting

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

The meeting was called to order at 5:30 pm and adjourned at 6:53 pm.

BRIEFING NOTE

DATE: September 22, 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.

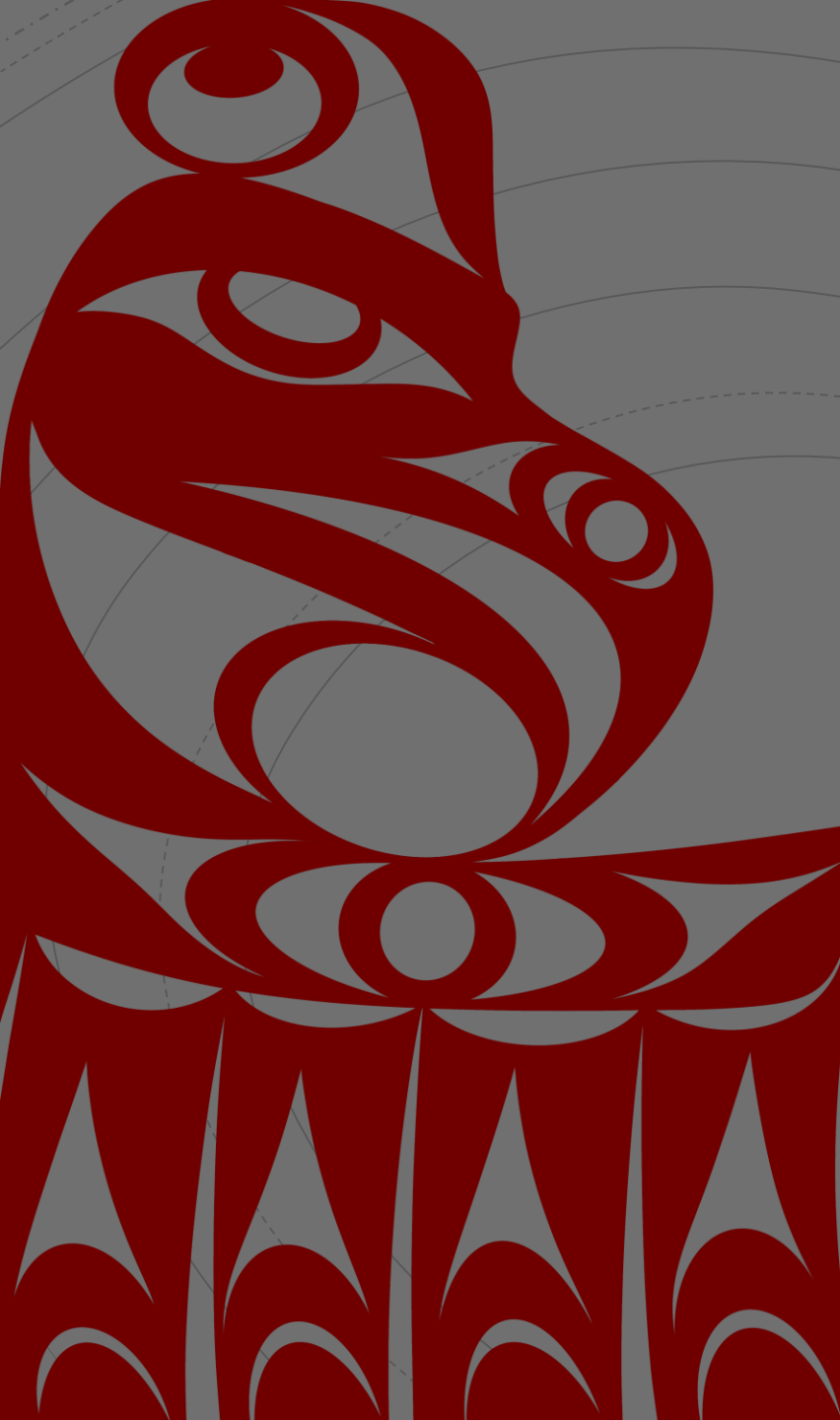
This policy framework provides us with a tool to change, learn and relearn how to be on the territory in a different way, a way that reflects the ancestral teachings of this land and meets the needs of a high performing school district. By learning from these ancestral teachings, we will be better able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

****This is a living document and may change, as we learn more from the Peoples of this territory***

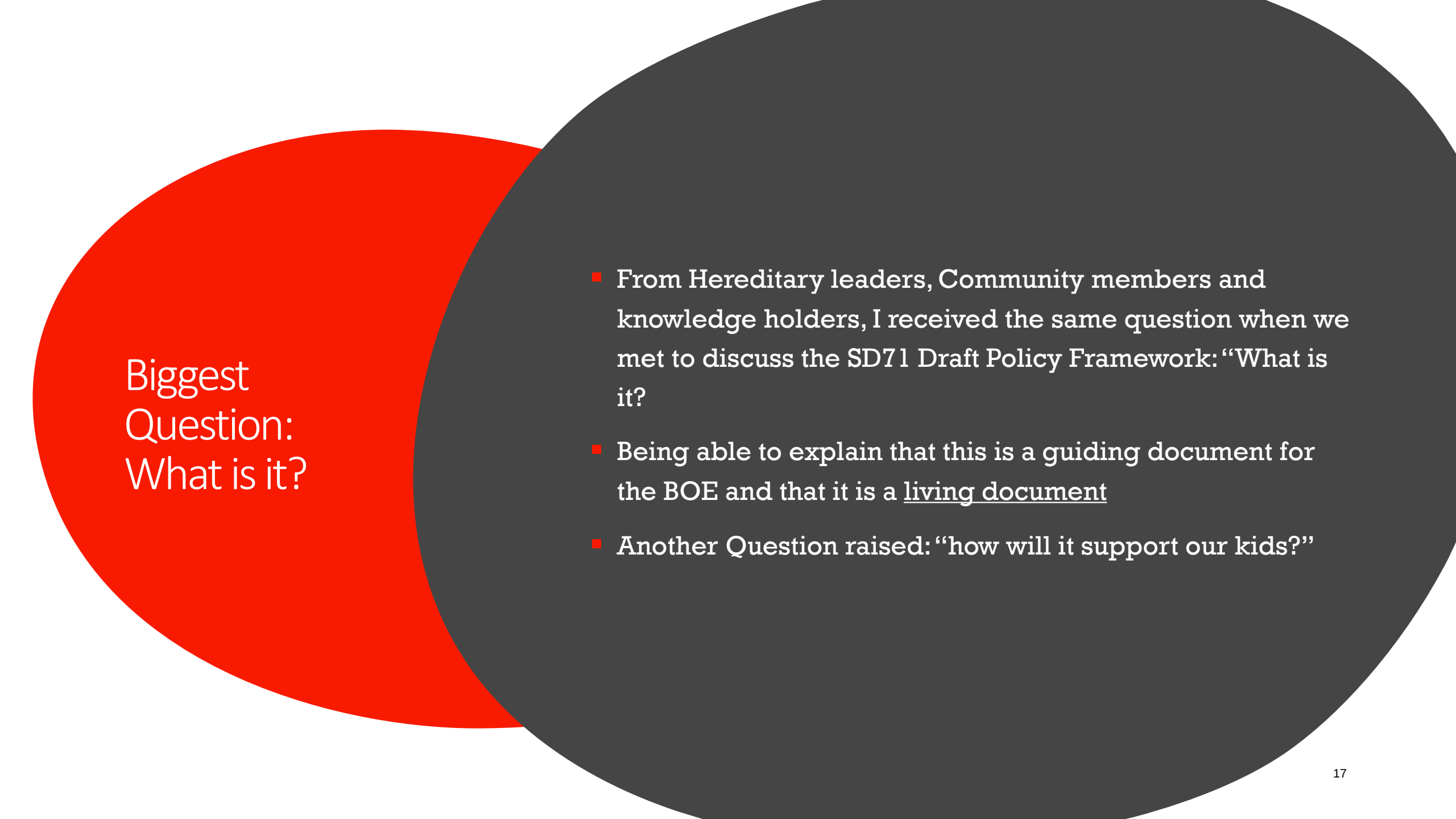


Work on Behalf of the Board of Education: Policy Framework

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.”



ḵap̓iga'liṭ

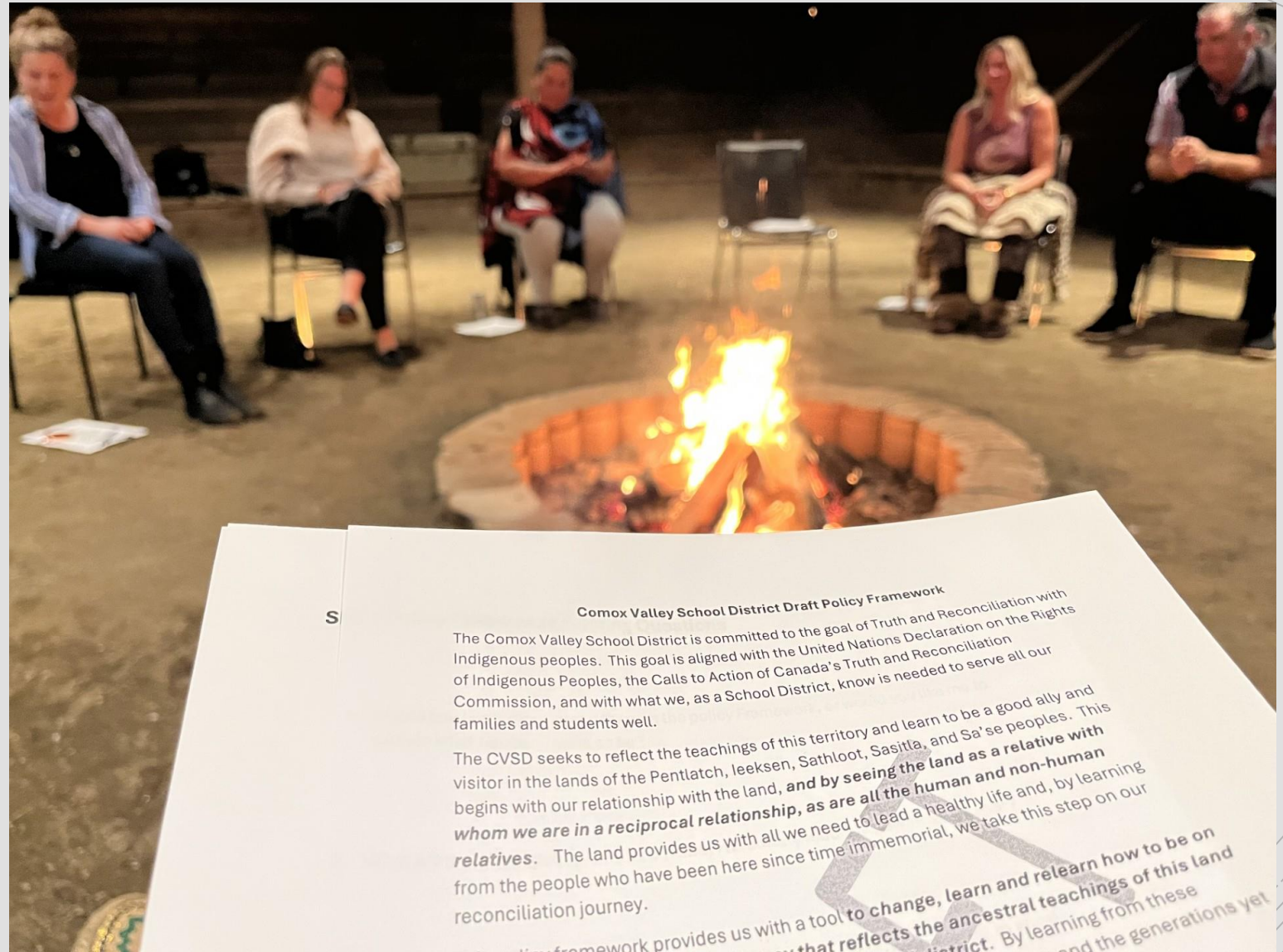


Photo Credit: Associate Superintendent Joe Heslip

- 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?"



Artwork by Jessie Everson

SD71 Policy Framework Guiding Questions

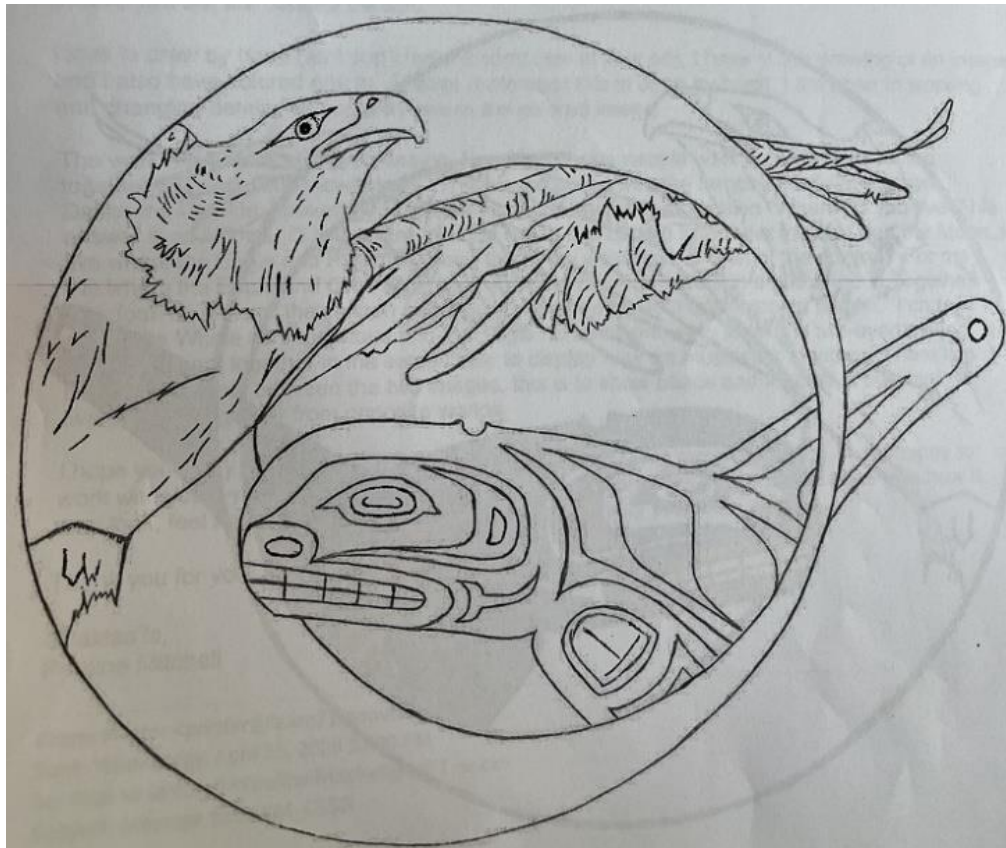
1. Would you like to have a read through the policy Framework, or would you like me to explain what has been done so far?
2. What are your thoughts on this as a (Tribe) Hereditary leader/Knowledge keeper?
3. Do you feel that this policy framework is a good guiding document to be in good relationship 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.

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.”



June 4, 2026



**Artwork represents initial submission and is subject to change as per artistic license*

June 4, 2026



**Artwork represents initial submission and is subject to change as per artistic license*

September 30 is recognized as the National Day for Truth and Reconciliation which is a day to reflect and honour the children who never returned home, the survivors of residential schools, and the ongoing impacts on families and communities. Reflection, honouring, and action cannot be limited to one day or one week. Across our district and community, we must continue raising awareness through actions carried forward every day. Truth and Reconciliation forms part of the balanced urgency required of the Board and Comox Valley Schools, alongside core competencies and through the lens of our Strategic Plan. Gilakas'la.

This final Board Chairperson Report of the 2022–2026 term offers an opportunity to reflect on the foundational steps and key initiatives this Board has supported, guided, and celebrated over the past four years.

Reflecting on the Work of the Board

As the term concludes, I have been reflecting on the work of this Board and, more importantly, the collective efforts across Comox Valley Schools. The list of policies, projects, consultations, and advocacy efforts is substantial. A Board of Education sets direction, establishes policy, provides governance and oversight, advocates for public education, and ensures responsible stewardship of public resources. That role matters, but the work of a school district begins with students.

Our organization can be understood as an inverted pyramid. At the top are students and their families. Closest to them are teachers, educational assistants, support staff, principals, vice-principals, and others who work directly with students each day. They are supported by district resource teams and by those who maintain our schools, transport students, manage technology, provide specialized services, and keep the systems of public education operating. Senior leadership connects and supports this work across the district. The Board sits at the base of that inverted pyramid, creating the conditions, establishing the direction, and providing the governance that allow everyone above us to do their best work for students.

A Community-Built Strategic Plan

One of the Board's most significant responsibilities was developing a renewed [Strategic Plan](#) for Comox Valley Schools, one shaped by the voices, experiences, and aspirations of the communities we serve. The engagement process generated more than 500 detailed responses through an online survey, followed by four in-person community sessions in Cumberland, Comox, Courtenay, and at the K'ómoks First Nation Band Hall. More than 30 people then participated in four intensive writing sessions.

The Strategic Plan, which came into effect in fall 2024, places the individual learner at the centre of our work and identifies Learning, Equity, Relationships, Safety, and Integrity as the district's guiding values. Its design principles include decolonizing and Indigenizing, inclusion, personalized learning, student-centred assessment, social-emotional learning, experiential and land-based learning, flexibility, and thoughtful use of technology. The plan demonstrates what is possible when students, rightsholders, families, staff, trustees, and district leaders come together with openness and a willingness to listen.

Governance and Policy Advancement

The Board undertook a significant advancement of the district's policy and governance framework. Some work created new policy, while other work updated long-standing policies to reflect current expectations related to equity, reconciliation, inclusion, accountability, and good governance. Major policy work included Gender-Based Violence and Sexual Misconduct, Sanctuary Schools, and Whistleblower Protection. The Board also reviewed or updated the Foundational Statements, Equity and Non-Discrimination, the Trustee Code of Conduct, Board committees and operations, the Role of the Superintendent, Delegation of Board Authority, Accumulated Operating Surplus and internally restricted funds, and other policies clarifying responsibilities of the Board, trustees, and senior leadership.

Equity in Action

A defining initiative of this term was the district's first Equity Scan focused on Indigenous learners. The all-Indigenous Community Led Equity Scanning Team representing First Nations, Inuit, and Métis communities led the scope, survey design, data collection, and follow-up direction. The final report drew on surveys from 560 Indigenous students, 531 teachers, and 188 CUPE members, along with quantitative data from all 22 schools and qualitative data from 11 schools. The report identified eight major findings and seven priorities for action, providing a clearer basis for action and accountability. You can view the video about the Equity Scan process for Comox Valley School here: [Equity in Action](#)

Gender-Based Violence and Safer Schools

The Board established the District Gender-Based Violence Working Group to examine gender-based violence, sexual harassment, consent education, prevention, and reporting. The group reviewed district policies, administrative procedures, and practices; consulted with experts; and produced a comprehensive report with recommendations for student learning, staff capacity, reporting processes, and strengthening a culture of consent. The Board advanced these recommendations into policy and practice, approving the new Gender-Based Violence and Sexual Misconduct policy in June 2026.

Strengthening Student Voice

A particularly meaningful development this term has been the strengthening of student voice. Students in Grades 8–12 now represent every middle and secondary school and meet four times each year with senior leaders to share experiences, perspectives, and ideas. The Student Voice Panel and partner-engagement sessions have also created opportunities for students to speak directly with trustees. Students identify blind spots, challenge assumptions, and strengthen decision-making.

Advocacy for Students and Public Education

Throughout this term, trustees presented Comox Valley priorities to the Legislature's Select Standing Committee on Finance and Government Services, advocating for adequate and sustainable operating

funding, capital investment for a growing district, and the services students need to learn and thrive. The Board also wrote to the Minister of Health seeking reinstatement of Integrated Child and Youth Care Program Lead positions removed by Island Health, and to the Minister of Education and Child Care with the Gender-Based Violence Working Group report and proposed policy language.

Responding to Enrolment Growth

Enrolment growth shaped much of the Board's work. At Aspen Park Elementary, an 11-classroom prefabricated addition opened in April 2026, supported by a \$16.5-million provincial investment. At Cumberland Community School, construction is underway on a 16-classroom addition that will create 345 student spaces and replace the annex and portables, supported by more than \$31 million in provincial funding and a district contribution. Together, these projects represent more than \$47.5 million in provincial school-capital investment.

Child Care and Support for Families

The expansion of child care on school district property has been another important development. Over 300 licensed child-care spaces opened during this Board term at Lake Trail, Cumberland, Arden, Glacier View, and G.P. Vanier. Arden and Glacier View each added 75 spaces supported by nearly \$8 million in provincial ChildCareBC New Spaces funding. The new centre at G.P. Vanier added 120 spaces with more than \$7.9 million in funding. Additional facilities at Lake Trail and Cumberland further strengthened a network of child care located on school district sites.

These investments recognize that schools are community hubs. Locating child care close to schools supports families, eases transitions for children, and allows public land and facilities to serve communities in more integrated ways.

Facilities, Partnerships, and Boundary Adjustments

The Board worked with community partners to expand opportunities beyond the classroom. A recent example is the second artificial turf field at G.P. Vanier Secondary, delivered through partnership with the Comox Valley Regional District. The district provided the land for the approximately 8,790-square-metre, \$6-million multi-sport field, which opened in September 2026 and now provides reliable year-round space for students and community sport organizations.

The district also purchased and renovated a new School Board Office on Idiens Way, realigning educational and administrative services and returning valuable school space such as classrooms at Airport Elementary to educational use.

During this term, the Board completed a public process and approved targeted catchment adjustments affecting Airport, Aspen Park, Brooklyn, and Valley View for new enrolments beginning in 2025–2026. These decisions are never simple, but they are sometimes necessary to balance enrolment, walkability, transportation, and the effective use of school space.

Listening and Learning

Public consultation has been a consistent part of the Board's work. Students, families, staff, Indigenous rightsholders, partner groups, and community members contributed to major district initiatives including the Strategic Plan, annual budgets, the Equity Scan, catchment reviews, the Long-Range Facilities Plan, accessibility planning, policy development, and student engagement. Professional

development for trustees included governance, financial literacy, Indigenous knowledge, reconciliation, decolonization, equity, and inclusive leadership. Recent surveys for school calendars and long-range facilities plan had significant rates of participation from our school community.

Leadership and Organizational Change

This term included significant leadership transition. The Board appointed Dr. Jeremy Morrow as Superintendent and CEO in summer 2023, beginning a new chapter in district leadership during a period of enrolment growth, major capital work, strategic planning, and a growing emphasis on student voice, reconciliation, and equity.

Looking Ahead

Many initiatives advanced during this term will continue, including implementation of the Strategic Plan, action arising from the Equity Scan, the Indigenous Policy Framework, policy modernization, Student Voice, the Long-Range Facilities Plan, capital planning, child-care partnerships, and ongoing work in reconciliation, equity, inclusion, and safer schools. Boards provide stewardship for a period of time. We inherit work from those before us, advance it during our term, and pass responsibility to those who follow.

Acknowledgements

I am deeply grateful to our students and families, educators, educational assistants, support staff, principals, vice-principals, Indigenous Education Council and rightsholders, partner groups, district resource and operational teams, senior leaders, and community partners. Thank you to everyone who shared perspectives, challenged our thinking, participated in consultation, served on committees, attended Board meetings, wrote to us, partnered with the district, or worked each day to make things better for students.

I am grateful to my fellow trustees for their commitment, thoughtful debate, and service. Trustees concluding their term include Janice Caton, Sarah Jane Howe, Cristi May Sacht, and Susan Leslie. Trustees returning next term include Chelsea McCannel-Keene and myself. Shannon Aldinger, who has served four years as a trustee for the City of Courtenay, is a candidate for the next term.

To the next Board, may you continue to build, evolve, and act with balanced urgency and commitment, because every child and family in our community deserves nothing less.

Gilakas'la

EDUCATION AND POLICY COMMITTEE BOARD REPORT

Date: September 15, 2026

Time: 6:00 pm

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

In Attendance:

Shannon Aldinger, Committee Chair
Chelsea McCannel-Keene, Trustee (alternate for Susan Leslie)
Sarah Jane Howe, Trustee (alternate for Janice Caton)
Michelle Waite, Board Chair (ex-officio) - Virtual
Jeremy Morrow, Superintendent (ex-officio)

Participating Representatives:

Shawn Holland, President CDTA
Alf Trill, CUPE Local 439 – Virtua
Lori Ball, CUPE Local 439
Catherine Munro, CVPVP - Virtual
Karma Taiji, CVPVP
Megan Cowling, DPAC
Hayley Datoo, DPAC
Erin Higginbottom, IEC
K'ómoks First Nation (KFN)

Regrets:

Susan Leslie, Trustee
Janice Caton, Trustee
Jacqueline Symons, CDTA

Guests:

Harold Cull, Secretary-Treasurer
Jay Dixon, Associate Superintendent
Lelaina Jules, District Principal Indigenous Education
Jesse Everson, District Indigenous Knowledge & Engagement Specialist

Staff Contact: Joe Heslip, Associate Superintendent

Recording Secretary: Kim Richards, Sr. Executive Assistant

1. CALL TO ORDER AND LAND ACKNOWLEDGEMENT

Chair, Shannon Aldinger called the meeting to order at 6:01 pm and acknowledged the traditional territory of the K'ómoks First Nation.

The Education and Policy Committee Terms of Reference (TOR) were reviewed.

2. REPORT TO THE BOARD - none

3. PRESENTATIONS

3.1 Indigenous Education - Year End Report

Lelaina Jules, District Principal Indigenous Education
Joe Heslip, Associate Superintendent

Lelaina Jules delivered a comprehensive presentation outlining the achievements and strategic initiatives of Indigenous Education for the 2025–2026 academic year.

3.2 School Start Up

Jay Dixon, Associate Superintendent

Jay Dixon presented a comprehensive status update highlighting the strategic implementation and ongoing progress of school startup initiatives, alongside the successful completion of prior district initiatives. Items discussed included district site upgrades, summer work, the new turf field, a BC Parks Foundation initiative, Feeding Futures, enrollment, and universal food offerings at the high schools.

3.3 School Growth Plans Update

Jay Dixon, Associate Superintendent

Joe Heslip, Associate Superintendent

The updated School Growth Plan (SGP) framework was introduced, highlighting the revised template, implementation process, and timeline. To illustrate practical application, three completed SGP exemplars were provided. The enhanced template allows for a standardized, consistent structure while remaining adaptable to each school's unique context and distinct community needs. SGPs will be used to track data to measure the outcomes of student learning.

Recommendation: Include anonymous 'student voice/quotes' in the reports.

4. BUSINESS

4.1 Indigenous Policy Framework

Joe Heslip, Associate Superintendent

Jesse Everson, Indigenous Knowledge & Engagement Specialist

Jesse Everson provided a comprehensive presentation around the works, success, initiative and relationship building around the Indigenous Policy Framework, including the logo created by Pauline Mitchell.

The committee noted its full support in presenting the following recommended motion to the Board of Education at the upcoming September 22, 2026 regular board meeting.

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

Due to time constraints, Item 4.2 Enhancing Student Learning Report (ESLR) was not discussed and is to be included on the next Board meeting agenda as per the committee Chair.

4.3 Review of Child Care Policy

Amendments to the Child Care Ministerial Order (Questions & Answers Resource)

Joe Heslip, Associate Superintendent

Due to time constraints, Item 4.3 Review of Child Care Policy & Amendments to the Child Care Ministerial Order (Questions & Answers Resource) was deferred to the next Committee meeting.

5. REVIEW OF ACTION ITEMS

- i. **Item 4.2 Enhancing Student Learning Report (ESLR)** to be added to the September 22, 2026, Board meeting agenda.
Action: Kim Richards, Sr. Executive Assistant
- ii. **Item 4.3 Review of Child Care Policy & Amendments to the Child Care Ministerial Order (Questions & Answers Resource)** to be added to the October 6, 2026, Education & Policy Committee meeting agenda.
Action: Kim Richards, Sr. Executive Assistant

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

The meeting was adjourned at 8:06 pm.

SUPPORT SERVICES COMMITTEE BOARD REPORT

Date: September 16, 2026

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

In Attendance:

Sarah Jane Howe, Committee Chair
Cristi May Sacht, Trustee
Chelsea McCannel-Keene, Trustee
Shannon Aldinger, Trustee (ex-officio)
Michelle Waite, Chairperson (ex-officio) – Virtual
Dr. Jeremy Morrow, Superintendent (ex-officio)

Participating Representatives:

Shawn Holland, CDTA
Alf Trill, CUPE
Jason Colby, CVPVP
Alissa Pratt, CVPVP
Megan Cowling, DPAC
Halley Dattoo, DPAC
Amanda Kroeker, IEC

Regrets:

Jennifer Nelson, Assistant Secretary-Treasurer

Guests:

Molly Proudfoot, SD71 Director of Operations
Matthew Brown, City of Courtenay
Jamie Hilland, City of Courtenay
Ryan Coltura, City of Courtenay
Sara Rabbitt, City of Courtenay
Trish Morgan, Comox Valley Regional District

Stephen Slawuta, RC Strategies
Annierke van Hoek, studioHuB
Kelly Isford-Saxon, K-Plan
Michael Aldridge

Staff Contact: Harold Cull, Secretary-Treasurer

Recording Secretary: Kim Richards, Sr. Executive Assistant

1 CALL TO ORDER AND LAND ACKNOWLEDGEMENT

Chair, Sarah Jane Howe called the meeting to order at 6:01 pm and acknowledged the traditional territory of the K'ómoks First Nation.

The Support Services Committee Terms of Reference (TOR) were reviewed by Harold Cull.

2. REPORT TO THE BOARD - none

3. PRESENTATIONS

3.1 Safe and Active Schools Program: 2025-26 Update & 2026-27 Planning

Molly Proudfoot Director of Operations
Mathhew Brown, Manager of Transportation Services, City of Courtenay
Sarah Rabbitt, City of Courtenay

Representatives from the City of Courtenay provided a comprehensive overview of the Safe and Active Schools Program and outlined future plans for continued collaboration with the school district.

The committee noted its full support in presenting the following recommended motion to the Board of Education at the upcoming September 22, 2026, regular board meeting.

Recommended Motion:

That the Board of Education of School District No. 71 (Comox Valley) support the continued partnership with the City of Courtenay in the Safe and Active Schools (SAS) Program, including first-year outcomes, proposed participating schools for the 2026/27 school year and next steps, as presented at the September 16, 2026, Support Services Committee meeting.

3.2. Regional Field Allocation Policy, Fees, and Booking Process Framework and Endorsement

Molly Proudfoot, Director of Operations

Trish Morgan, Senior Manager of Recreation Services, CVRD

Ryan Coltura, Assistant Manager Recreation Facility Operations, City of Courtenay

Stephen Slawuta, RC Strategies

Representatives from the City of Courtenay and the Comox Valley Regional District provided a detailed overview of the proposed regional field allocation and booking process to establish consistent, transparent and equitable means of allocating sports fields across participating jurisdictions.

The proposed model would establish a Central Fields Booking department operated by the City of Courtenay. Existing field use agreements would need to be reviewed and updated to align with the new framework. The anticipated implementation date is early 2027, subject to the finalization of fees and operational frameworks.

The committee noted its full support in presenting the following recommended motion to the Board of Education at the upcoming September 22, 2026, regular board meeting.

Recommended Motion:

That the Board of Education of School District No. 71 (Comox Valley) receives the information regarding the Regional Sports Field Allocation and Fees Frameworks as presented on September 16, 2026, at the Support Services Committee meeting.

4. BUSINESS

4.1 Long-Range Facilities Plan

Molly Proudfoot, Director of Operations

Anniereke van Hoek, studioHuB

Kelly Isford-Saxon, K-Plan

A detailed overview of the Long-Range Facilities Plan (LRFP) was provided. The LRFP provides a strategic framework to guide facilities planning, capital investment priorities,

and stewardship of District assets over the next decade in alignment with the District's Strategic Plan.

It was noted on page 30 of the report that Aspen should not be included in the G.P. Vanier Family of Schools.

The committee noted its full support in presenting the following amended recommended motion to the Board of Education at the upcoming September 22, 2026, regular board meeting.

Recommended Motion:

That the Board of Education of School District No.71 (Comox Valley) approve the 2026-2036 Long-Range Facilities Plan, as amended at the September 16, 2026, Support Services Committee meeting.

4.2 Minor Capital Plan

Molly Proudfoot, Director of Operations

The committee noted its full support in presenting the following recommended motion to the Board of Education at the upcoming September 22, 2026, regular board meeting.

Recommended Motion:

That the Board of Education of School District No.71 (Comox Valley) approve the 2027-28 Minor Capital Plan as presented at the September 16, 2026, Support Services Committee meeting.

4.3 2025/26 Financial Results

Harold Cull, Secretary-Treasure for Jennifer Nelson, Assistant Secretary-Treasurer

Staff presented on the year end financial results for the 25/26 school year and the Committee asked a number of questions.

The committee noted its full support in presenting the following recommended motion to the Board of Education at the upcoming September 22, 2026, regular board meeting.

Recommended Motion:

That the Board of Education of School District No.71 (Comox Valley) approve the 2025-26 Fiscal Year End Internal Restrictions as presented at the September 16, 2026, Support Services Committee meeting.

5. REVIEW OF ACTION ITEMS

Item 4.1 - Page 30 of the Long-Range Facilities Plan to be amended, re: G.P. Family of Schools
Action: Molly Proudfoot in collaboration with studioHuB.

DPAC requested clarity regarding Item 11 on page 167 of the committee package.
Action: Harold Cull, Secretary-Treasurer

6. FUTURE MEETING DATES

October 13, 2026 (TBD)	February 9, 2027	May 11, 2027
December 8, 2026	March 3, 2027	June 8, 2027
January 13, 2027	April 13, 2027	

7. ADJOURNMENT

The meeting was adjourned at 8:05 pm.

AUDIT COMMITTEE BOARD REPORT

Date: September 16, 2026

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

In Attendance:

Chelsea McCannel-Keene, Committee Chair
Sarah Jane Howe, Trustee
Shannon , Trustee (alternate for Janice Caton)
Michelle Waite, Chairperson (ex-officio) – Virtual
Dr. Jeremy Morrow, Superintendent (ex-officio)

Members of the Public:

Lenora Lee, KPMG LLP – Virtual
Debra Oakman, Public Member – Virtual

Regrets:

Janice Caton, Trustee
Cathie Collins Manager of Finance
Jennifer Nelson, Assistant Secretary-Treasurer
Jessica Peterson, Public Member

Guests:

Marisa Thurlborn, Manager of Finance

Staff Contact: Harold Cull, Secretary-Treasurer
Recording Secretary: Kim Richards, Sr. Executive Assistant

1 CALL TO ORDER AND LAND ACKNOWLEDGEMENT

Chair, Chelsea McCannel-Keene called the meeting to order at 8:10 pm and acknowledged the traditional territory of the K'ómoks First Nation.

The Audit Committee Terms of Reference (TOR) were reviewed by Harol Cull.

2. REPORT TO THE BOARD - none

3. PRESENTATIONS

3.1 Audited Financial Statements & Discussion and Analysis Document for the Year Ending June 30, 2026.

Harold Cull, Secretary-Treasurer, SD71

An overview of the audited financial statements and analysis document for the year ending June 30, 2026, was provided.

The committee noted its full support in presenting the following recommended motion to the Board of Education at the upcoming September 22, 2026 regular board meeting.

Recommended Motion:

That the Board of Education of School District No. 71 (Comox Valley) approve the 2025-26 Audited Financial Statements as presented at the September 16, 2026, Audit Committee meeting.

3.2. KPMG's Audit Findings Report & Independent Auditor's Report

Lenora Lee, KPMG LLP

Lenora Lee, the lead audit engagement partner for KPMG confirmed that the School District No. 71 (Comox Valley) audit is now complete. She stated that there were no concerns or issues to bring to the committee's attention. A PowerPoint presentation of the audit was provided to highlight key sections of the audit and its findings.

4. BUSINESS

4.1 In-Camera meeting with the Auditors

- Staff excused themselves from the meeting at 8:38 pm and reconvened at 8:41 pm.

4.2 In-Camera meeting with Staff

- An in-camera meeting with KPMG was not required by staff.

5. REVIEW OF ACTION ITEMS

None

6. FUTURE MEETING DATES

January 19, 2027

April 14, 2027

7. ADJOURNMENT

The meeting was adjourned at 8:48 pm.

BRIEFING NOTE

TO: Board of Education
FROM: Joe Heslip
Associate Superintendent
RE: Enhancing Student Learning Report (ESLR)

DATE: Sept 22, 2026

Purpose

To provide the Board of Education 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

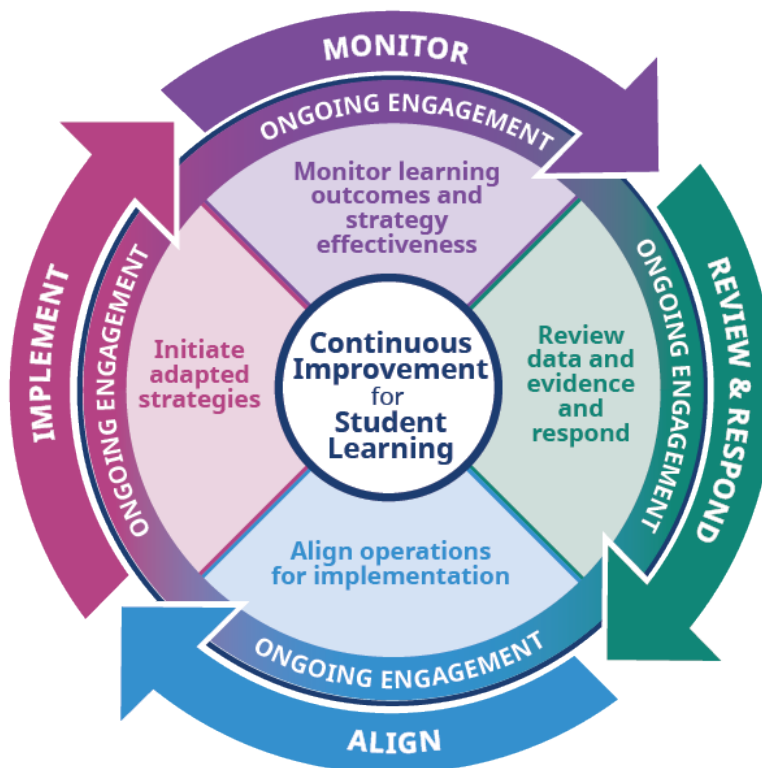
Approved by Board on XXXX, 2026

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.

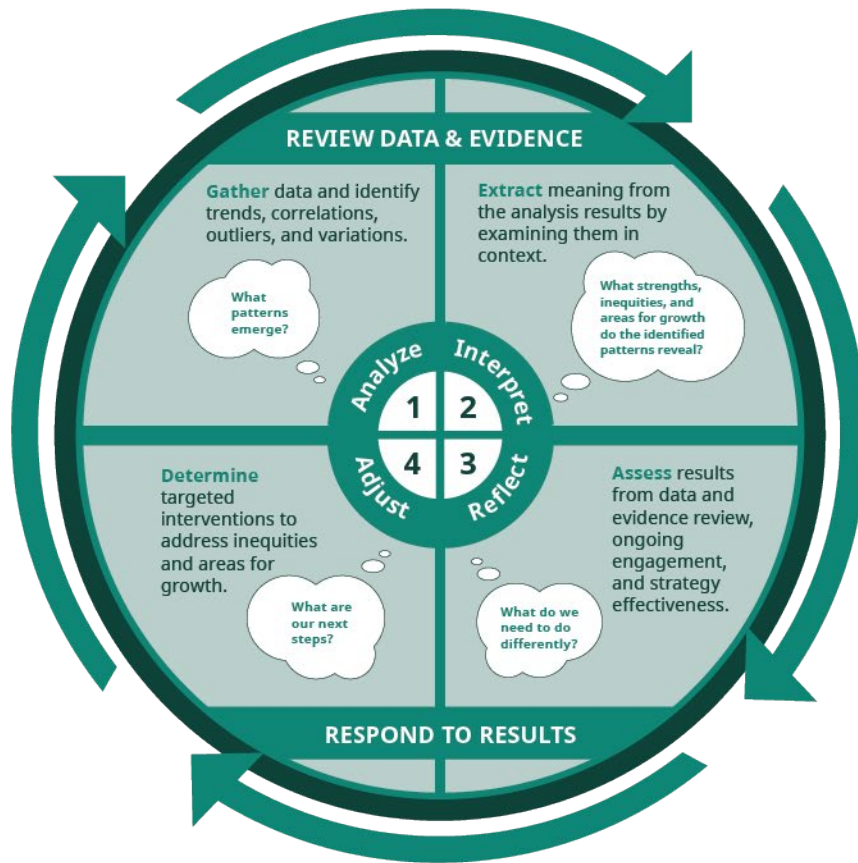
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle:**



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

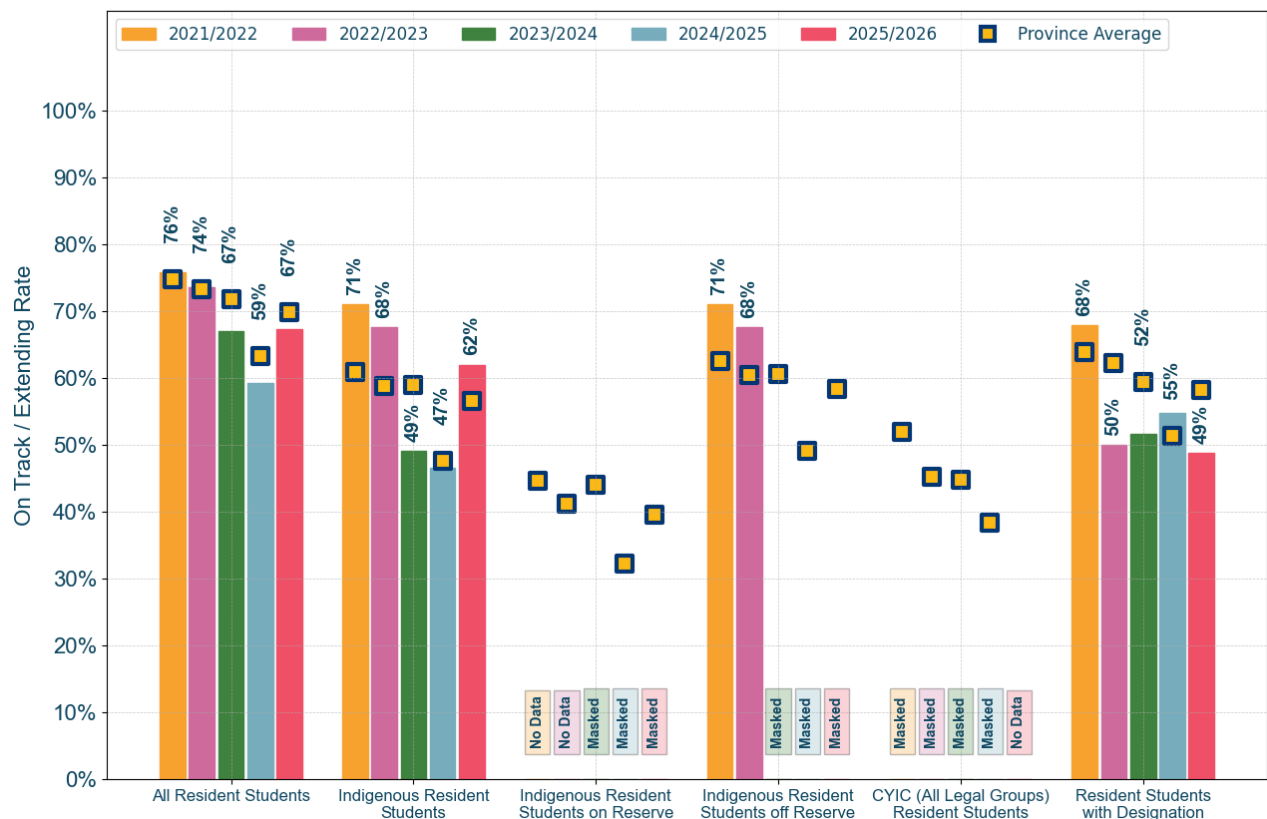
Educational Outcome 1: Literacy

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%

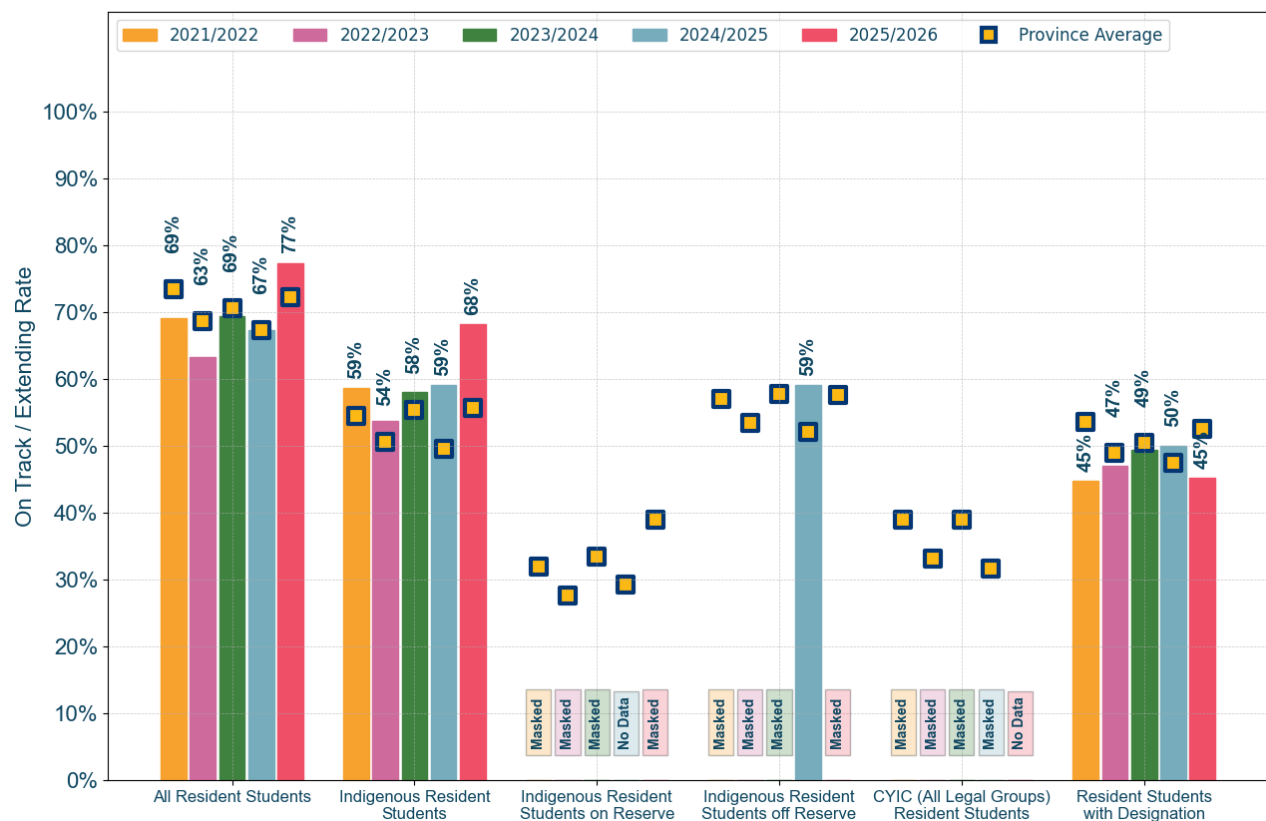
Grade 4 FSA Literacy - On Track / Extending Rate Comox Valley



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

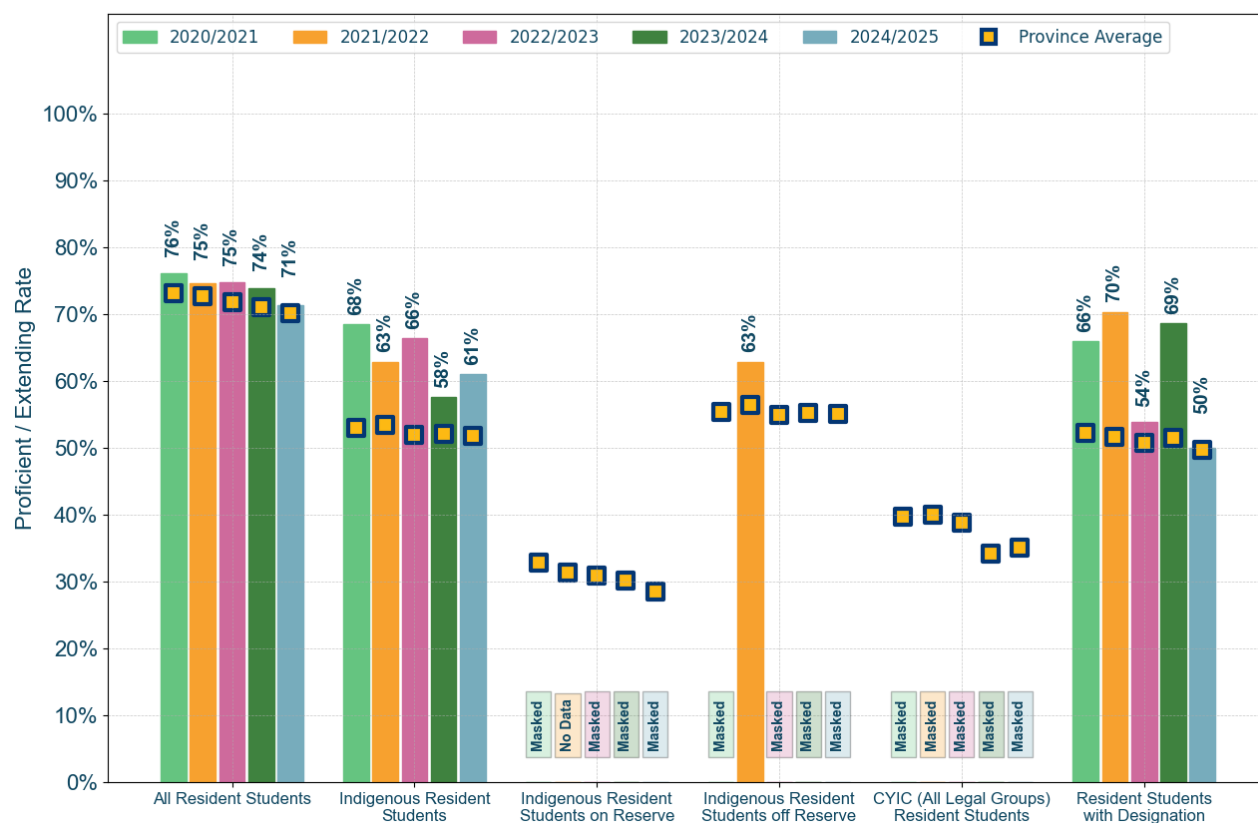


Measure 1.2: Grade 10 Literacy Expectations

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.

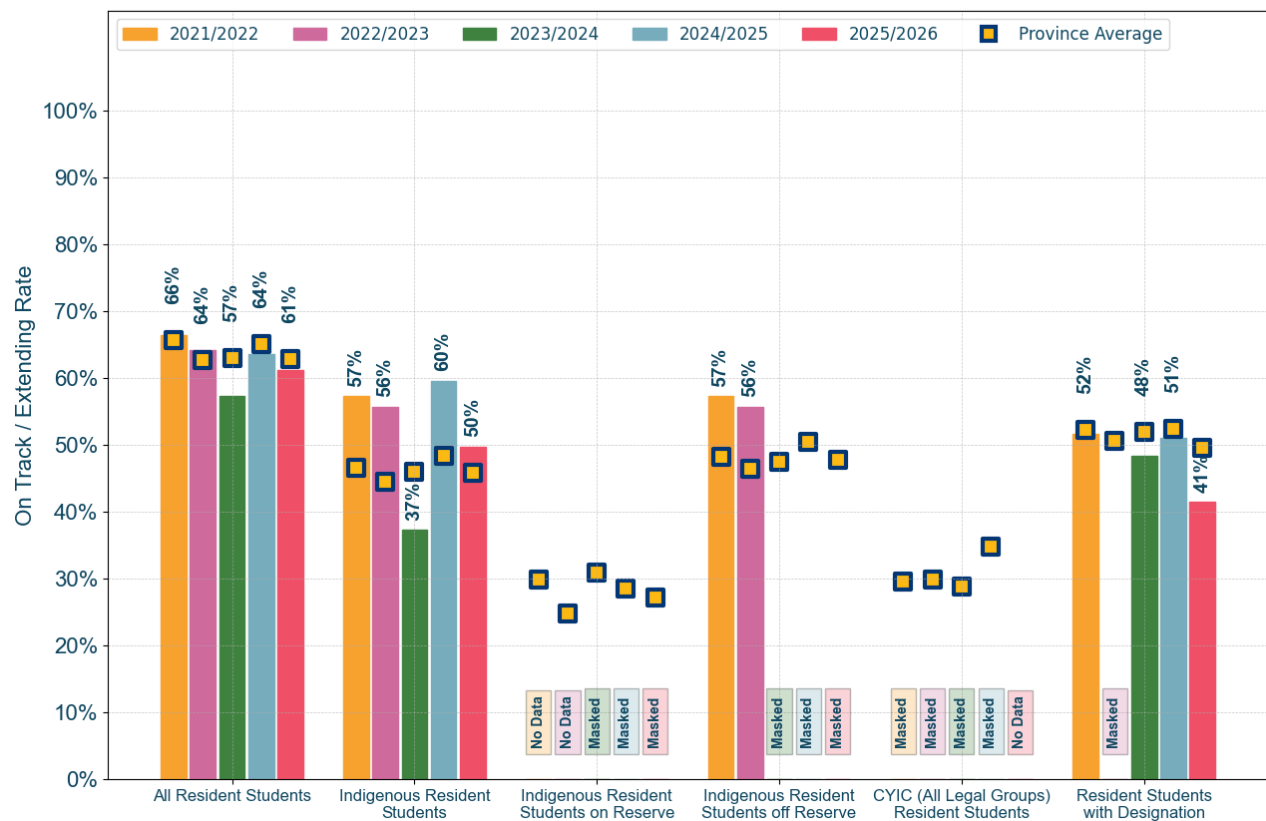
Educational Outcome 2: Numeracy

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%

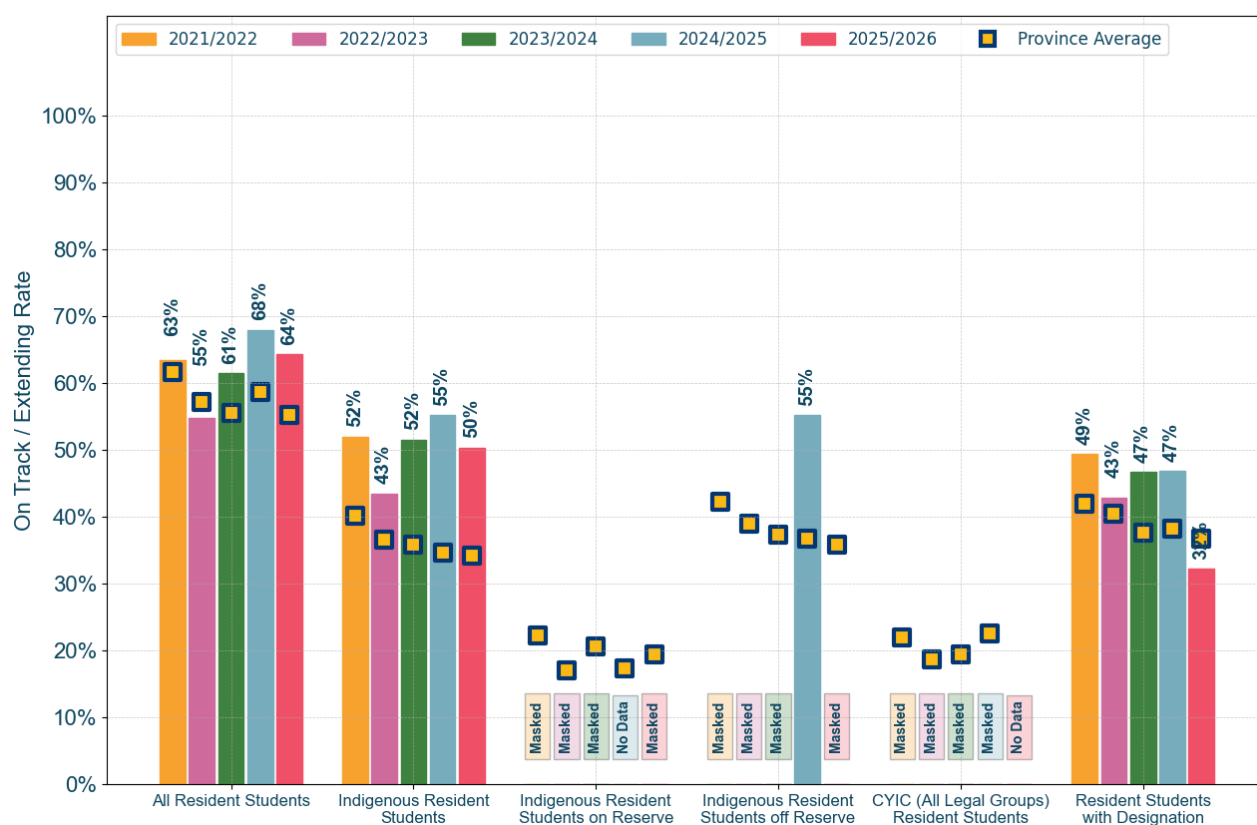
Grade 4 FSA Numeracy - On Track / Extending Rate Comox Valley



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

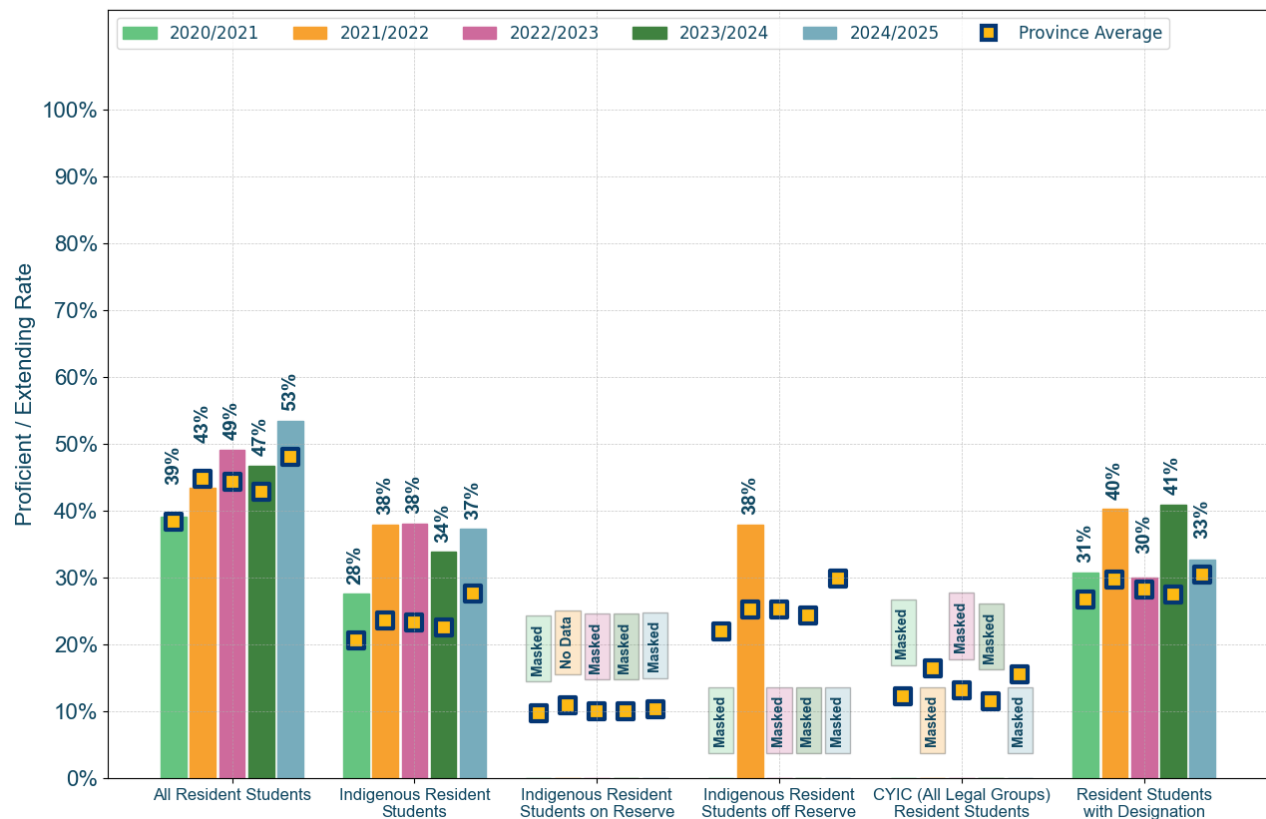


Measure 2.2: Grade 10 Numeracy Expectations

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

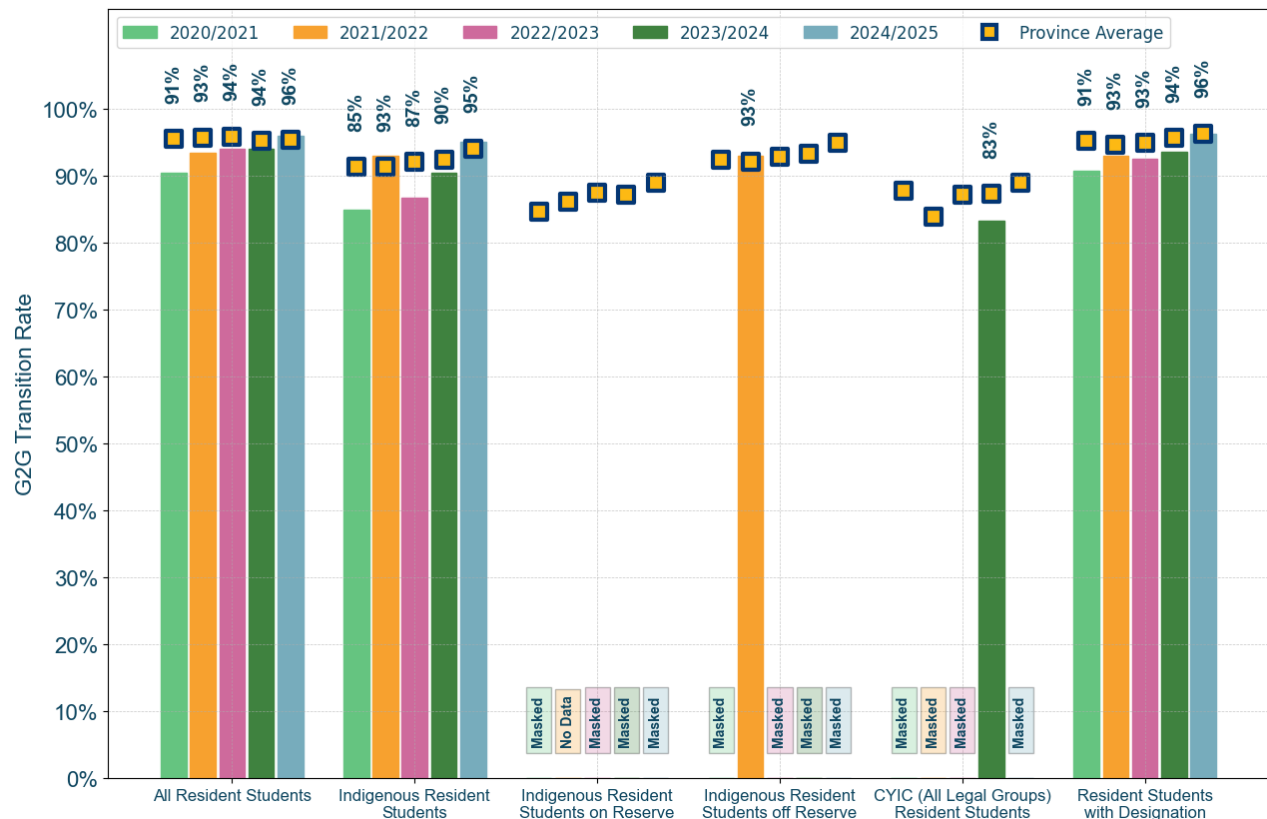


Measure 2.3: Grade-to-Grade Transitions

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

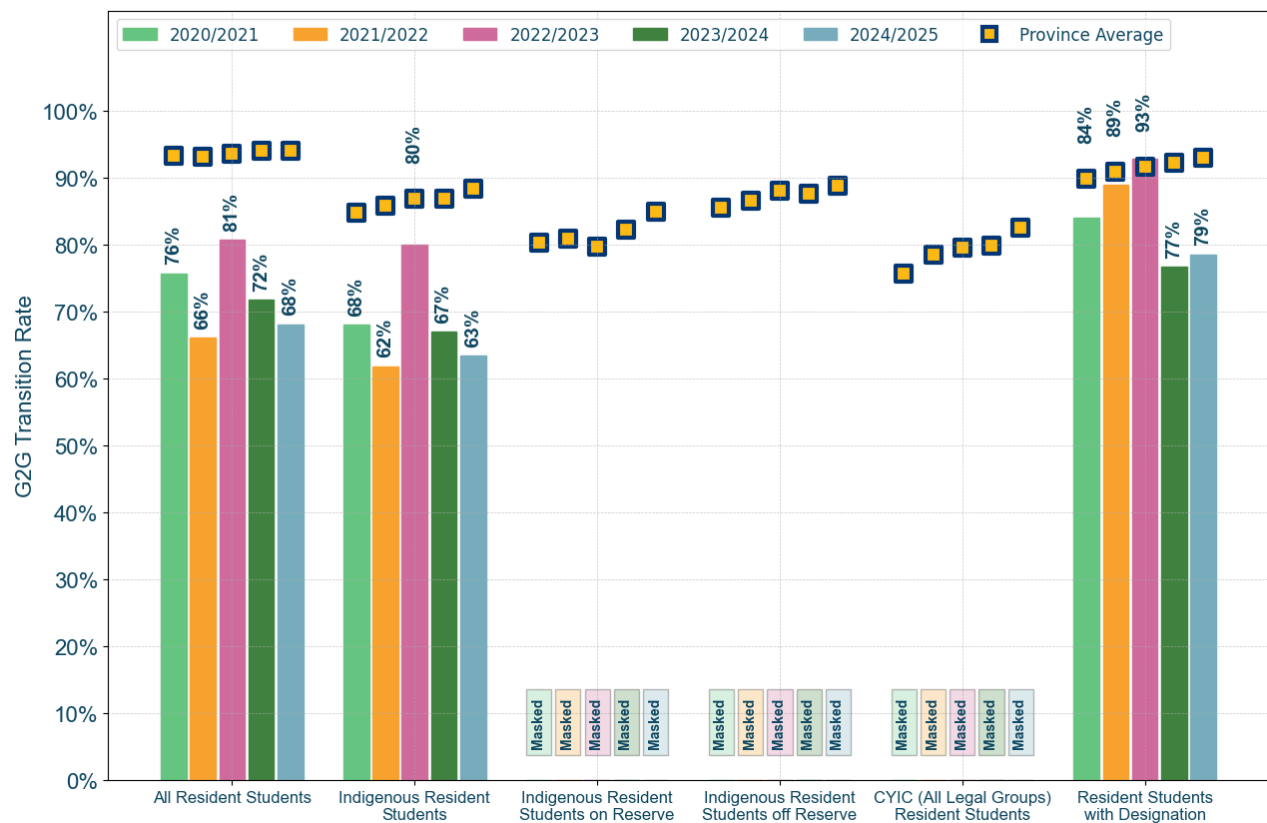
Grade 10 to 11 Transition Rate Comox Valley



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 inequity 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

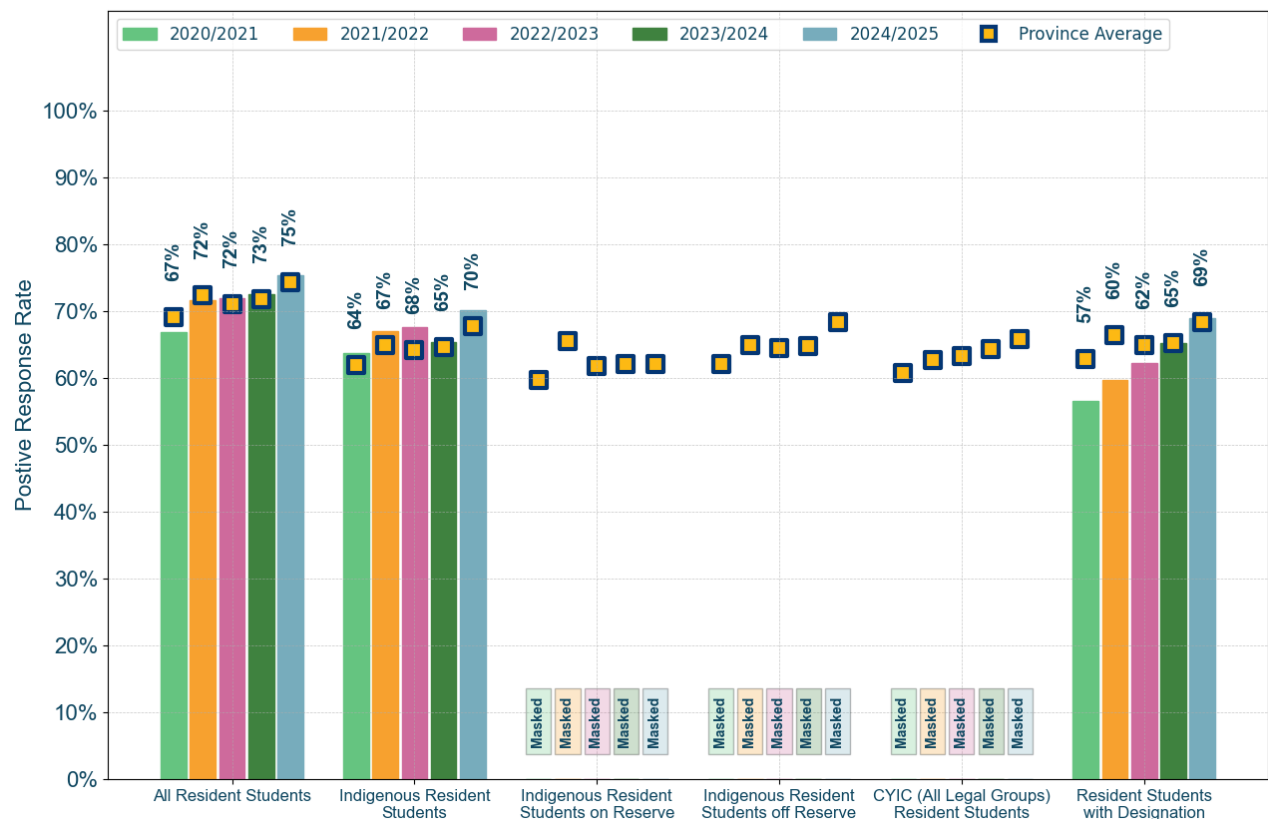
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

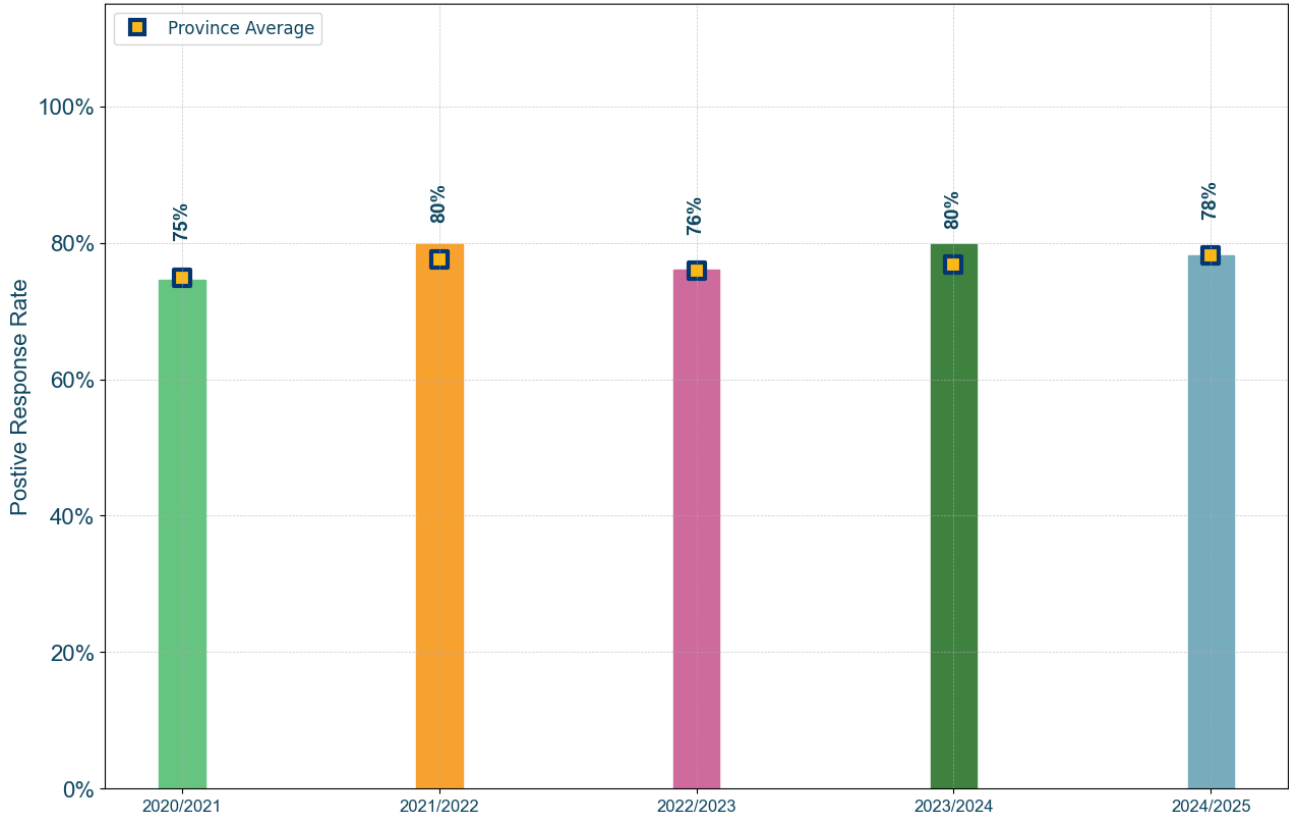
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	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%

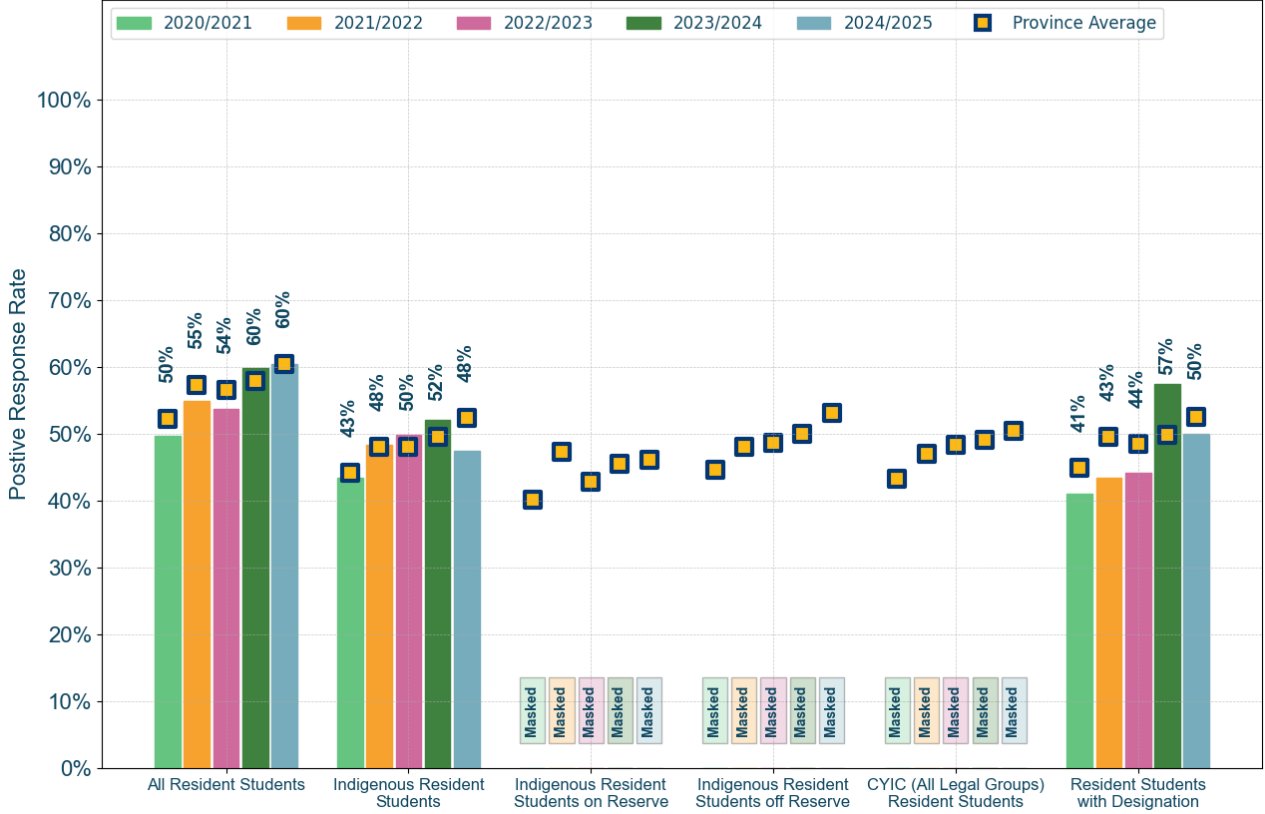
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Comox Valley



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

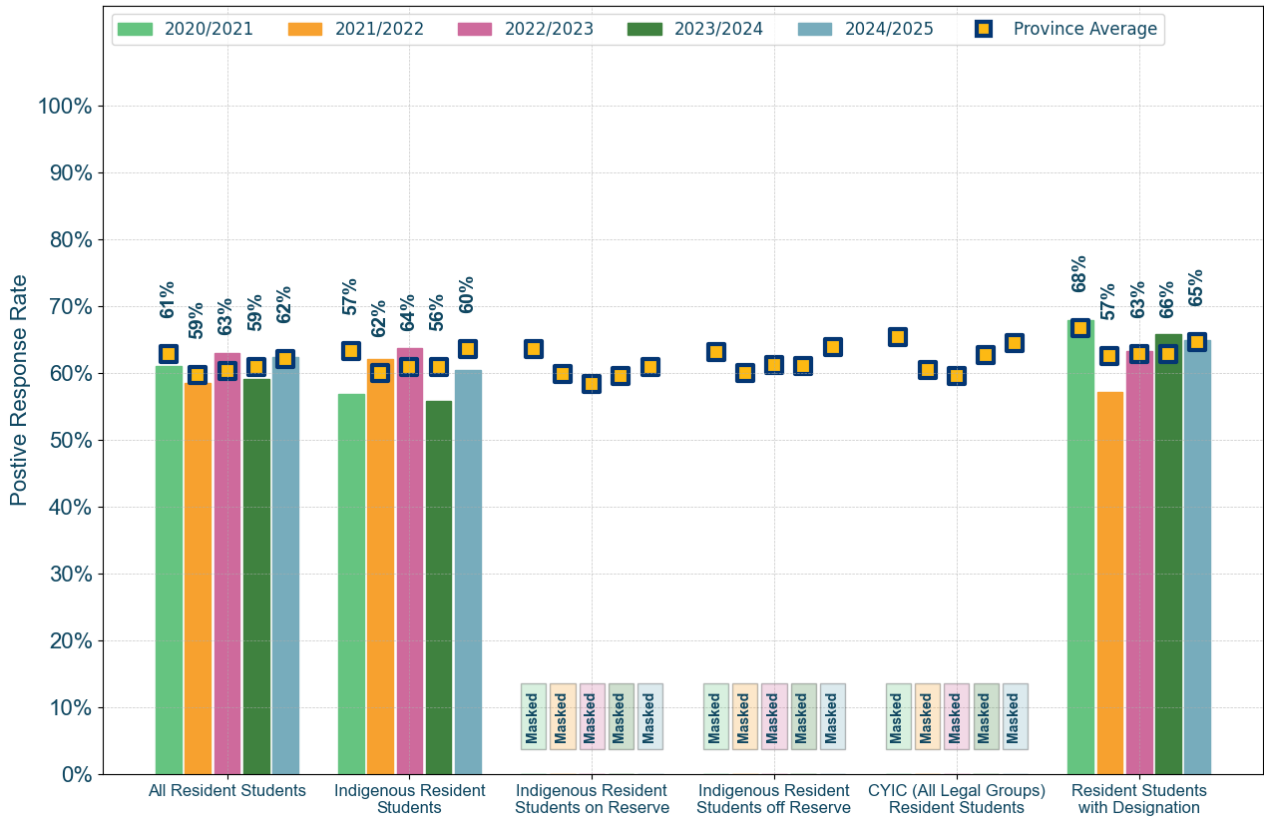


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Comox Valley



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.
- 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

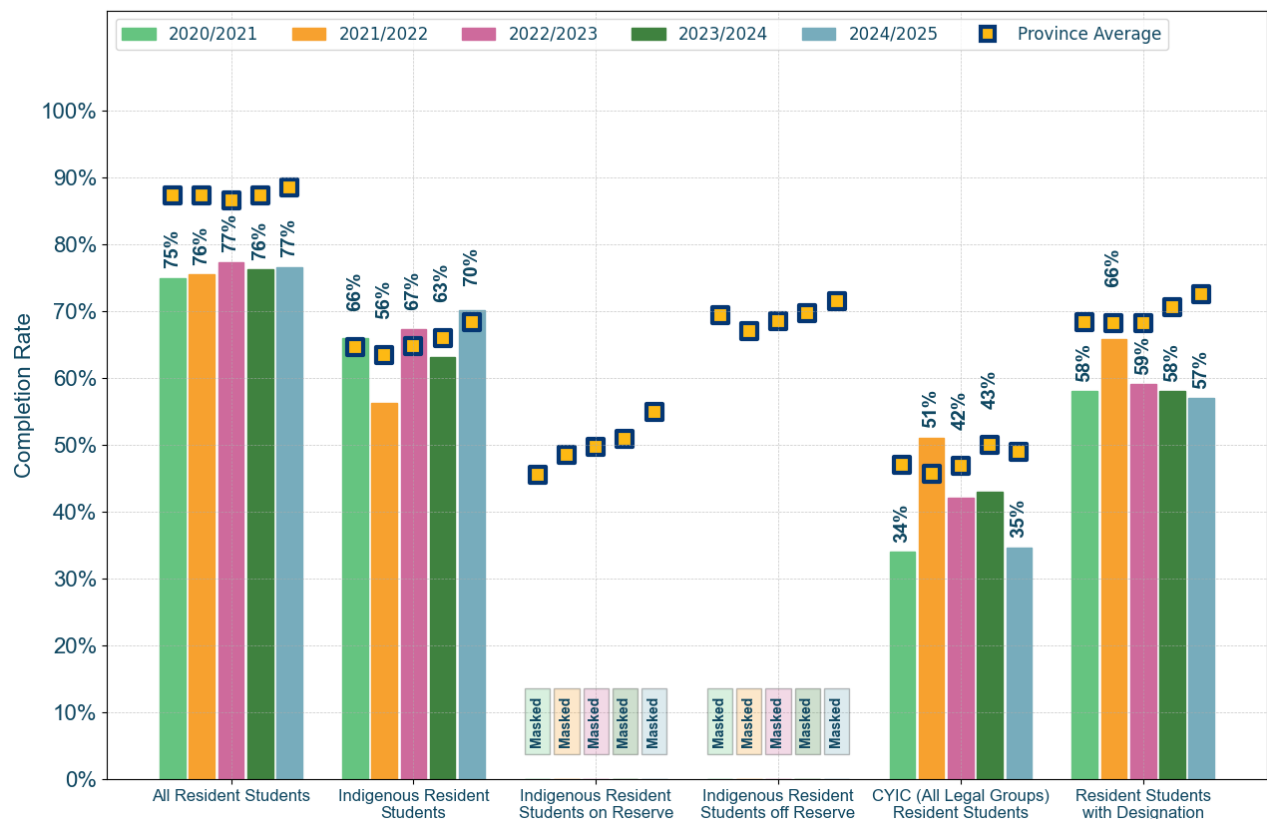
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

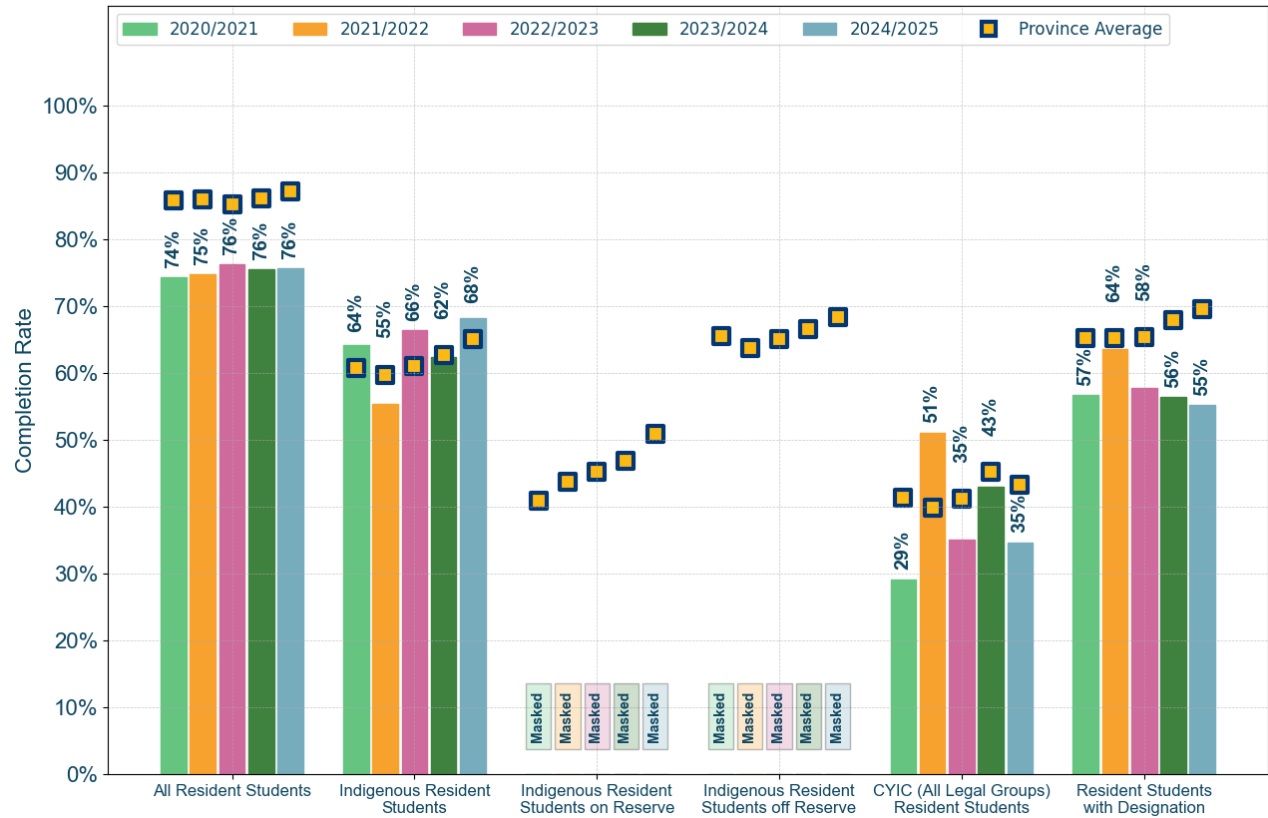
Completion Rate - Cohort Count | Outmigration Estimation

	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.

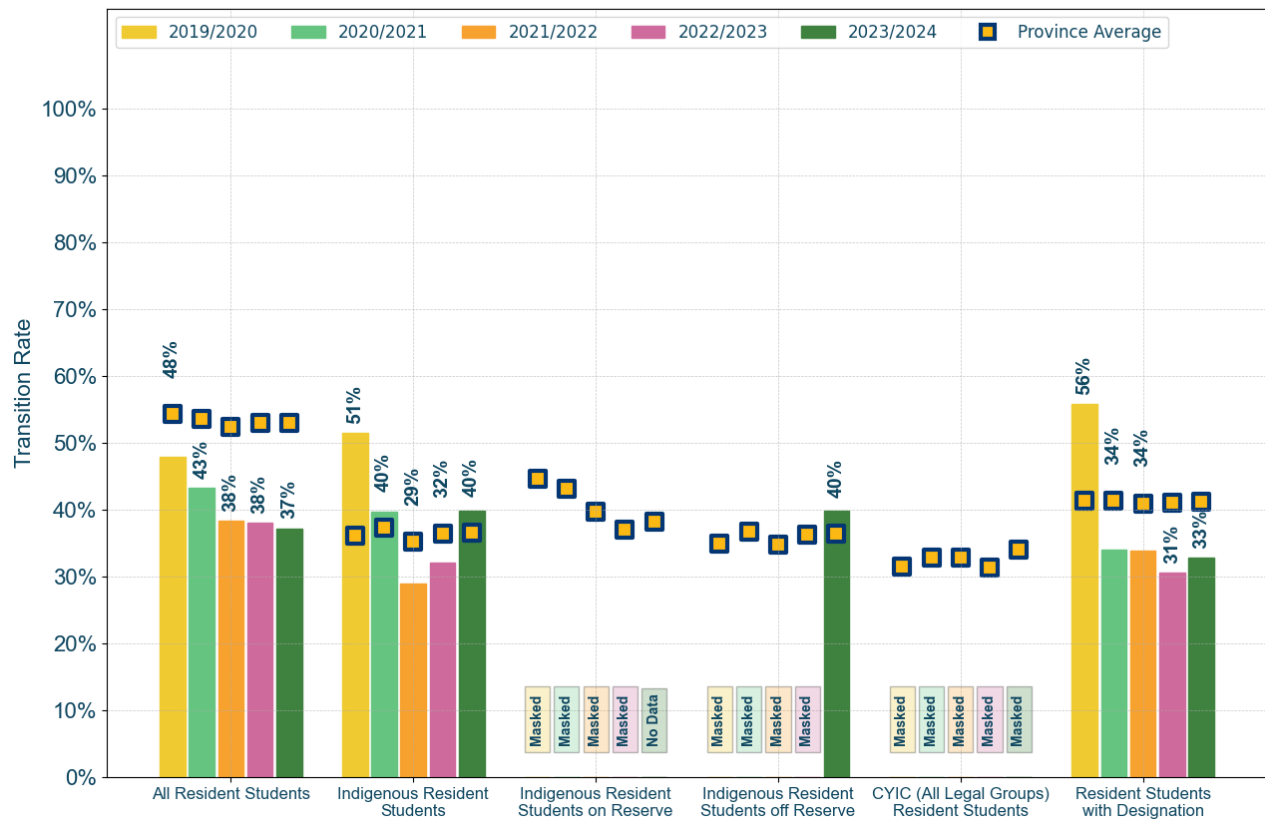
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

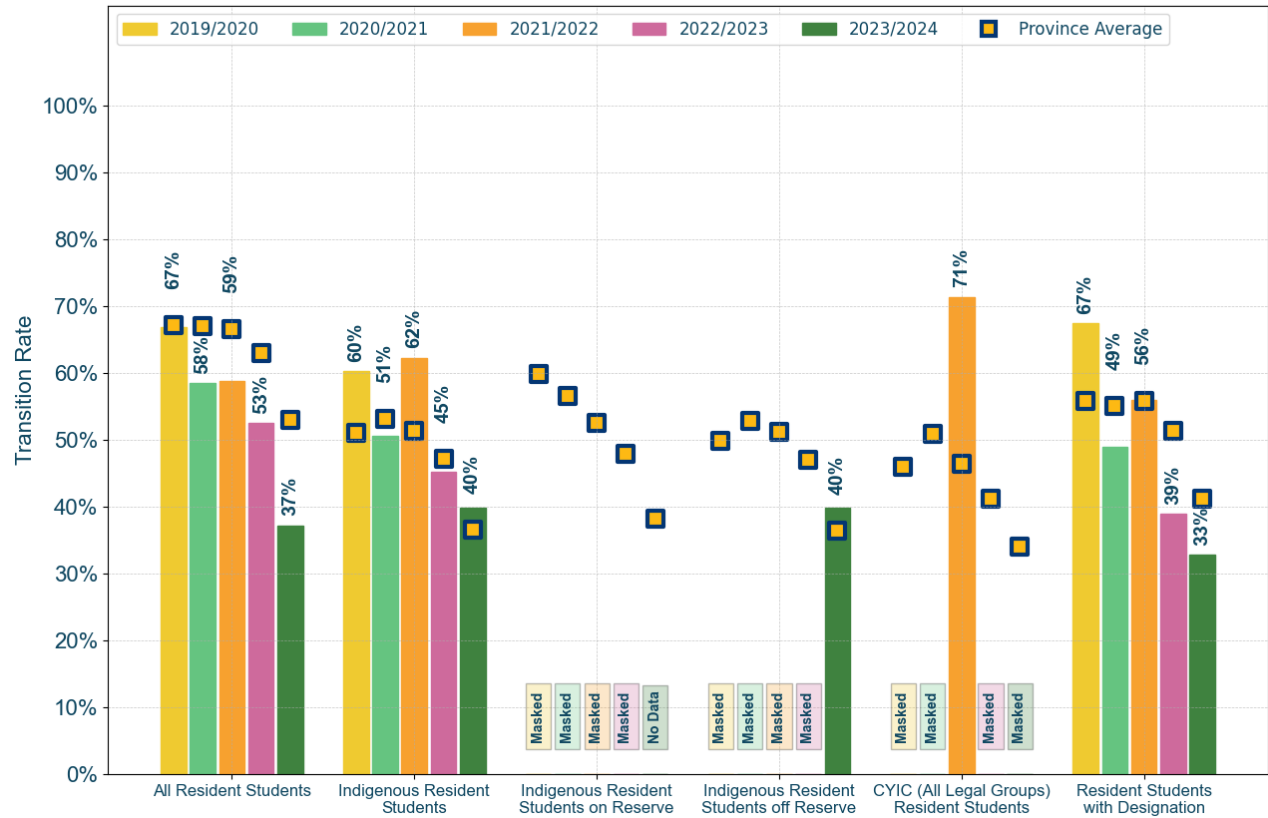
Transition to Post-Secondary - Cohort Count

	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? <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>
-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:

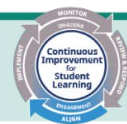
- Annual consultation with parents and caregivers regarding the development and implementation of Individual Education Plans (IEPs).
- Progress reporting on IEP goals three times per year.
- Monthly Primary Years Mental Health Collaborative meetings involving Child and Youth Mental Health, child psychiatry,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

Comox Valley

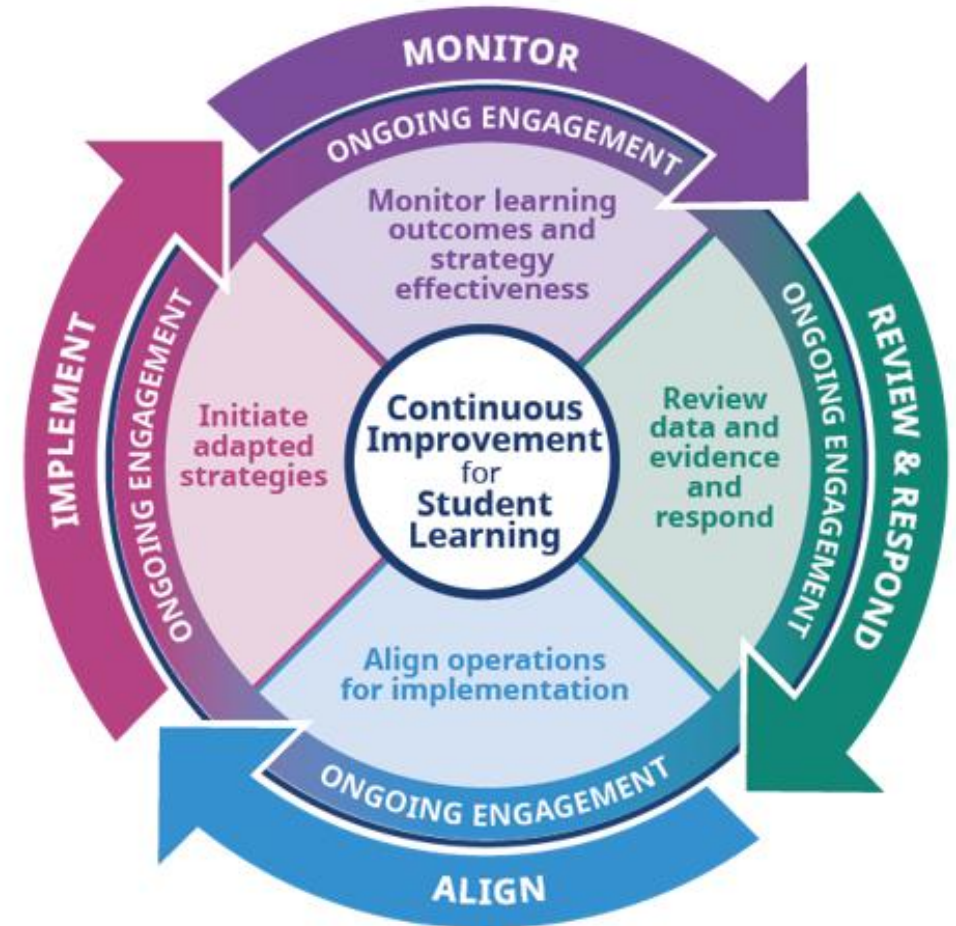
SD071

Enhancing Student Learning Report September 2026

Strengths, Areas for Growth, and Strategic Alignment

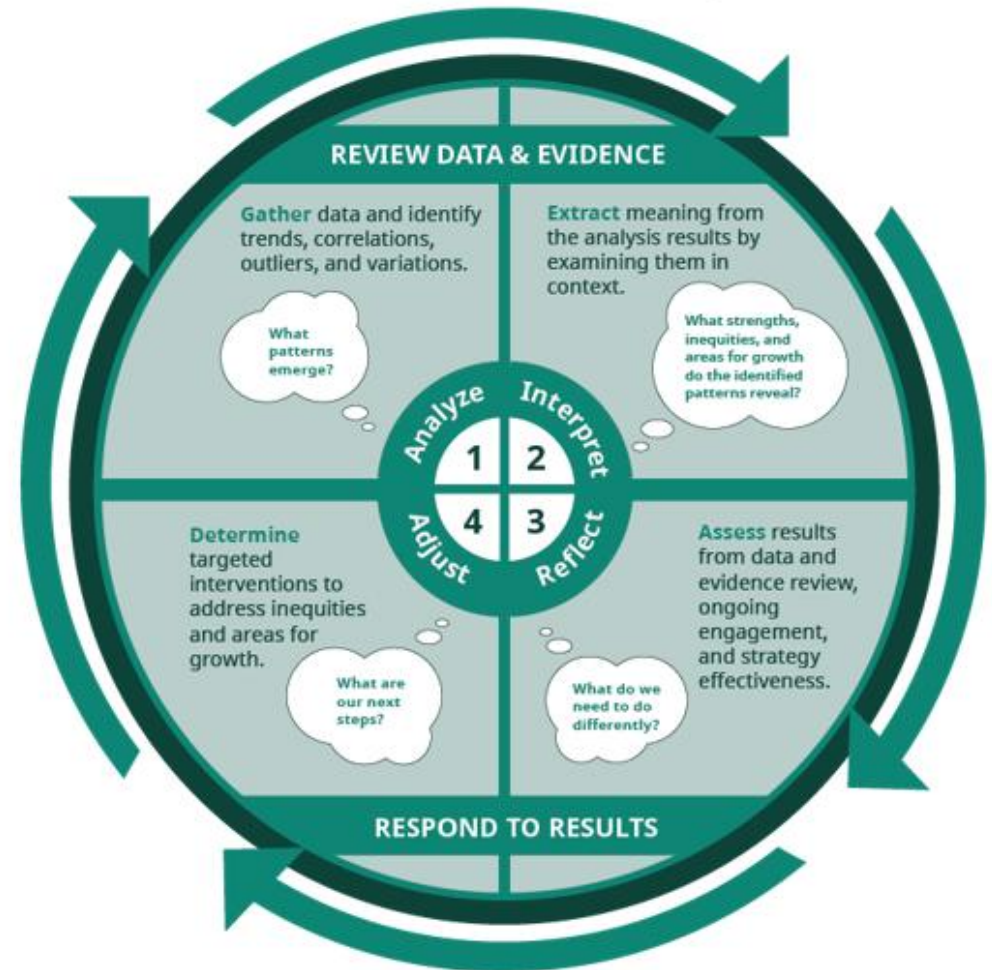


- Annual Accountability Document
- 3 Year Cycle
- Template



- Masked Data
- Multiple Years Under Review

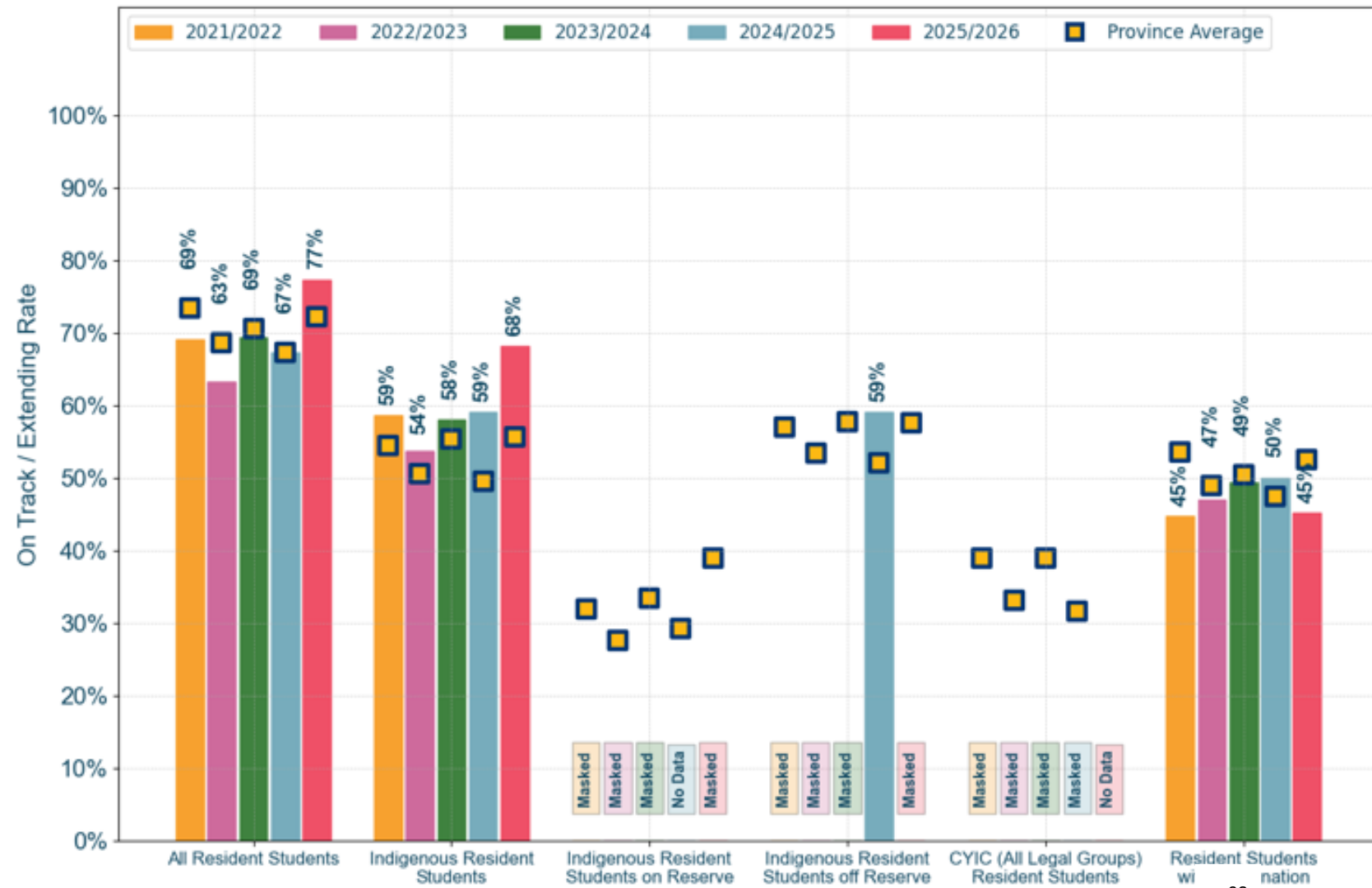
Review and Respond Cycle:



Strengths

Literacy

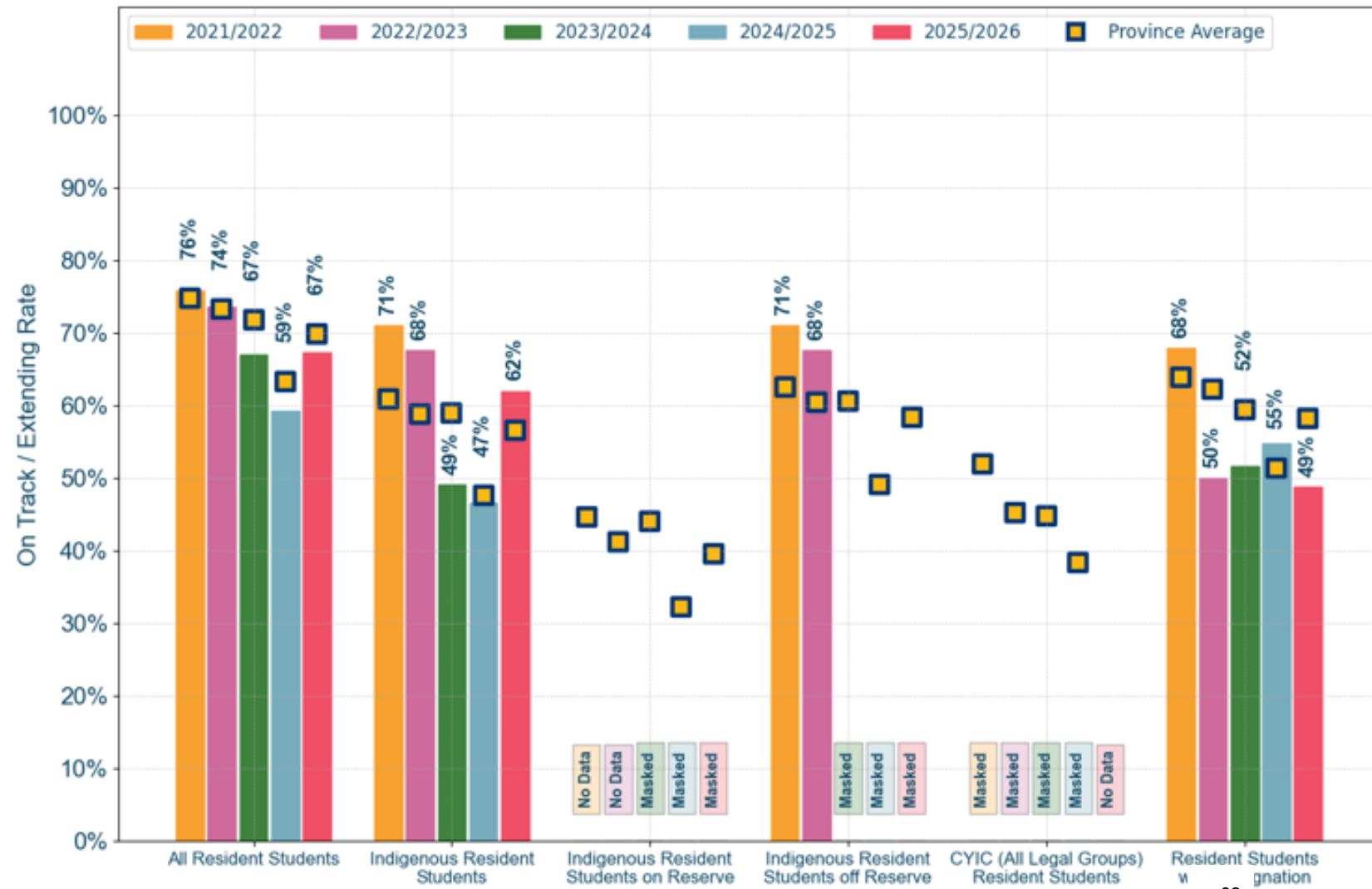
Grade 7 FSA Literacy - On Track / Extending Rate
Comox Valley



Areas for Growth

Literacy

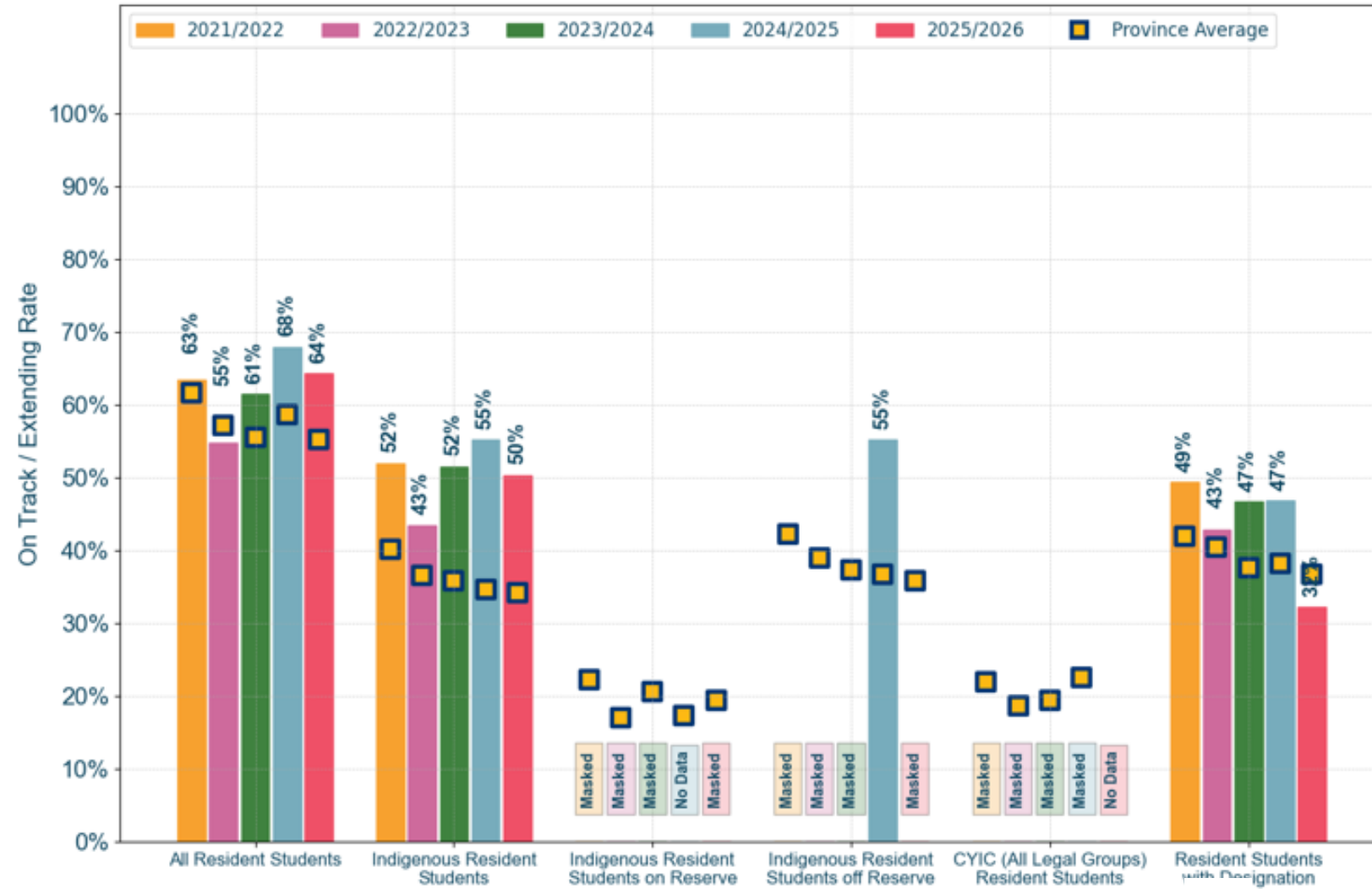
Grade 4 FSA Literacy - On Track / Extending Rate
Comox Valley



Strengths

Numeracy

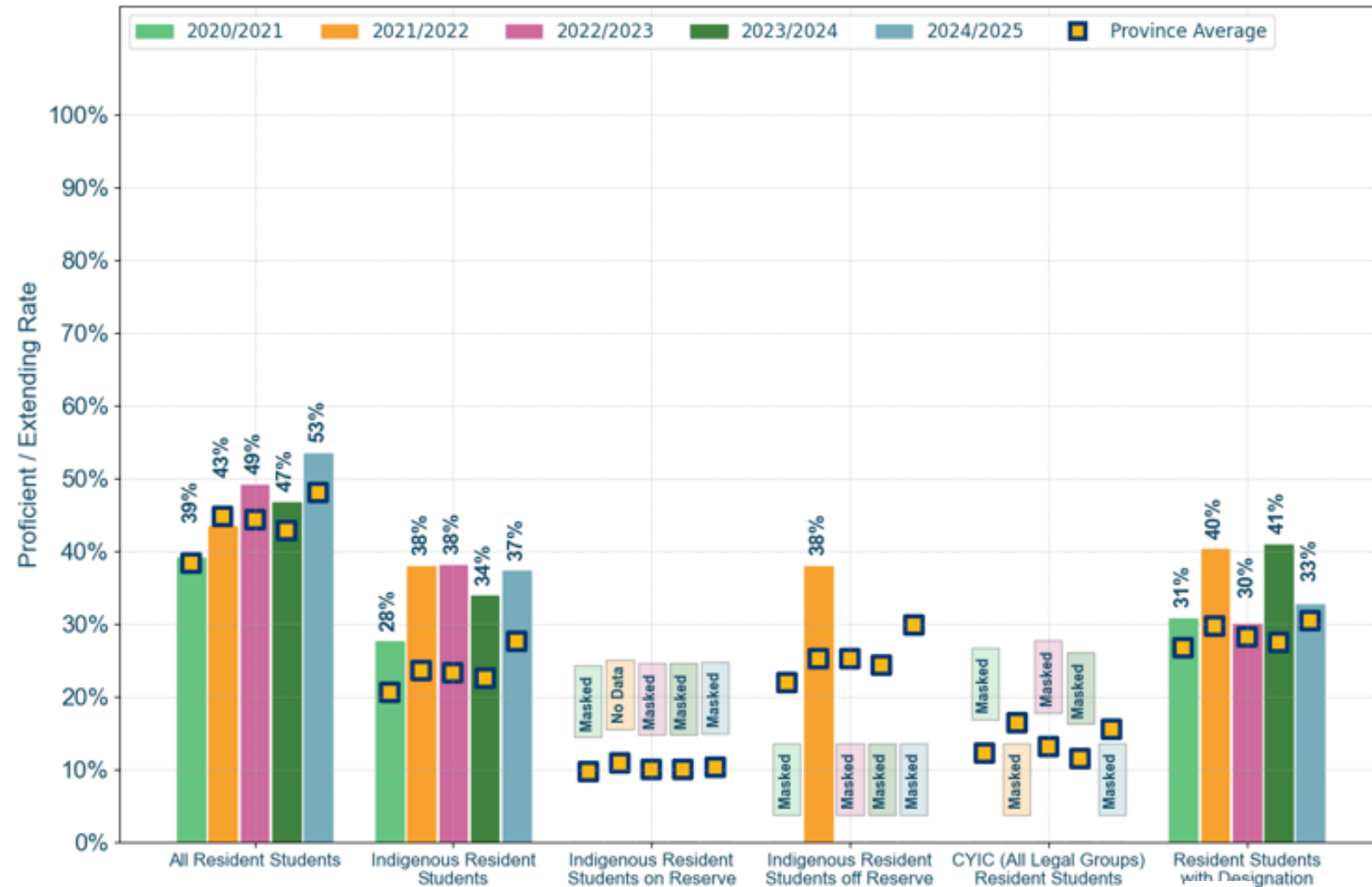
Grade 7 FSA Numeracy - On Track / Extending Rate
Comox Valley



Areas for Growth

Numeracy

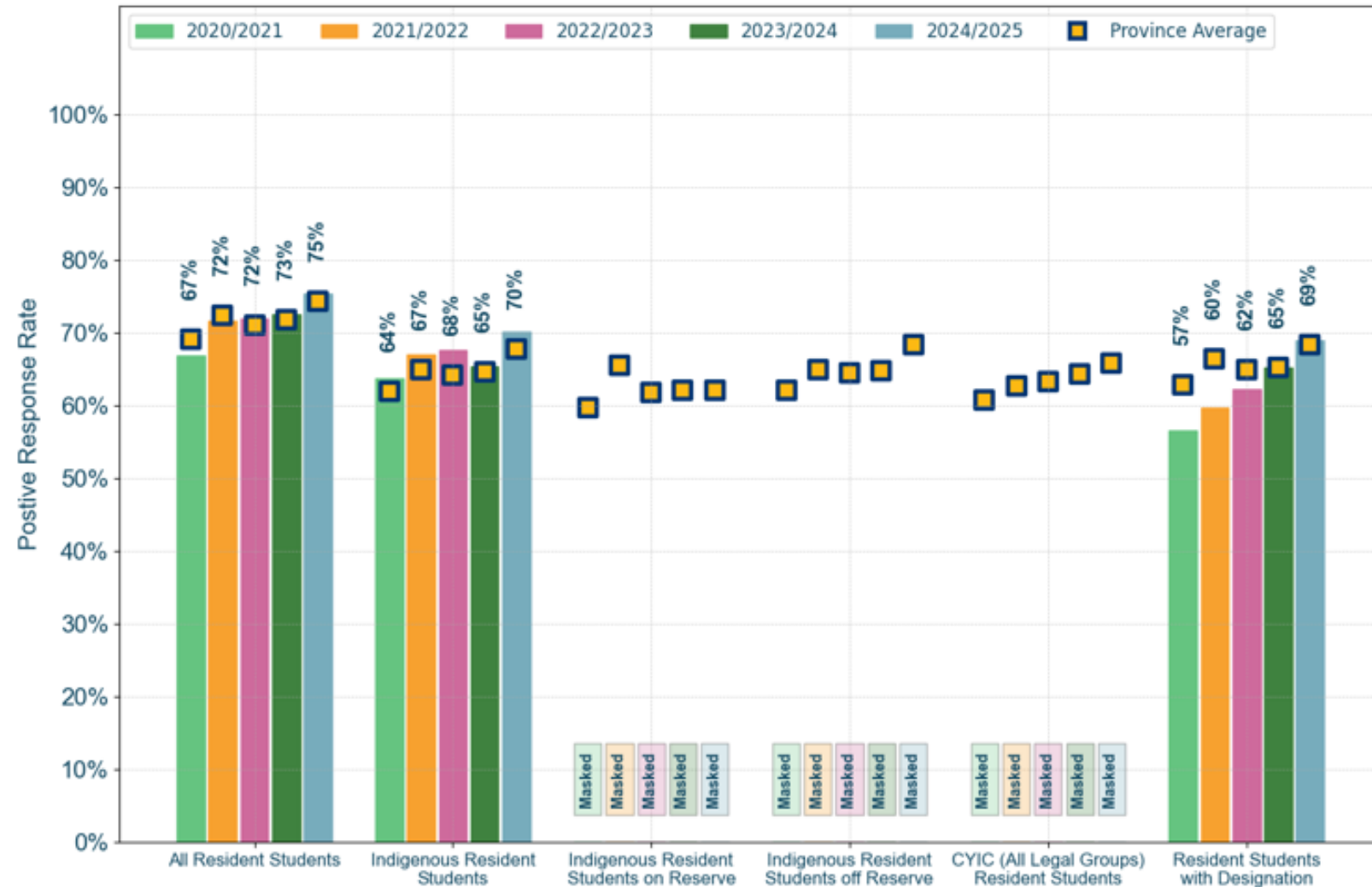
Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate
Comox Valley



Strengths

Social Development

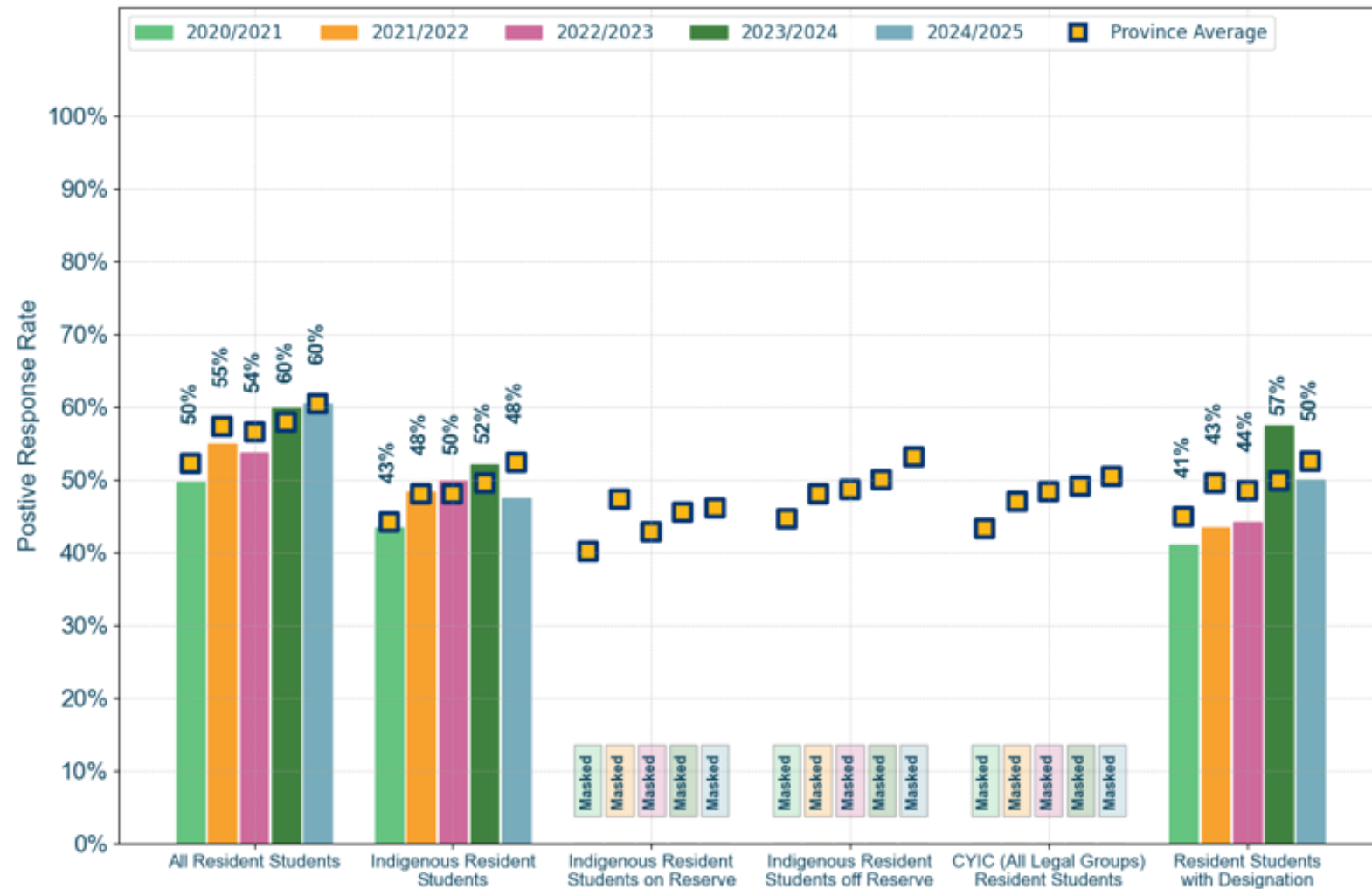
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Comox Valley



Areas for Growth

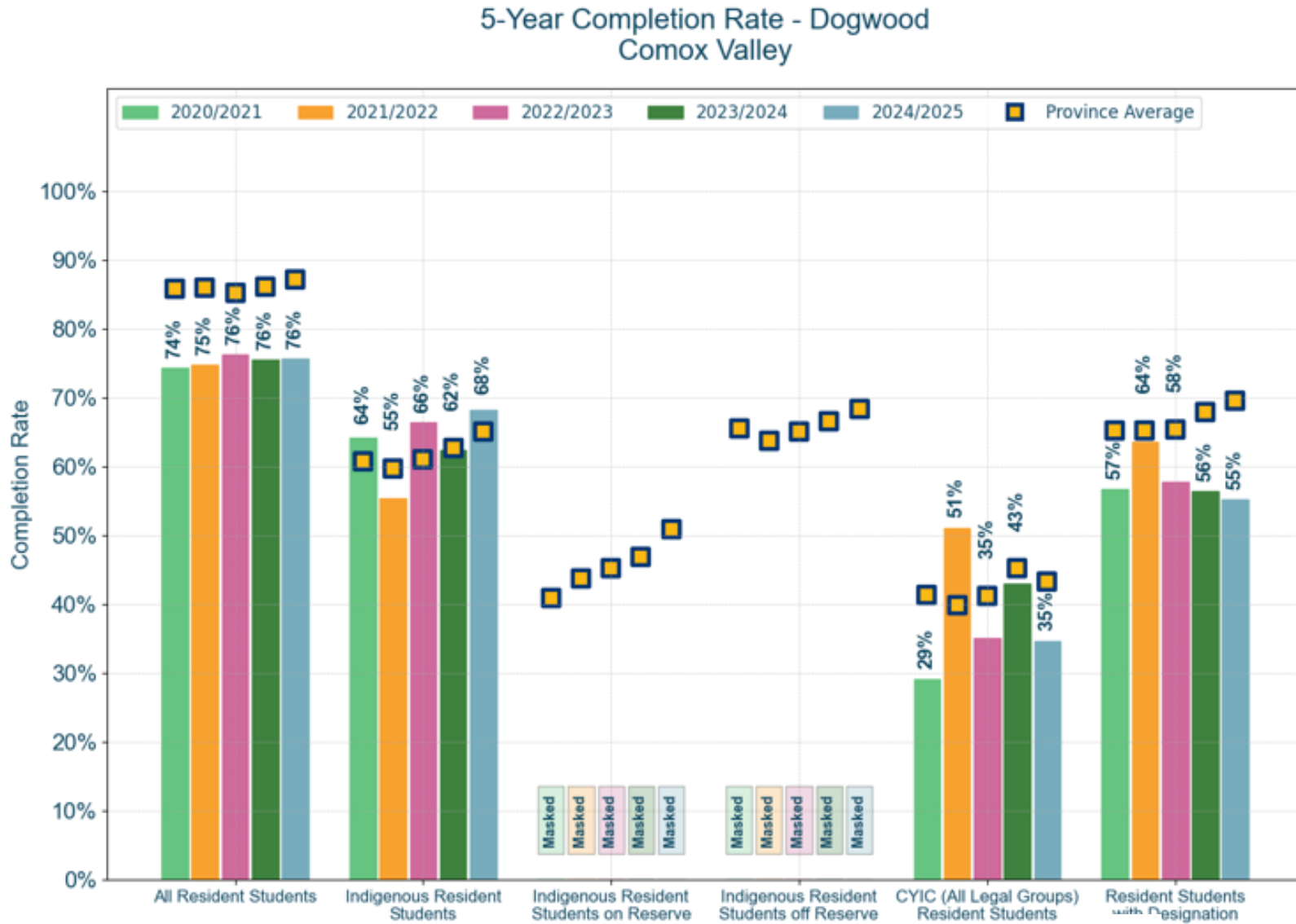
Social Development

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



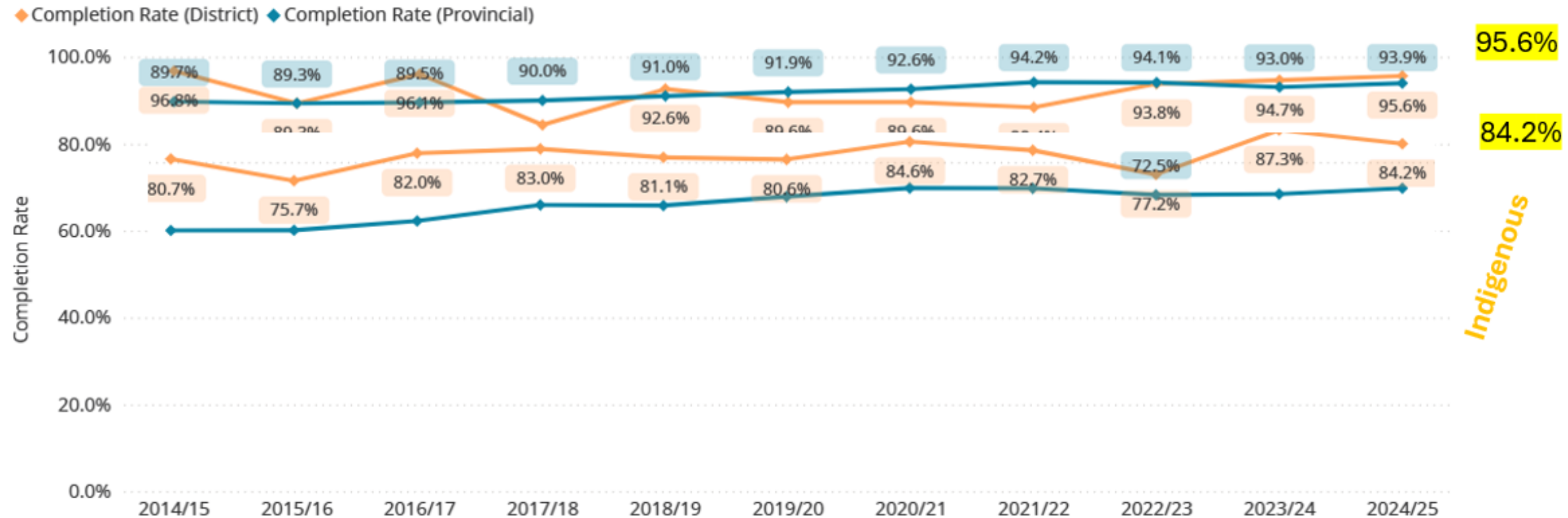
Strengths

5 year Grad Rates



Alternative & Standard Schools Only

5 Year - Completion Rate - 071 - Comox Valley





Reflect and Adjust

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 <u>was</u> this <u>particular strategy</u> 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.)
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

Create Alignment to Enhancing Student Learning



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Ongoing Strategic Engagement



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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

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

Comox Valley

SD071

Enhancing Student Learning Report September 2026

Thank you

Jeremy, Jay & Joe



BRIEFING NOTE

TO: Board of Education **DATE:** September 22, 2026
FROM: Sabrina Yeudall, Executive Director Human Resources
RE: Annual Exempt Compensation Reporting

Purpose

To provide the Board, a draft Executive Employee Compensation report and a draft attestation letter in preparation for required reporting to PSEC with a deadline of October 2, 2026.

Background

Pursuant to the *Public Sector Employers Act*, School Districts are required to report compensation on “Executive Employees”, which is defined as the Superintendent and the next four top Senior Employee decision-makers with an annual base salary of \$125,000 or greater.

Reporting must include:

- a report outlining the compensation philosophy followed in the School District;
- entry of specific compensation amounts into the online database maintained for this purpose by PSEC; and
- an attestation letter from the Board of Education confirming that the Board is aware of the compensation paid to Executive employees.

The Public Sector Employers Act assigns responsibility to the BCPSEA for the coordination of this reporting in the K-12 sector, and they do so through the provision of templates for the report and the attestation letter.

Analysis

The template for the compensation philosophy report provided by the BC PSEA is unchanged from that provided for the last reporting cycle; as a result, the report content is also essentially unchanged, although it was reviewed and completed against current year data to ensure continued accuracy.

Updated compensation information has been uploaded into the Senior Employee Compensation Reporting database and is awaiting review from PSEC. A copy of the data entered for Executive Employees for the 2025-2026 fiscal year is appended to this briefing note. Should the PSEC request any changes to the data entered the committee and/or the Board of Education will immediately be advised that changes were requested and the content of the requested changes (this is not anticipated; however, is flagged as PSEC review is a part of the process of the annual reporting cycle so this possibility is flagged for transparency and awareness).

Recommendation

That the Support Services Committee recommend to the Board that they direct the Chair of the Board of Education to sign the attestation letter on behalf of the Board of Education.

Respectfully submitted,

S. Yeudall

Sabrina Yeudall,
Executive Director, Human Resources

Public Sector Executive Compensation Disclosure Report 2025-2026 School District No. 71 (Comox Valley)

The Board of Education encourages and adopts practices that enable the district to attract, retain, incent, and reward qualified, high-performing employees who are critical to the delivery of quality public education programs to students in School District No. 71 (Comox Valley).

A key component of this approach is the development and maintenance of a framework for executive and exempt staff compensation that is rational, defensible, competitive and able to be effectively administered.

Compensation Philosophy

The Board's compensation philosophy aligns with the statutory system of exempt staff compensation administration in the K-12 public education sector and the British Columbia Public School Employers' Association (BCPSEA) exempt staff compensation management plan (BCPSEA Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*), which is an approved compensation plan under the *Public Sector Employers Act*.

Compensation mandates/direction facilitated by the Public Sector Employers' Council Secretariat (PSEC Secretariat) from time to time are the official policy of BCPSEA and any adjustments to exempt staff compensation levels must align with the parameters of the prevailing compensation mandate/direction.

The Board's compensation philosophy is based upon a set of principles that guide development, maintenance and decision-making with respect to salary structures and total compensation packages and programs.

At its core is an integrated view of compensation and rewards — not only traditional, quantifiable elements such as salary and benefits (compensation), but also more intangible elements such as career opportunities, learning and career development, work challenge, and supportive culture (rewards). The total rewards compensation program further integrates with plans that establish the board of education's overall education, business, and human resources strategies and objectives to facilitate the attraction and retention of qualified, experienced, motivated and high-potential employees who are committed to the board's overarching goal of delivering a high quality public education experience to BC students.

Inherent in the compensation philosophy are the following core principles:

- **Performance:** The compensation structure and administration of the structure supports and promotes meaningful career growth and development opportunities, and a performance-based (merit) organizational culture.
- **Differentiation:** Differentiation of compensation is supported where there are differences in the scope of the position within an organization, and/or due to superior individual/team contributions.
- **Accountability:** Compensation decisions are objective and based upon a clear and well documented rationale that demonstrates the appropriate expenditure of public funds.
- **Transparency:** The compensation program is designed, managed, administered, and communicated in a manner that ensures the program is clearly understood by employees

and the public while protecting individual personal information.

Labour Market Comparators

Key to the compensation philosophy is the need to maintain a meaningful level of competitiveness with the relevant external labour market. Consistent with industry standards, “labour market” is defined in the BCPSEA sectoral exempt compensation management plan (Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*) as:

- The recruitment pool for these employees
- The destination sector for these employees.

The following considerations guide articulation of the relevant labour market:

- Degree of recruitment from these jurisdictions/organizations
- Size of the organization, as size drives the span of control and scope of accountability
- Geographic location
- Transferability of skills
- Comparability of qualifications and experience
- Comparability of authority and consequence of error.

For executive and exempt staff positions in the BC K-12 public education sector, the relevant labour market includes:

1. Other BC school districts (primary labour market)
2. Other BC public sector organizations
3. Other Canadian school districts where relevant (to the extent that BC school districts recruit from and lose employees to these jurisdictions, this segment of the labour market is weighted to Alberta and Ontario (and to a lesser extent, Saskatchewan) consistent with the industry-standard definition of labour market)
4. Selected private sector organizations where relevant.

The Board’s executive and exempt staff salary structure was developed on a total compensation basis, consistent with governance and technical best practice, as part of the BCPSEA Sectoral Exempt Staff Compensation Review Project conducted with the approval of the PSEC Secretariat. This comprehensive market review ensured development of an executive and exempt staff salary structure for each of the province’s 60 public school districts in alignment with each district’s relevant comparator labour market and internal organizational structure. This approach includes:

- Consideration of all components of the total rewards model.
- Consideration of the relevant labour market for compensation comparison purposes.
- Linking pay ranges to neutral, relevant factors (e.g., job content (specific duties/responsibilities), required skill level, required competencies, required qualifications).
- Ensuring appropriate relationships exist between positions in the district’s organizational hierarchy.

- Considering the ways in which appropriate organizational and individual performance measures may be linked to the administration of the compensation system.

In balancing external competitiveness with internal equity, the reference point for executive and exempt total compensation is currently the median of the relevant comparator labour market.

The Board's total compensation package for executive/senior management staff is comprised of the following elements.

Cash Compensation

Total cash compensation includes annual base salary and annual vehicle allowance.

- **Annual base salary**

Annual base salary is considered in the context of the total compensation package.

- **Vehicle provisions**

Due to the diverse geography of the district and the need to visit schools and other district worksites, the Board provides a monthly vehicle allowance to the Superintendent and other senior management positions, as well as for those exempt roles for which significant travel within the district to complete their assigned tasks is a requirement based on the responsibilities of the role.

The monthly vehicle allowance is set at a level competitive with the vehicle allowances provided to Superintendents and other senior managers in districts of similar size and geography. The Board also provides for the reimbursement of additional insurance costs required to insure personal vehicles for business use.

Non-cash Compensation

The non-cash elements of the total compensation package include:

- **Health and welfare benefits** such as extended medical, dental, group life, short-term and long-term disability, employee and family assistance program, etc. consistent with such benefits as offered in the K-12 sector generally.
- **Pension benefits** through either the Teachers' Pension Plan or the Municipal Pension Plan.
- **Paid time off** including an annual vacation entitlement of 25-30 days. Pursuant to the *Public Sector Employers Act*, carry forward of unused accumulated vacation is not permitted. If, however, the individual employment contract does allow for carry forward of unused accumulated vacation, then such vacation may be carried forward for one year only and at the end of that year, the unused accumulated vacation must be used in full, paid out, or a combination of the two.

Further, executive/senior management employees receive 5-10 days of paid time off, depending on position, annually. This in addition to annual vacation entitlement, in recognition of attendance at meetings during evenings and weekends.

Compensation Administration

The Board engages in consistent and ongoing administration of the compensation structure to ensure that reality matches philosophy and that equity is maintained. An ongoing system of compensation review conducted and managed through BCPSEA and the PSEC Secretariat ensures that total compensation levels are benchmarked externally against the appropriate labour market and internally against appropriate job criteria.

The Board works with BCPSEA to obtain information and advice relating to the executive and exempt compensation structures and to ensure alignment with the compensation mandates/directions established for the provincial public sector by PSEC Secretariat.

▪ Annual base salary administration

The salary structure for executive and exempt positions is based on placement at the appropriate salary range in the structure reflective of labour market competitiveness and internal equity. Placement and progression through the salary range is dependent upon competency growth and performance. The maximum of the salary range typically represents the job rate for the position, defined as the salary that should be paid to an incumbent who has established him/herself as meeting all the goals and expectations of the position in a fully satisfactory manner. New hires are generally not placed at the job rate on commencement of employment, although due to the key leadership roles and responsibilities, such individuals are generally recruited at a highly competent level and are often placed at the mid- to maximum point in the salary range reflective of the required competence, qualifications, and experience.

The decision whether to grant a salary increase to the position of Superintendent only is at the sole discretion of the Board of Education and is the only executive/exempt position for which BCPSEA approval of an increase to any element of the compensation package is not required. In determining whether a salary increase is warranted, the Board considers such factors as performance, competence, external competitiveness, and internal equity including the maintenance of appropriate salary differentials through the organization. The Board typically utilizes market compensation data and salary/compensation structures developed by BCPSEA for this position as well as all other positions in the exempt staff structure. Potential increases are considered within the Board's overall compensation budget.

Accountability

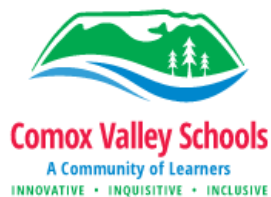
Underlying the Board's compensation philosophy and approach is the understanding that legal and regulatory mandates are considered a baseline for implementing any compensation plan or practice. Compensation administration in the K-12 public education sector currently operates within the following context:

- the *Public Sector Employers Act*, which establishes the legislative policy framework for exempt staff compensation administration in the public sector
- the BCPSEA exempt staff compensation management plan (Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*), which is an approved compensation plan under the *Public Sector Employers Act*.

- compensation mandates/direction facilitated by the PSEC Secretariat from time to time. Any adjustments to exempt staff compensation levels must align with the parameters of the prevailing compensation mandate/direction.

Under the current compensation administration system in the K-12 sector:

- the Board of Education is solely responsible for the establishment and maintenance of compensation levels for the position of Superintendent of Schools. As elected school trustees, the Board is accountable to its public and therefore ensures that it adheres to proper human resources practices including statutory requirements with respect to executive and exempt staff compensation.
- proposed salary range placement and compensation adjustments for all other executive and exempt positions in the district must be reviewed and approved by BCPSEA prior to implementation.



School District No. 71 (Comox Valley)

Office of the Board of Education

607 Cumberland Road
Courtenay, B.C. V9N 7G5
Fax (250) 334 5552
Telephone (250) 334 5500

September 23, 2026

Mr. John Davison
President and CEO
Public Sector Employers' Council Secretariat
Suite 201, 880 Douglas Street
Victoria, BC V8W 2B7

Dear Mr. Davison:

This will confirm that the Board of Education of School District No. 71 (Comox Valley) is aware of the total compensation paid to executive staff during the 2025-2026 fiscal year and further, that we verify the amount of compensation paid was within the compensation plan as approved by the Board and reported to the Public Sector Employers' Council Secretariat.

Yours truly,

Michelle Waite
Board Chair

Name & Position	Salary	Holdback	Benefits	Pension	All Other	2025/2026 Total
						Compensation
Morrow, Jeremy - Superintendent	\$ 264,188.32		\$ 8,341.42	\$ 29,853.37	\$ 16,394.80	\$ 318,777.91
Heslip, Joseph	\$ 219,267.22		\$ 8,188.85	\$ 24,777.17	\$ 23,288.25	\$ 275,521.49
Lamoureaux, Sean - Associate Superintendent	\$ 175,613.67		\$ 4,858.20	\$ 19,355.10	\$ 11,374.40	\$ 211,201.37
Collyer, Vivian - Associate Superintendent	\$ 205,436.32		\$ 8,142.97	\$ 23,214.40	\$ 9,117.60	\$ 245,911.29
Dixon, Jay - Associate Superintendent	\$ 205,436.32		\$ 8,142.97	\$ 23,214.40	\$ 12,474.40	\$ 249,268.09

* Sean Lamoureaux retirement April 30, 2026

Name & Position	All Other Compensation	Severance	Vacation Payout	Paid Leave	Vehicle Allowance	Other Allowances
Morrow, Jeremy - Superintendent	\$ 16,394.80			\$ 9,194.80	\$ 7,200.00	
Heslip, Joseph	\$ 23,288.25			\$ 4,944.25	\$ 7,200.00	\$ 11,144.00
Lamoureaux, Sean - Associate Superintendent	\$ 11,374.40			\$ 5,874.40	\$ 5,500.00	
Collyer, Vivian - Associate Superintendent	\$ 9,117.60			\$ 2,517.60	\$ 6,600.00	
Dixon, Jay - Associate Superintendent	\$ 12,474.40			\$ 5,874.40	\$ 6,600.00	

BRIEFING NOTE

TO: Board of Education
FROM: Jeremy Morrow, Superintendent
RE: Administrative Procedures Review and Revision Update

DATE: September 22, 2026

Purpose

To provide an update on the review and revision of the district's Administrative Procedures Manual, including work completed by the Administrative Procedures Working Group (APWG) over the past months and the next phase of work.

Strategic Alignment

The review supports effective district governance and administration by ensuring administrative procedures provide clear, current, and practical direction for district operations. Maintaining coherent administrative procedures support consistent practice, legislative compliance, organizational accountability, and alignment with district values, beliefs, and goals.

Background

The Superintendent initiated a comprehensive review of the district's administrative procedures with participation from partner group representatives through the Administrative Procedure Working Group (APWG).

The review considers recommendations in three areas:

1. Removal of administrative procedures that are no longer required;
2. Consolidation of administrative procedures where appropriate; and
3. Revision of existing administrative procedures.

Partner representatives solicit feedback from their respective groups and provide advice to the Superintendent on recommendations arising through the review.

Analysis

The review has been structured around three criteria:

- Alignment: alignment with district values, beliefs, and goals;
- Coherence: consistency with applicable legislation, Board policy, and other administrative procedures; and

- Efficacy: clarity, usability, and effectiveness in achieving the intended purpose of each administrative procedure.

To date, the APWG has met three times and reviewed recommendations related to Sections 100, 200, and 300.

Through its work, the APWG has reviewed and confirmed the following organizational structure for the Administrative Procedures:

- Section 100 – District Administration: Accountability and Reporting
- Section 200 – Educational Programs
- Section 300 – Students
- Section 400 – Community Connections
- Section 500 – Human Resources
- Section 600 – Business Operations: Finance, Facilities and Transportation

The review of Sections 100, 200, and 300 has also identified administrative procedures requiring priority revision based on the established review criteria. These prioritized procedures will form the first phase of detailed revision work while the broader review continues.

Recommendation

THAT the Board of Education for School District No. 71 (Comox Valley) receive the following revised Administrative Procedures, as presented, for information:

1. AP 170 - [Equity and non-Discrimination]
2. AP 216 - [Career Preparation Programs]
3. AP 251 - [Learning Resources]
4. AP 345 - [Use of Personal Digital Devices]
5. AP 571 - [Respectful Workplaces]

Respectfully submitted,

Jeremy Morrow

Dr. Jeremy Morrow
Superintendent of Schools

EQUITY AND NON-DISCRIMINATION

Background

This Administrative Procedure addresses the commitment by the District to inclusive, equitable treatment and opportunities, as well as non-discriminatory treatment, for all individuals in School District 71 (Comox Valley). The Board of Education's Policy 24 emphasizes the Board's commitment to honouring the letter and the spirit of the Canadian Human Rights Act, the British Columbia Human Rights Code, the British Columbia Declaration on the Rights of Indigenous Peoples Act and the British Columbia Multiculturalism Act. The Board is committed to creating equity and non-discriminatory environments for both employees and students.

Purpose

The purpose of this Administrative Procedure is to establish a framework for promoting equity and non-discrimination and to ensure processes for resolving allegations of discrimination exist in all aspects of Comox Valley School District's sites and operations, including individual and/or systemic discrimination.

Definitions

Discrimination is unjust or prejudicial treatment towards an individual, which adversely treats or impacts students on any of the grounds set out in the Human Rights Code: Indigenous identity, race, colour, ancestry, place of origin, religion, family status, marital status, physical disability, mental disability, sex, age, sexual orientation, gender identity or expression, or political belief.

~~Discriminatory behaviour, including harassment, bullying, and disrespectful behaviour, as determined by a reasonable person, may be verbal or non-verbal, physical, deliberate, or unintended.~~

Systemic Discrimination occurs when the procedures and practices of the organization/community overtly or covertly prevent access to, limit, or exclude specific individuals and groups from full participation in the organization, community, or society.

Equity in an educational context, involves the removal of barriers that might disadvantage students **and/or staff** in classrooms, programs and services provided by the school district. It involves the provision of accommodations, special measures, and supports to improve access, experiences, and outcomes for students. The right to freedom from discrimination under the BC Human Rights Codes and other legislation requirements noted above is applicable to students as well as employees.

Equity, in an employment context, is the elimination of barriers that might disadvantage employees and overcome all forms of direct or indirect discrimination in the hiring process or workplace. It enhances fairness through the provision of accommodations or special measures that might be required to overcome employment disadvantages ~~typically experienced by black, indigenous, or people of colour, women, or people with disabilities.~~

Inclusion is the provision of opportunities to diverse individuals and communities to fully participate in and contribute to programs and processes that impact them. It actively honours the diverse language, cultures, perspectives, and experiences of students, families, and communities by proactively overcoming barriers to their participation.

In education, inclusion means all members of a school community (students, staff, and parents) have equal access to the resources of their community and the opportunity to participate in all areas, regardless of their race, gender, social class, religion, sexual identity, sexual orientation or other dimension of diversity

Procedures

1. Conduct

- 1.1. All School District 71 employees, students, contractors, visitors, and other users of District facilities are expected to be conduct themselves in accordance with Board's commitment to equity and non-discrimination as articulated in Policy 24 and the Human Rights Code.**
- 1.2. It is the responsibility of School Principals and staff to ensure School Codes of Conduct make explicit references to the prohibited grounds of discrimination in the Canadian Human Rights Act, the British Columbia Human Rights Code, the British Columbia Declaration on the Rights of Indigenous Peoples Act and the British Columbia Multiculturalism Act.**
- 1.3 In order to ensure that the District's commitment to equity and non-discrimination is communicated effectively, the District shall:**
 - 1.3.1 Ensure that all facility users are informed of this procedure.**
 - 1.3.2 All schools shall include in their school code of conduct clear statements and rules reflecting the Board's commitment to equity and non-discrimination as reflected in Policy 24.**
 - 1.3.3 Conduct consistent with this Administrative Procedure is considered to be a term and condition of employment for all staff.**

2 Prevention

2.1 Hiring and Promotion

- 2.1.1 The District is committed to providing equitable access to employment opportunities consistent with the BC Human Rights Code and to promoting diversity in the hiring of its employees to provide positive modelling for students and the community.**
- 2.1.2 Develop recruitment, interview, selection, training and promotion practices and procedures that identify and remove barriers**

2.2 Curriculum

- 2.2.1 The District shall implement education programs which are directed toward the elimination of racism and discrimination in the school district by promoting and encouraging universal recognition and respect for basic human rights for all.**
- 2.2.2 The District shall provide opportunities for student to acquire the necessary knowledge, skills, and attitudes to identify and respond effectively to discrimination.**
- 2.2.3 The District will continue to review new and existing curricula, curriculum materials, and other resources for bias.**
- 2.2.4 Teachers are responsible for ensuring that learning resources are chosen to eliminate racism and negative cultural bias and reflect the experiences and contributions of our diverse society.**

2.3 Professional Learning

- 2.3.1 The District shall provide opportunities for employees to acquire the necessary knowledge, skills, and attitudes to respond effectively to discrimination.**
- 2.3.2 Supervisors and Principals/Vice-Principals should receive professional learning related to responding to incidents of discrimination and human rights.**

2.4 Community Connections

- 2.4.1 Schools shall include strategies for improving communications with their school community about equity and non-discrimination initiatives within the school.**
- 2.4.2 The District will, where feasible, provide appropriate interpretation and translation services.**
- 2.4.3 The District will provide opportunities for all communities enhance their awareness, knowledge, and understanding of bias, privilege, racism and hate.**
- 2.4.4 The District will actively seek out diverse representation in all instances where consultation and collaborative projects are undertaken**
- 2.4.5 The District will seek to address known barriers to participation,**

3. Reporting and Responding

3.1 Students

School Staff are expected to ensure that all students are aware of the expectations expressed in the School Code of Conduct. ~~It is the responsibility of School Principals and staff to ensure School Codes of Conduct make explicit references to the prohibited grounds of discrimination in the Canadian Human Rights Act, the British Columbia Human Rights Code, the British Columbia Declaration on the Rights of Indigenous Peoples Act and the British Columbia Multiculturalism Act.~~

- 3.1.1 That all school staff work to ensure students:**
 - a. Feel welcomed, respected, and validated in the school's activities and offerings
 - b. Are expected to contribute to a respectful, inclusive, and non-discriminatory culture
 - c. Are inspired to succeed in a culture of high expectations for their learning
 - d. Are supported in ways that are appropriate for and commensurate with their learning needs
 - e. Experience fair and equitable instructional, assessment, and evaluation practices
 - f. Are encouraged and supported in their efforts to promote social justice, equity, anti-racism, and anti-discrimination in schools and classrooms.
 - g. Conduct themselves in ways that are consistent with District expectations of Board Policies 1, 17, 24, and Administrative Procedure 350 District Code of Student Conduct
 - h. Are not discriminated against by the application of any district process or procedure including those outlined in Administrative Procedure 355 Student Behaviour and Discipline
 - i. Are supported in identifying, reporting, and seeking resolution for discriminatory behaviour, if they witness or experience it.
- 3.1.3 The normal process for students to report or file a complaint of discrimination or inequitable treatment shall may involve the following:**

Step 1: Seek advice and support from a trusted teacher, counsellor or adult at the school **or report concerns through the Ministry of Education and Child Care ERASE reporting tool.**

Step 2: Seek to Resolve the Conflict Informally, for example, by speaking to the other person directly, or utilizing other conflict resolution methods such as a facilitated discussion or meeting. Informal resolutions are encouraged where it is a safe and appropriate option.

Step 3: Formally report the discriminatory behavior to the Principal or Vice Principal, providing the specifics of the alleged complaint, including time and place and identifying any participants and witnesses.

Step 4: The Principal or Vice Principal will determine whether a formal investigation is warranted. If so, such processes will be conducted with due regard and confidentiality.

Step 5: At the conclusion of the investigation or resolution process the findings will be shared. The Principal will consider any steps as may be required to resolve the matter.

3.2 Parents

- 3.2.1 Parents who believe their ~~student(s)~~ **child(ren)** may have been discriminated against by a district employee, practice, program, or decision may seek redress by;

Step 1: Presenting their concern to the school principal, or the immediate supervisor of the individual whose conduct has instigated the concern.

Step 2: If unresolved at the school level, make a written complaint to the Associate Superintendent, or designate

Step 3: Accessing the appeal procedure set out in Board Policy 13, pursuant to Section 11 of the School Act

Step 4: Accessing the British Columbia Office of the Ombudsperson as per Administrative Procedure 395

3.3 Employees

- 3.3.1 It is the duty of every employee to assume personal responsibility for conducting themselves in a way that contributes to a safe, positive, work environment, and promotes trust and safety. Therefore, employees are expected to:
- Treat all co-workers with respect and dignity
 - Be knowledgeable about their own responsibilities under Policy 24 and this Administrative Procedure
 - Refrain from disrespectful behaviours or discriminatory practices or decisions
 - Address such actions and decisions informally when it is safe and possible to do so
 - Report an incident of discrimination, bullying, harassment or inequitable treatment to their supervisor or the next level of management if the supervisor is perceived to be at fault
 - Ensure that all conversations, processes, and reports are treated with the utmost confidence
 - Meet the timelines specified in any applicable collective agreements, relevant procedures, and legislation
- 3.3.2 It is the duty of the employer to provide protection from reprisal for those who make a complaint or report discriminatory conduct. ~~The District is committed to ensuring that any staff concerns of this nature will be taken seriously and investigated in a manner deemed appropriate by the Superintendent.~~ A staff

member who raises a concern reasonably and responsibly will not be penalized in any way.

- 3.3.3 It is the responsibility of supervisory and management staff in all schools and worksites to:
- a. Foster a respectful, inclusive, and non-discriminatory workplace culture
 - b. Be knowledgeable about the requirements of Board Policy 17 Sexual Orientation and Gender Identity, Board Policy 19 Indigenous Recognition and Indigenous Voice, and Policy 24 Equity and Non-discrimination.
 - c. Act in accordance with this Administrative Procedure as well as Administrative Procedure 471 Respectful Workplace, Administrative Procedure 202 Multiculturalism and Administrative Procedure 213 Inclusive Education
 - d. Inform all employees who report to them about the expectations, requirements, and processes outlined in this procedure
 - e. Ensure that workplace conflict arising out of potential violations of this procedure is managed effectively by encouraging employees to be proactive and to resolve matters informally where safe and appropriate to do so
 - f. Ensure that employees are aware of their responsibility to report discriminatory behaviour, if they witness it, and also to intervene or interrupt where it is safe to do so
- 3.3.4 A disclosure to the Superintendent or designate will be protected if the member of staff has an honest and reasonable suspicion that discrimination or inequitable treatment has occurred, is occurring, or is likely to occur.
- 3.3.5 All information regarding a report of inappropriate conduct must be treated in the strictest confidence. Information related to a complaint will be disclosed on a “need to know” basis. Supervisors and managers who receive information in connection with a report are responsible for maintaining confidentiality.
- 3.3.6 The normal process for addressing reports or complaints of discrimination or inequitable treatment shall involve six steps.

Step One: Seeking advice from a trusted manager or supervisor, or from the employee's union or professional association.

Step Two: Seeking to Resolve the Conflict Informally, for example, by speaking to the other person directly, or utilizing other conflict resolution methods such as a facilitated discussion or meeting. Informal resolutions are encouraged where it is a safe and appropriate option.

Step Three: Formally Reporting the Workplace Behavior to the Director of Human Resources. This report will be in writing, providing the specifics of the alleged complaint, including time and place and identifying any participants and witnesses.

Step Four: Determining whether a formal investigation and/or employee discipline is warranted, such processes to be conducted with due regard for collective agreement provisions and employment law.

Step Five: At the conclusion of the investigation or resolution process the findings will be documented in writing. The Superintendent will consider any recommendations and take such steps as may be required to resolve the matter.

Step Six: Addressing the workplace behaviour, by ensuring supervisors and managers take action to restore, support and maintain a respectful and fully inclusive workplace culture.

3.3.7 Staff members are encouraged to raise any genuine concern directly with the Superintendent, who will inform the Board of the disclosure. However, staff members may raise the matter directly with the Board Chair if circumstances prevent a disclosure to the Superintendent.

~~3.4 Staff members are encouraged to raise any genuine concern directly with the Superintendent, who will inform the Board of the disclosure. However, staff members may raise the matter directly with the Board Chair if circumstances prevent a disclosure to the Superintendent.~~

Reference: Sections 8, 8.4, 8.5, 20, 22, 65, 85, 177 School Act

Human Rights Code

Multiculturalism Act

Canadian Charter of Rights and Freedoms

Canadian Human Rights Act

Criminal Code of Canada

Collective Agreements

Adopted: January 30, 2007

Revised: June 25, 2019, September 2022

May 8, 2026

CAREER PREPARATION PROGRAMS

Background

Career Preparation Programs are important learning opportunities for students as they transition from secondary schools to the world of work. Career Preparation Programs (outlined in the SD71 Career Department Handbook of Procedures) include sampler programs, dual credit courses and programs. Work Experience courses and Youth Work in Trades courses, including secondary school apprenticeships are governed by Work Experience Ministerial Order 237/11.

~~Work Experience and Youth Work in Trades courses are in addition to the thirty (30) hours work experience or community service graduation requirement. Elective work experience is defined in the Work Experience Program Guide as part of an educational program which provides a student with an opportunity to participate in, observe or learn about the performance tasks and responsibilities related to an occupation or career.~~

~~Youth Work in Trades programs are defined in the Youth Work in Trades Program Guide as “an educational program that consists of work-based training where secondary students register as apprentices with the Industry Training Authority”.~~

~~In the implementation of Career Preparation Programs, the standards for Ministry Work Experience and Youth Work in Trades programs must be upheld with an emphasis on worksite safety and student conduct.~~

Purpose:

Consistent with *Ministerial Order 237/11 Work Experience Order*, this AP outlines the Board’s guidelines respecting the conduct, supervision, evaluation and participation in career preparation programs.

Definitions:

Career Preparation Program: an educational program that includes work experience and is designed to help prepare a student in relation to a specific career sector, entry into the workforce, continued studies, or training at a post-secondary institution.

Elective Work Experience: part of an educational program which provides a student with an opportunity to participate in, observe or learn about the performance tasks and responsibilities related to an occupation or career.

Work Study Program: means work experience at a standard work site.

Youth Work in Trades: an educational program that consists of work-based training where secondary students register as apprentices with the Industry Training Authority.

Procedures

1. **Work Experience and Youth Work in Trades courses are in addition to the thirty (30) hours work experience or community service graduation requirement.**
2. **In the implementation of Career Preparation Programs, the standards for Ministry Work Experience and Youth Work in Trades programs must be upheld with an emphasis on worksite safety and student conduct.**
3. **Students will be introduced to Career Education Programs through careers curriculum courses and other courses taken throughout their K-12 education.**
4. **All programs and courses must be approved by the Associate Superintendent.**
5. **All Ministry and School District requirements must be followed, including those regarding funding claims, course credit reporting, scheduling, safety considerations, collective agreements, and accepted accounting procedures.**
6. **Participation:**
 - 6.7 **A student may only participate in a Work Study Program if:**
 - 6.7.3 **the student is 14 years of age or older;**
 - 6.7.4 **the student is covered by the *Workers' Compensation Act*; and**
 - 6.7.5 **that a program agreement consistent with these guidelines is on file at the student's home school.**

7. Work Experience

- 1.1. **Evaluation:** Principals are responsible for implementing and evaluating the prescribed learning outcomes from the Program Guide for Ministry-Authorized Work Experience Courses.
 - 1.1.1. **Formal student evaluation and grading shall be conducted by staff who are members of the College of Teachers.**
- 1.2. **Conduct:** It is expected that school rules regarding student behaviour apply to worksites, and students are expected to comply with the general requirements of the school's code of conduct.
- 1.3. **Parental Permission**
 - 1.3.1. For worksites covered by WorkSafeBC ~~WCB~~, the appropriate District form shall be completed and signed prior to worksite activity.
 - 1.3.2. For worksites not covered by WorkSafeBC ~~WCB~~, a school permission form shall be completed and signed prior to worksite activity, including statements regarding:
 - 1.3.2.1. The "employer's" agreement to "employ" and supervise the student, and the student/parent agreement to be under the supervision of the "employer". This includes the "employer's" responsibility to provide any necessary safety notification or training;

- 1.3.2.2. The understanding that it is the parent's responsibility to provide or arrange safe transportation and/or accommodation (if necessary);
- 1.3.2.3. Notification that the District does not assume liability for the actions of the student or the "employer";
- 1.3.2.4. The length, time and date(s) of the placement.
- 1.3.3. Additional permission forms may be required by the organization. If approved by school personnel, these shall be completed and signed prior to worksite activity.

1.4. Placement:

- 1.4.1. Work experience placements shall not affect either the job security of any employee of the employer, or the employer's hiring and assignment practices.
- 1.4.2. School personnel may deny the student request for particular work experience placements that are, by their nature, hazardous or dangerous.

1.5. Inclusive Practices:

- 1.5.1. **Students with special needs are to have access to all career education opportunities available to other students in the school they attend if one or more career objectives are identified in the student's Individualized Education Plan (IEP). Within the regular curriculum, accommodations for students with an IEP may include:**
 - 1.5.1.1. Increased time for vocational training;
 - 1.5.1.2. Appropriate on-site supervision and support in the workplace;
 - 1.5.1.3. Specific and direct opportunities to increase work related skills.

1.6. Projects

- 1.6.1. **Student work experience projects may be done in cooperation with such outside public agencies or organizations as municipalities and service clubs.**
- 1.6.2. **The Teacher or Principal of the school involved is responsible for determining that the proposed project is appropriate in meeting the objectives of the program.**
- 1.6.3. **Once a project is deemed acceptable, a formal proposal will be prepared by the Principal detailing the costs of the project's materials which are to be supplied by the other agency. This proposal is then presented to the other agency for acceptance, with a copy to the Superintendent and to the Secretary-Treasurer.**
- 1.6.4. **A minimum donation to the school may be required to cover the incentive component of the project if an incentive program is utilized.**
- 1.6.5. **Necessary materials may be delivered directly to the project site by the other agency or purchased by the Director of Operations, who will in turn bill the other agency.**
- 1.6.6. **Materials purchased by the Principal may be processed through the "Supplies for Resale Trust Account", or the District's account, as designated by the Secretary-Treasurer.**

- 1.7. Work experience activity, including student-operated businesses, shall exclude specific activity that is racist or sexist, or that promotes illegal activity or violence.
- 1.8. For students undertaking the Adult Graduation Certification, recognition of current or past work can be used for credit recognition through a prior learning assessment

8. Youth Work in Trades

2.1 Participation:

- 2.1.3 In accordance with Ministry of Education policies, Work Experience Ministerial Order 237/11, Youth Work in Trades Program Guide, the District authorizes students who are fourteen (14) years of age or older, to participate in Youth Work in Trades programs.
- 2.1.4 Graduated School-Age Students may also participate in the Youth Work in Trades Program.

2.2 Evaluation:

- 2.2.3 Youth Work in Trades educators are responsible for implementing and evaluating the prescribed learning outcomes from the Program Guide for Youth Work in Trades.

2.3 Placement:

- 2.3.3 Principals are responsible to ensure that, in accordance with Ministry guidelines and District administrative procedures all documentation is completed and filed as outlined in the Youth Work in Trades Program Guide, with specific attention to the Skilled Trades BC Youth Apprentice and Sponsor Registration Forms and the WorkSafeBC Employer Clearance Letter.
- 2.3.4 Educators along with Employers/Sponsors must establish a training plan, that articulates the skills and areas of knowledge to be developed, based on the program outline for the particular trade.
- 2.3.5 The District Youth Work in Trades programs must be related to a student's career focus and be supervised by a designated on-site Work Site Employer that is subject to the Worker's Compensation Act; and, monitored and evaluated by a District educator in accordance with the Program Guide for Youth Work in Trades.

- 2.4 Compliance with WorkSafeBC standards and procedures is mandatory, with an emphasis on the mandatory orientation by a supervising educator before a workplace placement commences.

Reference: Sections 20, 22, 65, 75, 85 School Act
Workers' Compensation Act
Workers' Compensation Coverage Order OIC344/11
Graduation Program Order M302/04
Work Experience Order M237/11
Policy Circular 95-05 Earning Credits in Career Programs
Youth Work in Trades Program Guide
Secondary School Apprenticeship Program Guide
Special Education Services: A Manual of Policies, Procedures and Guidelines

Adopted: February 26, 2002
Revised: May 2023

LEARNING RESOURCES

Background

The District is responsible for the authorization of local **determining how** learning resources **are chosen for use in schools**. The District understands the necessity of providing a wide range of learning resources that are appropriate to individual student needs and a variety of teaching and learning styles, which support and enrich educational programs. **Therefore, the most appropriate place for learning resource decisions lays with educators.**

~~In accordance with the Ministry of Education and Child Care's Learning Resource Policy, the District is responsible for establishing evaluation processes to recommend learning resources.~~ The Superintendent believes that the classroom instructional resources selected are to be those that best assist in teaching the provincially prescribed and locally-approved curricula.

The District respects the right and responsibility of its ~~professional staff~~ **educators** to use ~~supplementary~~ **select** materials, and will provide a wide range of learning resources, which shall be fair, objective and free from bias, propaganda, discrimination and gender stereotyping **(consistent with Administrative Procedure 170 Equity and Non-Discrimination)**, except where the use of such material promotes critical thinking about these issues. The district supports the selection of learning resources reflective of the community served.

Purpose

This Administrative Procedure sets out the process for selecting learning resources and for reconsideration of such choices when believed to be inappropriate for instruction.

Definition

Learning resources refers to any person(s) or material, whether acquired or locally produced, with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources include (but are not limited to) textbooks; other books; supplementary reading and informational materials; charts; community resource people, agencies, and organizations; dioramas; filmstrips; flash cards; games; globes; kits; computer software applications; maps; microfilms; models; motion pictures; periodicals; pictures; realia; slides; sound recordings; transparencies; and video recordings; as well as access **to online resources**.~~services to telecommunications (Internet).~~

Procedures

1. The District seeks to ~~provide~~ **ensure** a wide range of learning resources at varying levels of difficulty with diversity of appeal and the presentation of different points of view to meet the needs of District students.
2. The primary objective of learning resources is to support, enrich, and enhance the implementation of educational programs.

3. It is the responsibility of ~~professional staff~~ **educators** to provide students with learning resources that are appropriate to the needs, interests, and abilities of learners.
4. **Rationale** for Learning Resource Selection
 - 4.1. In selecting resource materials for students, ~~and teachers~~ **and** principals must consider a wide variety of educationally appropriate materials which will provide for a range of teaching and learning styles.
 - 4.2. While resources are selected to support education programs and curricula, it is not intended that specific resources be referenced to specific learning outcomes **or learning standards**; rather, it is expected that users will select resources to suit their particular educational needs and audience.
 - 4.3. All usages of materials will involve the teacher as the facilitator of learning as necessary; students may be expected to have some choice in materials selection for specific purposes, such as independent reading or research.
 - 4.4. It is not expected that any single resource will be sufficient to teach a course **or subject area**; rather, a multimedia approach is encouraged which integrates materials from different packages and media.
 - 4.5. ~~A number of selected materials fall into the “cross-strand” category and are suitable for use across disciplines in that they allow for a variety of approaches to content or include a variety of different types of content.~~
 - 4.6. Materials selected will be consistent with the goals and curricula of the Ministry of Education and Child Care and the District and will be considerate of the multicultural aspect of ~~today’s global village~~. **our community, especially local Indigenous Rights holders and other Indigenous peoples.**
 - 4.7. Some materials selected will address controversial issues so that ~~young citizens~~ students may have opportunities to develop, under guidance, critical analysis and to make informed decisions.
5. **Criteria** for the Evaluation of Learning Resources
 - 5.1. Learning resources will:
 - 5.1.1. Support and be consistent with the general educational goals of the District and the Ministry of Education and Child Care, as well as the aims and objectives of individual schools and specific courses/**subjects**;
 - 5.1.2. Meet high standards of quality in factual content and presentation;
 - 5.1.3. Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected, including specialized materials to meet the needs of ~~physically or mentally challenged~~ students **with diverse abilities**;
 - 5.1.4. Have aesthetic, literary, and/or societal values;
 - 5.1.5. Be suitable in physical format and appearance for their intended use;
 - 5.1.6. Be developed by competent authors and producers;
 - 5.1.7. **When used as resources for Indigenous Education, ensure the source is an authentic representation of Indigenous culture and beliefs;**

- 5.1.8. Be designed to motivate students and staff to examine their own attitudes and behaviours and to comprehend their own duties, responsibilities, rights, and privileges as participating citizens in our society;
- 5.1.9. **Assist students in making connections between what they learn in school and real-life applications, including suitability based on social considerations** ~~Be designed to help students gain an awareness of the community in which they live as well as their role within the global community. Additionally, learning resources will be selected that reflect the many important contributions made by both men and women in our civilization;~~
- 5.1.10. Be selected for their strengths rather than rejected for their weaknesses: and
- 5.1.11. **Meet the standards set by copyright and privacy legislation.**
- 5.1.12. ~~Learning resources will~~ be selected that are fair, objective, and free from bias, propaganda, discrimination, and gender stereotyping; however, biased or slanted learning resources may be provided to meet specific curriculum objectives; for example, to recognize propaganda and its purpose in a given context or to balance an argument. **Factors to consider may include approaches to multiculturalism, First Nations learning, gender and gender identity, among others.**
- 5.2. Judgment and sensitivity must be utilized when selecting learning resources which have a potential to offend any sector of the community. In particular, resources which contain nudity, violence, or vulgar or inappropriate language or have content which could be considered controversial in nature must be carefully previewed by the classroom teacher prior to student viewing. The teacher must determine that all material contained therein is of such educational/curricular value as to supersede any potential parental concerns.
- 5.3. No videos rated "R" or "18A" by the Canadian Video Rating System may be shown.

6. **Procedures** for Selection of Learning Resources

- 6.1. Responsibility for selecting and issuing learning resources in accordance with the criteria ~~approved herein~~ **in this procedure** rests with the appropriate educational staff employed by the District.
- 6.2. The Superintendent and principals ~~have general~~ **are responsible** ~~responsibility~~ for ensuring that the approved criteria are known and appropriately applied.
- 6.3. ~~Principals are expected to have learning resources committees and to utilize District forms in guiding selection.~~ The Principal, who has statutory authority for the school's instructional program, may exercise a veto in resource selection.
- 6.4. In selecting learning resources, District and school personnel will evaluate available resources and curriculum needs and will consult reputable professional journals, catalogues, and periodicals. Whenever possible, the actual resource will be examined.
- 6.5. Gift materials shall be judged by the criteria outlined above and shall be accepted or rejected by those criteria.
- 6.6. Selection is an ongoing process which includes the removal of materials which are no longer appropriate according to the approved criteria for the selection of learning resources.

7. Procedures for the Challenge or Reconsideration of Learning Resources

7.1. Any resident of the District may formally request reconsideration of learning resources used in the District's educational program **using Form 251-A**.

7.2. Request for Reconsideration - ~~School Level~~ **Informal Resolution**

7.2.1. The Principal receiving a complaint regarding a learning resource will try to resolve the issue informally.

7.2.2. The Principal shall ~~explain to~~ **share with** the questioner the District's resource selection procedure, and criteria **as outlined in this administrative procedure, and the Request for Reconsideration of a Learning Resource form (251-A)**.

7.2.3. The Principal and appropriate educational staff will explain the particular place that the reconsidered resource occupies in the education program and its intended educational usefulness.

~~7.2.4. If the questioner wishes to file a formal request for reconsideration, they will be provided with a copy of the District's learning resources selection procedures (Administrative Procedure 251 – Learning Resources, as well as this Administrative Procedure).~~

7.2.5. The individual filing a formal request for reconsideration must submit a letter requesting a learning resource be reconsidered along with the rationale behind the request. The letter must be submitted to the Principal not more than 2 weeks from the date of the original meeting.

7.3. Request for Reconsideration - ~~District Level~~ **Formal Resolution**

7.3.1. The Principal will forward, within six working days, the Request for Learning Resources Reconsideration Letter to the ~~Director of Instruction~~ **Assistant Superintendent**.

7.3.2. Within ~~one (1) month~~ **a reasonable period of time** of receiving a reconsideration, the ~~Director of Instruction~~ **Assistant Superintendent** will review it with a committee. ~~The committee will~~ consisting of:

7.3.2.1. ~~Director of Instruction~~ **Assistant Superintendent**;

7.3.2.2. A teacher/librarian not previously involved;

7.3.2.3. Two (2) principals/vice-principals not previously involved;

7.3.2.4. One Parents' Advisory Council representative not previously involved;

7.3.2.5. One (1) CDTA representative not previously involved;

7.3.3. The committee will review the reconsidered resource and ~~judge~~ **determine** whether it conforms with the principles of resource selection outlined in ~~Administrative Procedure 251 – Learning Review~~ **Section 5, Criteria** and whether the material is appropriate for its intended educational use. Within one (1) month of conducting the review, the committee will submit a recommendation to the Superintendent for a decision.

7.4. Criteria for Reviewing Resources

7.4.1. Criteria for reviewing a challenged learning resource shall include:

7.4.1.1. Examination of the challenged resource **in relation to criteria established in section 5 of this procedure**;

7.4.1.2. Consideration of the concerns outlined by the questioner;

7.4.1.3. Determination of professional acceptance by reading critical reviews of the resource;

7.4.1.4. Consideration of the learning resource as a whole, rather than on passages or sections taken out of context;

7.4.1.5. Relevancy of the learning resource in terms of curricular learning outcomes.

~~7.4.2. Although it is learning resources which are being reconsidered, the principles of freedom to read, listen, and view must be defended as well.~~

7.5. Access to challenged material shall not be restricted during the review process.

7.6. A written report will be prepared which will include the procedures followed, minutes of Committee meetings, and the rationale for the ~~decision made by~~ **recommendation of** the Committee.

7.7. The Committee's ~~decision~~ **recommendation** and the rationale will be shared with the **Superintendent** ~~individual who filed the notice of reconsideration~~.

7.8. **The Superintendent will share their decision, based on the committee's report, with the individual who filed notice of reconsideration and with the Board.**

Reference: Sections 7, 8, 17, 20, 22, 65, 85, 168 School Act
Evaluating, Selecting, and Managing Learning Resources: A Guide (2002)
Ministerial Order 333/99 – Educational Program Guide Order

Adopted: May 6, 1997

Revised: January 2018; June 25, 2019

USE OF PERSONAL ~~COMMUNICATION~~ DIGITAL DEVICES

Background

The Ministry of Education and Child Care amended the provincial standards for Codes of Conduct Order requiring school districts to have appropriate policies in place to restrict student personal digital device use as of July 1, 2024. This administrative procedure is aligned with Ministry guidelines to support the Ministerial Order.

Openness to new and future technologies and their educated use create opportunities for many constructive and positive educational outcomes that can aid the instructional process. Restricted use of personal digital devices in the school and community may contribute to the safety and security of students and staff. Unrestricted use of such devices may pose a risk to personal safety; may disrupt instruction; may invade personal privacy; and may compromise academic integrity.

Purpose

The purpose of this administrative procedure is to restrict **student** use of personal digital devices (PDDs) at school for the purpose of promoting online safety and maintaining focused learning environments.

Definitions:

Personal Digital Device – *any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or tablet.*

Procedures

1. Personal Digital Devices (PDDs) are not to be operated by students during regularly scheduled instructional time, or during any school sponsored activity, such as an assembly or presentation by a guest speaker, unless such use facilitates the learning activity as permitted by the teacher to enhance digital literacy and support instructional goals, **is needed for accessibility or accommodation needs, medical and health needs, or to ensure equity in supporting learning outcomes.**

Specifically:

- 1.1 ~~At middle schools and secondary schools,~~ Students **in grades 8 to 12** will be restricted from using personal digital devices during instructional hours unless they have been given permission from their teacher or school principal/vice-principal, **or as outlined in their IEP.**
- 1.2 ~~At elementary schools,~~ Students **in kindergarten to grade 7** will be restricted from using personal digital devices at school at any time unless they have been given permission from their teacher **or school principal/vice-principal, or as outlined in their IEP.**
- 1.3 Specific parameters and guidelines will be established and included in school codes of conduct.

2. PDDs are to be stored and in silent mode during instructional and school sponsored activities.
3. PDDs are not to be used in settings such as change rooms, washrooms, private counseling rooms, that have the potential to violate a person's reasonable expectation of privacy.
4. No images of **individual** students or staff **as the main focus** in schools or at associated facilities or activities are to be uploaded to school, public or private websites, including social media without the written consent of the person or persons and/or their parents, in the photograph or video.
5. Students who bring PDDs to the school are expected to comply with all parts of this Administrative Procedure, Administrative Procedure 350 – District Student Code of Conduct, and Administrative Procedure 140 – Acceptable use of Technology. Students who consistently refuse to comply with the District's procedures for use of PDDs in the school setting may be subject to disciplinary measures detailed in the school's code of conduct, as well as the steps outlined in Administrative Procedure 350.
 - 5.1 Principals and teachers will ensure that students are aware of these requirements at the beginning of each school year and regularly throughout the year.
 - ~~5.2 Principals will use progressive discipline reflective of the age and maturity of the student, any diverse needs, and the severity and frequency of the conduct.~~
6. Principals, in consultation with staff and appropriate partners (including the Parents' Advisory Council), **will develop School Codes of Conduct that** consider the age and developmental stage of students to ensure appropriate and responsible usage of PDDs. ~~and to develop and implement specific procedures appropriate to each school site.~~
7. The Principal will develop and inform the school community of the acceptable use of PDDs in an emergency situation, such as a lockdown or hold and secure.
8. Individual medical and health considerations will help to inform PDD usage at school to prioritize student well-being. For example, students with medical conditions may require access to PDDs for communication or health monitoring purposes.
9. Special considerations will be made to accommodate accessibility for students with diverse needs such as those requiring assistive technology or alternative formats for digital content. ~~In addition, the District will ensure that PDDs serve as tools for academic enrichment rather than sources of inequality by providing clear guidelines and equitable access to technology.~~
10. PDDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner/user. The District assumes no responsibility for the safety, security, loss, repair or replacement of PDDs.
 - 10.1 PDDs which are taken temporarily from students by teachers or administrators must be securely stored.

Reference: Ministerial Order No. M89/24
 Sections 6, 8, 17, 20, 22, 65, 85 School Act
 School Regulation 265/89

Adopted: June 25, 2019

Revised: June 25, 2024
May 8, 2026

BULLYING AND HARASSMENT PREVENTION RESPECTFUL WORKPLACES

Background

The District recognizes that every individual is to be treated with respect and dignity and, accordingly, has the right to be free from harassment in our schools and workplaces. A positive, welcoming working and learning environment protects and promotes the self-esteem worth and human rights of every person; it further supports mutual respect and co-operation among individuals. Harassment in any form is unacceptable. The District is committed to supporting an environment free from harassment for all employees. ~~These procedures provide support for an employee where no collective agreement or contract provisions exist.~~

Purpose

AP 571 is intended to assist in guiding responses to harassment and/or bullying between employees. These procedures provide additional direction and support for employees where no collective agreement or contract provision exists.

Definition

Harassment is defined as any behaviour, conduct or material that a reasonable person **knows or ought reasonably** to know is demeaning, offensive or disrespectful towards a person. Such behaviour has a negative effect on the learning environment and workplace.

Some examples of harassment may include but are not limited to:

- Behaviour, remarks, comments or physical contact that are unwelcome and offensive;
- Jokes and humour that are demeaning or disrespectful;
- Sexist, Racist, ethnic or religious name calling;
- Discriminatory or differential treatment due to one's race, gender, ethno-cultural background or religion that may have adverse impact on that individual;
- Display of materials, posters, photographs, electronic media and other paraphernalia that is derogatory or is offensive towards a group because of their gender, race, religion or ethno-cultural background.

Procedures

1. These procedures take into consideration the following principles:
 - 1.1. Harassment is a sensitive issue; therefore, the complainant may find it difficult to tell someone about their concerns;
 - 1.2. Everyone involved in a harassment investigation is to feel they are being treated in a fair and impartial manner;
 - 1.3. A complaint made in a malicious and/or vexatious manner is considered to be unacceptable under this procedure ~~on harassment~~;
 - 1.4. Harassment may constitute criminal activity;
 - 1.5. The ultimate goal of these procedures is resolution **of the issue**.

2. Those who feel that they may have been or are being, subject to harassment are encouraged to make their concerns known to someone they trust or with whom they feel most comfortable. **Individuals governed by a collective agreement should consult with union representation first, prior to undertaking the process outlined in this AP.** ~~The District's process does not preclude employees from taking their complaint to their union or association.~~ One can also make a complaint to the B.C. Human Rights Commission.
3. Those who feel that they may have been or are being, subject to harassment may contact one of the following individuals:
 - 3.1. An administrator, supervisor/manager; Director of Instruction and/or
 - 3.2. A union/association representative.
4. The complainant is urged to make a complaint with one of the above individuals with whom ~~he or she~~ **they** feel most comfortable. It is understood that, in some cases, it may not be appropriate to make the complaint to your immediate administrator/supervisor/manager.
5. Confidentiality will be maintained throughout the informal and formal procedures of resolution, as well as the appeal procedure.
6. Informal Resolution
 - 6.1. The Complainant may choose to speak directly with the Respondent.
 - 6.2. The Complainant may approach their administrative officer/supervisor for assistance with resolution. The Complainant may also wish to contact their union/association representative.
 - 6.3. The Director **of Human Resources** may recommend that a mediator be assigned for resolution rather than the ~~administrative officer~~ principal/vice-principal/supervisor if the ~~administrative officer~~ principal/vice-principal /supervisor was not able to achieve resolution agreeable to both parties.
 - 6.4. The purpose of this process is to resolve the complaint between the Complainant and Respondent. It is not the purpose of the informal resolution process to determine whether harassment occurred.**
 - 6.5. Upon agreement of resolution, a letter of completion of the process will be agreed to by both parties.
 - 6.6. Failing resolution through the informal process or if the agreement for resolution has been breached, the Complainant may file a written complaint **to their direct supervisor and/or the Director of Human Resources**, under the WorkSafe BC Act by completing an on-line report in AMS, or under the collective agreement that governs their employment.
7. Formal Resolution
 - 7.1. The Complainant must make a written complaint to their supervisor. The written document is to identify the basis of the complaint and outline the specific incident(s).
 - 7.2. The Complainant and the supervisor will meet to discuss the allegation of harassment and will outline the investigative procedure. The Complainant may choose to resolve or drop the complaint at any time during this procedure.
 - 7.3. The supervisor will notify the Respondent in writing regarding the specifics of the complaint.

- 7.4. The investigation will be conducted by the supervisor, the Director of Human Resources or another Senior Leader, or by an external investigator.
- 7.5. The Complainant and Respondent will be interviewed without unreasonable delay. Other individuals who may assist in the investigation will also be interviewed. All information will be kept confidential.
 - 7.5.1. The applicable provisions of collective agreements pertaining to the right to union or association representation, the right to notice of investigation and any other provisions relating to investigations will be followed by the individual conducting the investigation.
- 7.6. Once the investigation is complete, the individual conducting the investigation will submit an investigative report to the ~~Assistant Superintendent~~ **Director of Human Resources**. The report will indicate whether harassment has occurred and is substantiated.
- 7.7. The ~~Assistant Superintendent~~ **Director of Human Resources** will meet separately with the Complainant and Respondent to disclose the findings of the report.
- 7.8. If the investigation concludes that harassment did not occur and/or cannot be substantiated, no documentation concerning the complaint will be placed in the personnel file of the Respondent. No documentation will be placed in the personnel file of the Complainant where the complaint is made in good faith. If it is found that a complaint has been made maliciously or ~~is~~ vexatious, appropriate disciplinary action may be pursued.
- 7.9. If the investigation concludes that harassment did occur, the ~~Assistant Superintendent~~ **Director of Human Resources** will determine the appropriate remedy or disciplinary action. Documentation concerning discipline will be placed in the Respondent's personnel file.
- 7.10. Retaliation because of a harassment complaint will be treated seriously and may lead to disciplinary action.
- 7.11. If the Complainant or the Respondent is not satisfied with the remedy of the complaint, they may appeal to the Superintendent. The appeal must be received within ten (10) working days from the meeting with the ~~Assistant Superintendent~~ **Director of Human Resources**.
- 7.12. The Superintendent will review the investigative process, assess the investigative report and determine the remedy. After completing the review, the Superintendent will then determine what, if any, action is required to resolve the appeal.
8. The District believes that the best environment for working and learning is an environment that welcomes everyone. These procedures are designed to ensure that our schools and workplaces are free from harassment and are places where people are treated with respect and dignity. Accordingly, the District will make every reasonable effort to ensure that Administrative Procedure 471 – Respectful Workplace is communicated to all employees of the District.

Reference: Sections 8, 8.4, 8.5, 20, 22, 65, 85, 177 School Act
 Human Rights Code
 Multiculturalism Act
 Canadian Charter of Rights and Freedoms
 Canadian Human Rights Act
 Criminal Code of Canada
 Collective Agreements

Adopted: July 7, 1998
Revised: June 25, 2019, September 2022
May 8, 2026