

**REGULAR BOARD MEETING AGENDA**  
**Tuesday, November 26, 2024**  
**7:00 pm**

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A copy of the Public Board Meeting Agenda is available on the School District website at:  
<http://www.comoxvalleyschools.ca>

Alternatively, copies are available on request from [marlene.leach@sd71.bc.ca](mailto:marlene.leach@sd71.bc.ca)

**Public Board Meetings are recorded and live streamed on the School District's YouTube channel.**

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

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**1. Welcome**

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

**2. Adoption of Agenda**

**Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) adopt the November 26, 2024, Board Meeting Agenda as presented.*

**3. Board Meeting Minutes**

Pages 1-8

**Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) adopt the October 22, 2024, Regular Public Board Meeting Minutes as presented.*

**4. Unfinished Business - None**

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

Page 9

- October 22, 2024 – Regular In-Camera Meeting
- November 12, 2024 – Closed Committee of the Whole Meeting

6. **Board Chairperson - Verbal Report**

7. **Presentations / Delegations**

A. **Digital Safety, AI & Emerging Technology**

Pages 10-23

Shannon Hagen, Inclusion/Educational IT Lead Teacher and Kara Dawson, District Information Technology Support Teacher

8. **Open Committee of the Whole – For Information Only**

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

TOPIC: TBD

DATE: January 14, 2025

TIME: 7:00

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

9. **Strategic Direction**

A. **Superintendent**

i. **Superintendent District Report – Verbal**

ii. **Proposed Boundary Catchment Adjustments - Briefing Note**

Pages 24-41

Jay Dixon, Associate Superintendent, Molly Proudfoot, Director of Operations

**Motion 1:**

*THAT the Board of Education of School District No. 71 (Comox Valley) direct staff to proceed with the implementation of the proposed boundary adjustments identified for Brooklyn, Valley View, Aspen Park, and Airport Elementary.*

**Alternate Motions**

**Motion 2:**

*THAT the Board of Education of School District No. 71 (Comox Valley) defer the decision to implement the proposed boundary adjustments identified for Brooklyn, Valley View, Aspen Park, and Airport Elementary Schools to the December 17, 2024, Board Meeting, directing staff to provide further information.*

**Motion 3:**

*THAT the Board of Education of School District No. 71 (Comox Valley) following consideration of the proposed boundary adjustments identified for Brooklyn, Valley View, Aspen Park, and Airport Elementary Schools as presented, make no changes to boundary catchments.*

iii. **Tribune Bay Outdoor Education Society – Business Plan**  
Dr. Jeremy Morrow, Superintendent

Pages 42-109

**Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) receive the Tribune Bay Outdoor Education Society Business Plan, dated October 2024, as presented.*

**Motions passed in the October 22, 2024, In-Camera Meeting:**

**Motion 1: (IC-2024-10-22-10)**

*THAT the Board of Education of School District No. 71 (Comox Valley) receive the Tribune Bay Outdoor Education Centre Business Plan and, request staff to commence the process for terminating any agreements, including communication to relevant parties, withdraw the Parks Permit application and issue a press release communicating the decision.*

[Caton/Waite]

**CARRIED**

**Motion 2: (IC-2024-10-22-11)**

*THAT the Board of Education move the Tribune Bay Outdoor Education Centre Business Plan, dated October 22, 2024, and the In-Camera motion to discontinue the Tribune Bay Outdoor Education Centre to the November 26, 2024, Public Board meeting.*

[Caton/Howe]

**CARRIED**

**B. Secretary-Treasurer**

i. **Long Range Facilities Plan – Briefing Note**  
Molly Proudfoot, Director of Operations

Pages 110-111

**Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) receive the Long Range Facilities Plan briefing note, dated November 26, 2024, as presented.*

ii. **License to Occupy Request - Comox Valley Search and Rescue Land Use**  
Briefing Note, Carrie McVeigh, Secretary-Treasurer

Pages 112-115

**Motion 1:**

*THAT the Board of Education of School District No. 71 (Comox Valley) refer the school district land use request from Comox Valley Search and Rescue (CVSAR), received September 18, 2024, to staff, to advise CVSAR that the school district is unable to grant a license to occupy agreement for land use at this time, but will reconsider the request, pending receipt and review of a new District Long Range Facility Plan (LRFP).*

**Alternate Motions:**

**Motion 2:**

*THAT the Board of Education of School District No. 71 (Comox Valley) direct staff to respond to the letter received from the Comox Valley Search and Rescue (CVSAR), dated September 18, 2024, advising that the district is prepared to grant a license to occupy agreement for land use, subject to staff finding suitable property that is not identified for educational use.*

**Motion 3:**

*THAT the Board of Education of School District No. 71 (Comox Valley) advise the CVSAR that the district will not grant a license to occupy agreement for land use.*

- iii. Early Learning and Child Care Annual Operating Report – Briefing Note**  
Lisa Pedersen-Skene, District Principal, Early Learning and Child Care

Pages 116-119

**Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) receive the Early Learning and Child Care Annual Operating Report briefing note, dated November 26, 2024, as presented.*

- iv. Quarter 1 Financial Update – 2024-25 Annual Budget**  
Jennifer Nelson, Assistant Secretary-Treasurer

Pages 120-122

**Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) receive the 1<sup>st</sup> Quarter Financial Report, dated November 26, 2024, as presented.*

- v. Comox Valley Schools Food Advisory Committee – Terms of Reference**  
Carrie McVeigh, Secretary-Treasurer

Pages 123-126

**Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) receive the Comox Valley Schools Food Advisory Committee – Terms of Reference briefing note, dated November 26, 2024, as presented.*

**10. Board Standing Committee Reports**

**A. Open Committee of the Whole**

- i. Open Committee of the Whole Report to the Board – November 12, 2024**

Pages 127-129

**Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) receive the November 12, 2024, Open Committee of the Whole Report to the Board as presented.*



## B. Ad Hoc Policy Committee

### i. Ad Hoc Policy Committee Report to the Board – October 30, 2024

Pages 130-133

#### **Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) receive the October 30, 2024, Ad Hoc Policy Committee Report to the Board as presented.*

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

Wednesday, January 08, 2025, 4:00 pm – 5:30 pm

## 11. Board Business

### A. Trustee Report - Gender-Based Violence Committee

Page 134-135

Shannon Aldinger, Trustee

### B. Trustee Report – BCSTA Provincial Council Meeting

Page 136-144

Shannon Aldinger, Trustee

### C. 2024-25 Board Committees Update

Pages 145-146

Michelle Waite, Chairperson

#### **Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) approve the updated 2024-25 Board Committees as presented.*

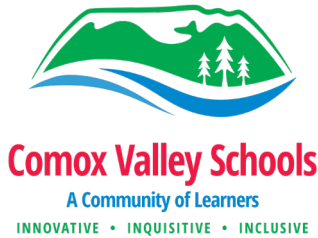
## 12. Board Correspondence - None

## 13. Public Question Period to the Board – max. 15 minutes

## 14. Adjournment

#### **Motion:**

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



**REGULAR BOARD MEETING MINUTES**  
**Tuesday, October 22, 2024**  
**7:00 pm**

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**Attendance In Person:**

**Trustees:**

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

**Staff:**

Dr. Jeremy Morrow, Superintendent of Schools  
Carrie McVeigh, Secretary-Treasurer  
Jay Dixon, Associate Superintendent  
Dr. Vivian Collyer, Associate Superintendent  
Joe Heslip, Associate Superintendent  
Sean Lamoureux, Associate Superintendent  
Josh Porter, Director of Information Technology  
Molly Proudfoot, Director of Operations  
Shiela Powell, Director of Human Resources  
Yinka Adewole, Manager of Health & Safety  
Craig Sorochan, Manager of Communications

**Regrets:** None

**Recording Secretary:** Marlene Leach, Sr. Executive Assistant

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**1. Call to Order – 7:00 pm**

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

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

**2. Ramona Johnson, Elder, K'ómoks First Nation**

Ramona Johonson (Auntie Mona), who is also part of the SD71 Nala'atsi program, recollected providing the School Board Office boardroom with the circular Indigenous Eagle floor mat that a new Coast Salish artist had created. She noted that the Eagle is loyal, full of lasting love, dedication, peace, and friendship. Ramona thought the mat was needed as something to focus on during heavy topics in meetings, to think about a young artist just starting out, to take a moment to breathe, collect yourself, and get back into these hard meetings. Ramona noted that from experience, she knows how challenging it is to make decisions as a team. The Board thanked Ramona for sharing her story at the previous school board office location and for sharing it again here with everyone, and most certainly for the treasured Eagle mat.

**3. Adoption of Agenda**

**Motion: (No. 2024-10-22-01)**

*THAT the Board of Education of School District No.71 (Comox Valley) adopt the October 22, 2024, Board Meeting Agenda as presented.*

[McCannel-Keene/Leslie]

**CARRIED**

**4. Board Meeting Minutes**

Pages

**Motion: (RP-2024-10-22-02)**

*THAT the Board of Education of School District No.71 (Comox Valley) adopt the September 24, 2024, Regular Public Board Meeting Minutes as presented.*

[May Sacht/Howe]

**CARRIED**

**5. Unfinished Business – None**

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

Page

- September 24, 2024 – Regular In-Camera Meeting

**7. Board Chairperson – Written Report**

Pages

In addition to the written report, the Chairperson added:

- While waiting for final provincial election results, she would like to thank the local candidates who put their names forward to run in the election.
- The Chairperson acknowledged and thanked outgoing Minister of Education and Child Care, Honourable Rachna Singh, for her commitment to public education including the approval of much needed infrastructure resources for Comox Valley Schools, such as school expansions and child care centres. The Board is eager to learn about the new direction of the new provincial government and wants to continue the good work that must happen to uphold the district values and commitment to Truth and Reconciliation.

**8. Presentations / Delegations**

**A. Comox Youth Climate Council – IGNITE Event, Presentation (PP)**

Serina Allison, Lead Teacher in Environmental Sustainability & Numeracy

Dr. Vivian Collyer introduced Serina Allison. Ms. Allison reviewed her PowerPoint presentation with Trustees. The Come Together, the Youth Climate Action Summit conference for Grades 8-12, called “Ignite” is taking place on November 14, 2024, with official invites going out tomorrow. The Board Chairperson and Trustees thanked Ms. Allison and Ms. Allison answered Trustee questions.

9. **Open Committee of the Whole – For Information Only**

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

TOPICS: Boundary Review  
DATE: November 12, 2024  
TIME: 7:00  
LOCATION: School Board Office Boardroom: 2488 Idiens Way, Courtenay

10. **Strategic Direction**

**A. Superintendent**

**i. Superintendent District Report – Verbal**

The Superintendent expressed gratitude for having Ramona Johnson, an Elder from K'ómoks First Nation start the Board meeting in such an effective way and for Serina Allison for her Ignite presentation on an event that supports students' aspirations for a better world and highlights amazing examples of teacher practices in the district.

**ii. SD71 Enhancing Student Learning Report (ESLR)**

Dr. Jeremy Morrow, Superintendent

The Superintendent reviewed the PowerPoint with Trustees, highlighting some Ministry published student data, indicating which were favourable, meeting or exceeding provincial results and which areas and demographics the District could work on to improve results and to better support students. Topics included literacy, numeracy, graduation rates, and human and social development. Superintendent Morrow empathized that we need to continue to direct supports toward priority learners, stating that this is how we lift all learners to be successful. The ESLR is available on the district website. The Ministry provided the graphs and district staff interpreted them. The Superintendent answered Trustee questions.

Pages 15-41

**Motion: (RP-2024-10-22-03)**

*THAT the Board of Education of School District No.71 (Comox Valley) approve the 2024 SD71 Enhancing Student Learning Report (ESLR), dated September 2024, as presented.*

[Caton/Howe]

**CARRIED**

**iii. Equity in Action, SD71 Equity Scan – Briefing Note and PowerPoint Presentation**  
Joe Heslip, Associate Superintendent

Pages

The Associate Superintendent reviewed the briefing note and PowerPoint presentation with Trustees and noted that addressing the gaps will require radical transformation within the system and for every one of us to do some deep learning. Topics included the four pillars of Indigenous student success, expanding the focus for equity, and the framework for equity that includes an equity scanning team that is currently being coordinated.

The Associate Superintendent also shared an impactful video (link below) around Indigenous educators that he participated in, received Trustee comments, and answered Trustee questions. Additionally, he explained his reason for bringing the “box” to meetings, as a reminder that the kids are at the centre of every decision we have.

[Equity in Action: Moving Forward Together \(youtube.com\)](#)

**Motion: (RP-2024-10-22-04)**

*THAT the Board of Education of School District No.71 (Comox Valley) receive the Equity in Action briefing note, dated October 22, 2024, as presented.*

[Caton/Howe]

**CARRIED**

**iv. Enrolment Update – Verbal**  
Jay Dixon, Associate Superintendent

The Associate Superintendent provided a verbal update covering the continued enrolment growth, and for this school year, a moderate rate with approximately 135 more students in brick-and-mortar schools, close to the projected amount. The Associate Superintendent shared additional enrolment statistics. Furthermore, online Career Education programs exceeded the end of September projected enrolment figures. The Associate Superintendent answered Trustee questions.

**v. Public Engagement on Proposed Boundary Catchment Adjustments Update Briefing Note**

Jay Dixon, Associate Superintendent, Molly Proudfoot, Director of Operations

Pages

The Associate Superintendent thanked both the team, which has been working on the proposed boundary catchment adjustments, DPAC, and the community, for providing their input and feedback through the online portal. The Associate Superintendent highlighted several new building developments and planned future developments that will affect school catchment planning.

**Motion: (RP-2024-10-22-05)**

*THAT the Board of Education of School District No.71 (Comox Valley) receive the Public Engagement on Proposed Boundary Catchment Adjustments Update briefing note dated October 22, 2024, as presented.*

[Leslie/May Sacht]

**CARRIED**

**B. Secretary-Treasurer**

- i. **Executive Compensation Disclosure Report - Attachment** Pages  
Carrie McVeigh, Secretary-Treasurer

The Secretary-Treasurer reviewed the report with Trustees, answered their questions, and received their comments.

**Motion: (RP-2024-10-22-06)**

*THAT the Board of Education of School District No.71 (Comox Valley) receive the Executive Compensation Disclosure Report for the 2023-24 reporting period, acknowledging the compensation paid to Senior Leadership.*

[May Sacht/Leslie]

**CARRIED**

- ii. **Pay Transparency Report** Pages  
Carrie McVeigh, Secretary-Treasurer

The Secretary-Treasurer highlighted areas of the report with Trustees, noting that the report is the first one that organizations are required to do, and concerns employee pay equity information. Some statistics and key findings were shared concerning pay inequity between groups.

The Secretary-Treasurer mentioned working with Human Resources to create an action plan around pay equity, a review of overtime practices, and some career development and mentorship for marginalized groups, to see if we can change these statistics. However, it will also be important to have more reports to make comparisons. The Secretary-Treasurer answered Trustee questions.

**Motion: (RP-2024-10-22-07)**

*THAT the Board of Education of School District No.71 (Comox Valley) receive the Pay Transparency Report as presented on October 22, 2024.*

[McCannel-Keene/May Sacht]

**CARRIED**

**iii. Health & Safety Administrative Procedures (AP) and Associated Documents**

Pages

Yinka Adewole, Manager of Health & Safety, Sheila Powell, Director of Human Resources

- a. AP 160 Safety
- b. AP 160 z Appendix B – First Aid
- c. AP 160 z Appendix C - Accident or Incident Reporting and Investigation
- d. AP 160 z Appendix D - Safety Inspections
- e. AP 175 - Violence in the Workplace

The Director of Human Resources introduced herself and the Manager of Health & Safety and thanked him for making changes made to several Health & Safety APs. The Director of Human Resources briefly overviewed examples and reasons for updating the information. A Trustee expressed gratitude and noted the need to address changes for gender neutrality in all the District APs, asking that these changes be made to AP 160 and AP 175.

**Motion: (RP-2024-10-22-08)**

*THAT the Board of Education of School District No.71 (Comox Valley) receive the revised Health & Safety Administrative Procedures (APs) as presented on October 22, 2024.*

[Howe/McCannel-Keene]

**CARRIED**

**iv. Motion to Extend the Board Meeting by 30 minutes to 9:30 pm**

**Motion (RP-2024-10-22-09)**

*THAT the Board of Education of School District No.71 (Comox Valley) extend the meeting by 30 minutes, if necessary, to conduct the business of tonight's meeting.*

[Caton/May Sacht]

**CARRIED UNANIMOUSLY**

**11. Board Standing Committee Reports**

**A. Open Committee of the Whole – October 08, 2024**

**i. Open Committee of the Whole Report to the Board – October 08, 2024**

Pages

**Motion: (RP-2024-10-22-10)**

*THAT the Board of Education of School District No.71 (Comox Valley) receive the Open Committee of the Whole Report dated October 08, 2024, as presented.*

[Howe/Leslie]

**CARRIED**

**B. Ad Hoc Policy Committee**

**i. Ad Hoc Policy Committee Report to the Board – October 10, 2024**

Pages

**Motion: (RP-2024-10-22-11)**

*THAT the Board of Education of School District No.71 (Comox Valley) receive the Ad Hoc Policy Committee Report to the Board dated October 10, 2024, as presented.*

[Howe/McCannel-Keene]

**CARRIED**

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

Wednesday, October 30, 2024, 4:00 pm – 5:30 pm

**12. Board Business**

**A. Trustee Report - Gender-Based Violence Committee**

Shannon Aldinger, Trustee

Page

Trustee Aldinger briefly reviewed her Trustee Report with Trustees.

**B. 2024-25 Board Committees**

Michelle Waite, Chairperson

Pages

**Motion: (RP-2024-10-22-12)**

*THAT the Board of Education of School District No.71 (Comox Valley) approve the 2024-25 Board Committees as presented.*

[Howe/Leslie]

**CARRIED**

**C. 2024-25 Trustee School Liaisons**

Michelle Waite, Chairperson

Page

**Motion: (RP-2024-10-22-13)**

*THAT the Board of Education of School District No.71 (Comox Valley) approve the 2024-25 Trustee School Liaisons as presented.*

[Howe/Aldinger]

**CARRIED**

**13. Board Correspondence - None**

**14. Public Question Period to the Board – max. 15 minutes**

A public member thanked the Trustees and staff for their work.



**15. Meeting Adjourned – 8:58pm**

**MOTION: (RP-2024-10-22-14)**

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

[May Sacht/Leslie]

**CARRIED**

**Board Approved on:**  
November 26, 2024

**Certified Correct:**

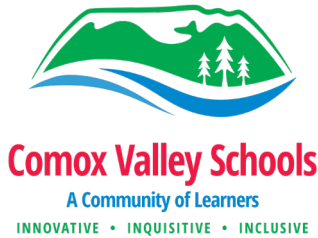
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Carrie McVeigh  
Secretary-Treasurer

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Michelle Waite  
Board Chairperson

DRAFT



# Comox Valley Schools

School District No. 71  
Office of the Secretary Treasurer

## RECORD OF IN-CAMERA MEETINGS

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**TO:** Board of Education **DATE:** November 26, 2024  
**FROM:** Office of the Secretary Treasurer  
**RE:** Record of In-Camera Meetings

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

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

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

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#### **October 22, 2024 – Regular In-Camera Meeting**

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

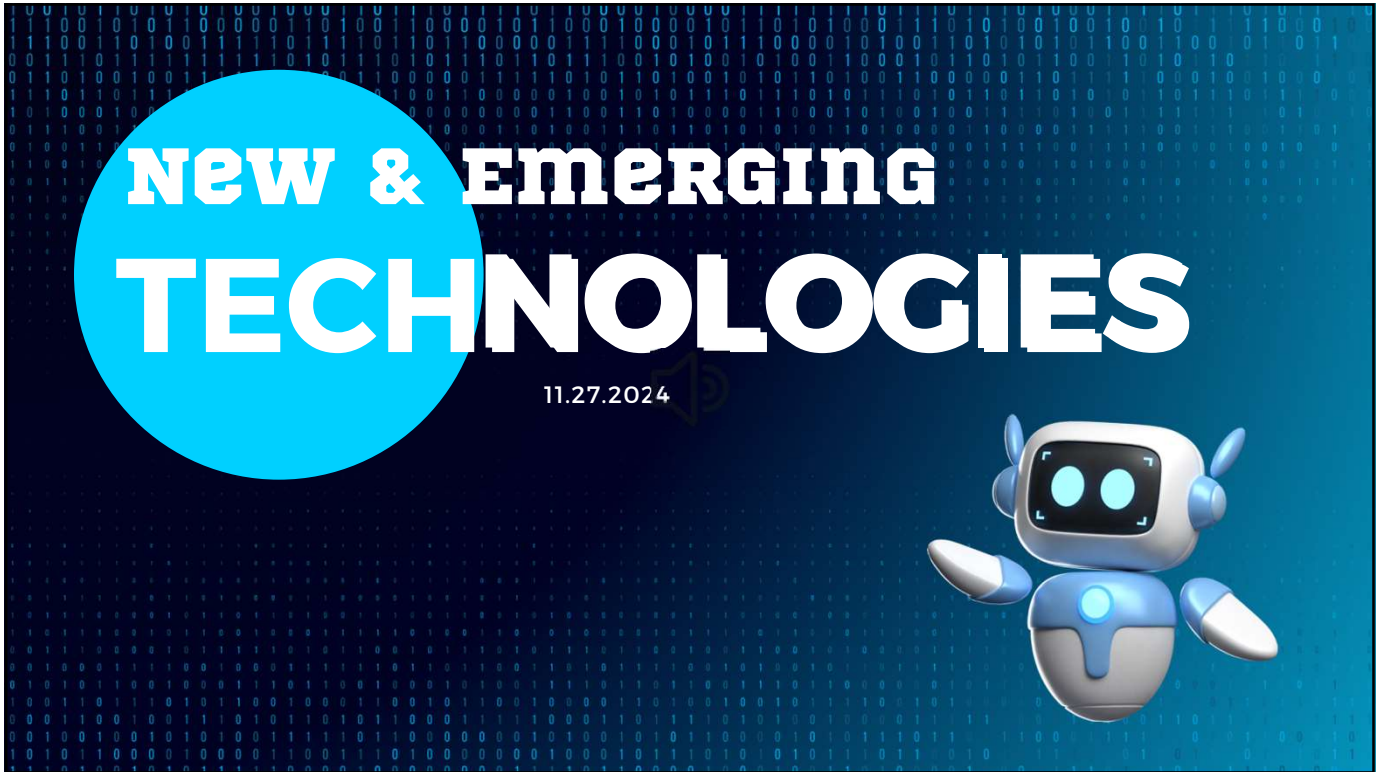
The meeting was called to order at 5:30, recessed at 6:50 pm, resumed at 9:15 pm, and adjourned at 9:47 pm.

#### **November 12, 2024 – Closed Committee of the Whole Meeting**

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

The meeting was called to order at 5:58 pm, adjourned at 6:49 pm

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1



2



# CONTENTS

- 1 Strategic Plan
- 2 Learn71
- 3 Dinner Series
- 4 Student Learning Tools
- 5 Reading Progress/Coach
- 6 Digital Literacy
- 7 Code Quest Arcade/Minecraft Challenge
- 8 Parent Technology Support

3

# STRATEGIC PLAN



## *Purpose Statement*

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

**Inclusion**

- Personalized Learning**
- Social Emotional Learning**
- Experiential Learning**
- Flexible Learning Environments**
- Digitally Enhanced Learning**

4



# LEARN71

The Learn71 website provides a wide range of resources focused on supporting educators, students, and parents in the Comox Valley School District.

- Curriculum Support
- Technology Integration
- Indigenous Education
- Mental Health and Wellness
- Library & Research Databases
- Family and Home Learning Resources
- Inclusion and Diversity
- Assistive Technology Integration

5

# DINNER SERIES *all SD71 Staff*

## 2023-24 EDUCATORS OF THE GALAXY

## 2024-25 TECH SURVIVOR SERIES

6

# DINNER SERIES ... *Topics*



2023-24

01

● Harnessing AI

02

● Cosmic Canva Event

03

● Movie Making Marvels

2024-25

04

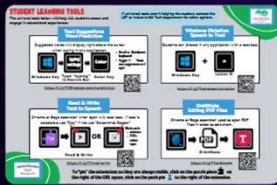
● Outwit Digital Chaos

05

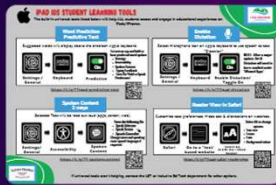
● District's Digital Tech Gems

# Student Learning Tools

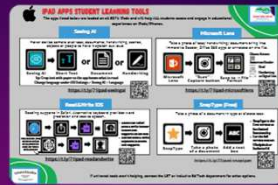
*Inclusive and accessible tools for ALL learners.*



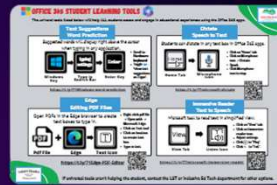
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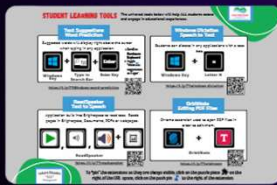
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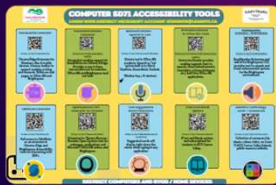
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4



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6



7



8







**TEXT TO SPEECH**

**Translate**

**INTERFACE PREFERENCES**

**Screenshot Reader**

**READING SCREEN PREFERENCES**

**Read Aloud**

**Speech to Text**

**OCR Conversion**

**TEXT PREFERENCES**

**PDF Interaction**


**WORD PREDICTION**

**Mobile Access**

**DYSLEXIC FONT**

**Variable Entry Points**

9



# FLASHCARDS

**IPAD IOS STUDENT LEARNING TOOLS**

The built-in universal tools listed below will help ALL students access and engage in educational experiences on iPads/iPhones.

**Settings**

*If universal tools aren't helping, contact the LST or Inclusive Ed Tech department for other options.*

**OFFICE 365 STUDENT LEARNING TOOLS**

The universal tools listed below will help ALL students access and engage in educational experiences using the Office 365 apps.

**Apps**

*If universal tools aren't helping, contact the LST or Inclusive Ed Tech department for other options.*

**Text Suggestions Word Prediction**

Suggested words will display right above the cursor when typing in any application.

**Windows Key** → **Type in Search Bar** → **Enter Key**

**Windows Key** → **System Settings** → **Enter Key**

- Scroll to: **Hardware Keyboard**
- Toggle: **"Show text suggestions as I type"**

<https://aka.ms/windowswordprediction>

**Dictate Speech to Text**

Students can dictate in any text box in Office 365 apps.

**Home Tab** + **Microphone Icon**



- Click on "Voice" tab.
- Click on Microphone icon → Dictate Speech.
- Click Microphone icon to stop.

<https://aka.ms/office365dictate>

**STUDENT LEARNING TOOLS**

The universal tools below will help ALL students access and engage in educational experiences.

**Tools**

To "pin" the experiences so they are always visible, click on the menu icon  on the right of the URL, click on the push pin  to the right of the selection.

*If universal tools aren't helping, contact the LST or Inclusive Ed Tech department for other options.*

**IPAD APPS STUDENT LEARNING TOOLS**

The apps listed below are loaded on all iPads and will help ALL students access and engage in educational experiences on iPads/iPhones.

**Apps**

*If universal tools aren't helping, contact the LST or Inclusive Ed Tech department for other options.*

**Immersive Reader Text to Speech**

Microsoft tool to read text in simplified view.

**View Tab** → **Listen Icon**

- Click on "View" tab.
- Click on Immersive Reader icon.
- Adjust settings.
- Click "Play" button.
- Click on "Text" button.

<https://aka.ms/immersive.reader>

**Edge Editing PDF Files**


Open PDFs in the Edge browser to create text boxes to type in.


**PDF File** + **Edge** + **Text Icon**

- Right-click on the PDF.
- Open with: **Microsoft Edge**.
- Click on "Text" tool.
- Click on location to create text box.
- Type in text.

<https://aka.ms/edge-pdf-editor>


# SIMPLE INSTRUCTIONS





EDGE ANNOTATION

Student Learning Tools  
Computers



EDGE ANNOTATION

Student Learning Tools  
Computer

10

# MICROSOFT LEARNING ACCELERATORS

READING PROGRESS

READING COACH

SEARCH PROGRESS

SEARCH COACH

SPEAKER PROGRESS

SPEAKER COACH

11

## READING PROGRESS

Assigned by teachers . . .

The screenshot displays the Microsoft Reading Progress interface. On the left, there is a video player showing a person reading. Below the video are controls for 'Auto-Detect', 'Pronunciation sensitivity' (set to Medium), 'Background Noise Suppression', and 'Return full report to student'. The main area shows performance metrics: 55 Correct words per minute, 82% Accuracy rate, 16 Mispronunciations, 1 Repetitions, 7 Omissions, 0 Self-corrections, and 5 Practiced Words. The reading passage is about plants, with words highlighted in color to indicate pronunciation or accuracy. The passage includes the following text:

Plants are living things. They depend on water in and light to help them grow. But how do plants find what they need? They get it from the world around them!

Plants get water from the soil. They get light from the sun.

Many plants have roots, stems, and leaves. Roots keep a plant attached to the soil and help the plant take in water. Water moves up the plant's stem to the leaves. The stem also supports the plant so it stays up straight straight.

Leaves take in light energy from the sun. The leaves use water, light energy, and a gas called carbon dioxide to make glucose. Glucose is a kind of sugar. It is food for the plant. Yes, plants make their own food! They use it to grow.

12



**Average words per minute**  
137 +33

**Average accuracy rate**  
50% -25%

**Assignments per student**  
0.29 -2.71

**Challenging words**  
there planet plants time known tusks  
that like sound

**Class averages per assignment**

**Reading accuracy** | Expression

**Assignment** | Level

Reading Progress Fall  
Space Reading Progress

**Average words per minute**

200  
150  
100  
50  
0

Nov 29, 2023 for 10

**Phonics rules**

Most challenging | Consonants | Vowels

All categories

Rule	Sound	Example	How common	Instances	Accuracy
<input type="checkbox"/> r	/r/	read	Basic	51	90%
<input checked="" type="checkbox"/> t	/t/	tip	Basic	51	94%
<input type="checkbox"/> n	/n/	nut	Basic	39	95%
<input type="checkbox"/> Silent-e syllable i	long i	like	Basic	2	0%
<input type="checkbox"/> s	/s/	sent	Basic	49	98%
<input type="checkbox"/> d	/d/	did	Basic	19	95%
<input type="checkbox"/> y	/y/	yard	Basic	10	90%
<input type="checkbox"/> Closed syllable u	short u	up	Basic	5	80%
<input type="checkbox"/> Open syllable o	long o	oo	Basic	5	80%

**Create a challenge assignment**  
These words were most challenging for your class. Turn these words into a new Reading assignment.

**Create phonics assignment**  
We've identified the phonics rules that were most challenging for this class. Generate a new Reading Progress assignment using vocabulary with these phonics rules to provide extra practice.

1 / 10 rules selected | Clear all  
**Create challenge assignment**

13

# READING COACH

*Practice at home . . .*

**Let's practice reading!**

(JUMP BACK IN)

**Blaze's Island Adventure**

YOUR NEXT READING REWARD

**13**  
minutes to go

Read for 20 minutes to unwrap something new

READ SOMETHING NEW

Create a story Using AI | Read a passage From our library | Add a passage Add your own

PROGRESS

Achievements | History

**Achievements**

MY PROGRESS

**28** min  
Time spent reading

**34**  
Reading Sessions

**72%**  
Accuracy

**137**  
Correct words per minute

October 2024

High accuracy! 10 readings over 90%

May 2024

First timer! You created your first story | 100% accuracy! You pronounced every word correctly | High accuracy! 3 readings over 90% | High accuracy! 5 readings over 90% | Great! You unlocked a character

**Word Practice**

Next step, practice! Select any word to keep building your skills.

found | place | castle | treasure | wasn't

14

**CODING**

**CODING QUEST ARCADE 2024**

**<Hackergal>**



**MINECRAFT Challenge**

**MINECRAFT CHALLENGE**  
2024 2025  
EPIC SCHOOL BUILD OFF





15

*code*  
**ARCADE**  
...




16





17



# MINECRAFT

## CANADIAN INDIGENOUS LESSONS

Travel in time to experience Anishinaabe culture.



MANITO AHBEE AKI

MINECRAFT

EDUCATION EDITION

Travel back in time to assist a Pacific coastal community to prepare for winter.



MINECRAFT

EDUCATION

A PACIFIC NW COAST EXPERIENCE

18



19



20



# DIGITAL LITERACY

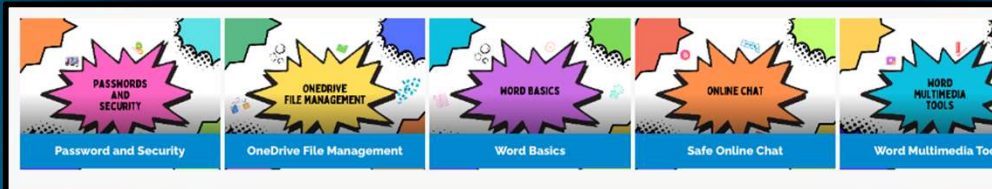


- Grade 4 Literacy Curriculum
- Grade 6 Literacy Curriculum
- Personal Device Lessons K-12

*Tech Skills by Grade*

21

# Grade 4 & 6 Digital Literacy



22

# Grade 4 & 6 Digital Literacy

**I AM A GLOBAL COMMUNICATOR**

Online chat etiquette

I can ...

- Understand the importance of not sharing personal information online.
- Understand that digital content is permanent and cannot be deleted.
- Build a positive digital footprint/reputation.
- Identify cyberbullying and describe strategies to deal with such a situation.
- Be respectful in all communications and collaborations using technological tools.

I am especially proud of \_\_\_\_\_

**I AM AN INNOVATIVE DESIGNER**

Microsoft Word tools for multimedia presentations

I can ...

- Use a screen on a handheld device to take pictures and videos.
- Create a multimedia presentation using text, visuals and audio to present research or convey an idea.
- Add a working link to a multimedia presentation.
- Use basic drawing tools including pencil, text, paint brush, shape, line, undo, redo and eraser.
- Use text tool to add text features to artwork.

I am especially proud of \_\_\_\_\_

**SD71 Digital Literacy Passport**

Name \_\_\_\_\_

23

# Personal Device Lessons



Personal Device Lessons

<a href="#">Lesson Plan</a>   <a href="#">Handout K-1</a>   <a href="#">Handout 2-3</a>   <a href="#">Video</a>	<a href="#">Lesson Plan</a>   <a href="#">Handout</a>   <a href="#">Video Link</a>	<a href="#">Lesson Plan</a>   <a href="#">Handout</a>   <a href="#">Video Link</a>



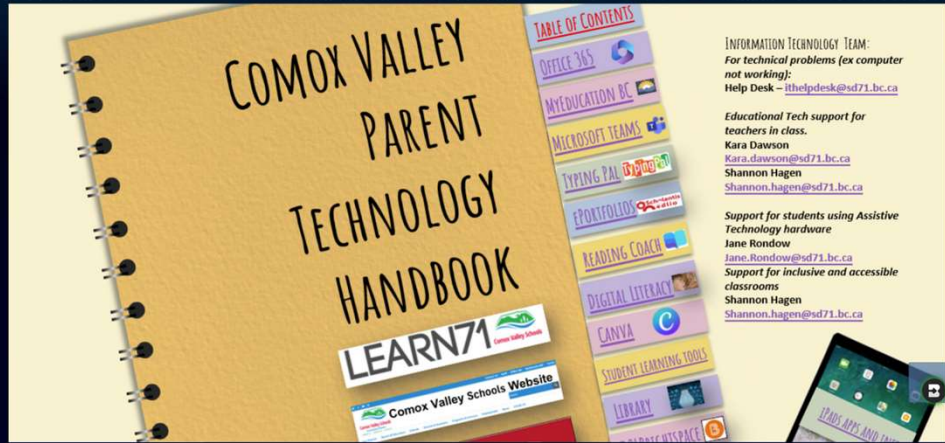
24



# PARENT SUPPORT









## PARENT TECHNOLOGY HANDBOOK



25

# PARENT SUPPORT


 Student Learning Tools	 Office 365 and Email	 Teams	 Parent Technology Support
 Scholantis/ePortfolios	 MyEducation BC Portal	 Brightspace	 Counselor's Corner

 **FAQ** *Click on the "Student Learning Tools" above to view information on Technology and Accessibility Tools available in SD71. Scroll down to view some FAQs around technology use from home and within the district.*



## LEARNING AT HOME PAGE


26



- 01 Student Learning Tools( Accessibility Tools)
- 02 Office 365
- 03 Teams
- 04 Parent Digital Support
- 05 ePortfolios
- 06 My EducationBC
- 07 Brightspace
- 08 SD71 Counsellor Support

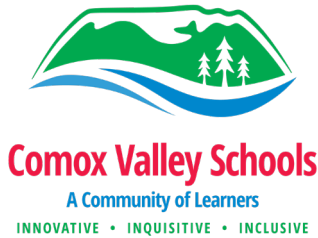
27

Thank You :)



28





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**TO:** Board of Education **DATE:** November 26, 2024  
**FROM:** Jay Dixon, Associate Superintendent / Molly Proudfoot, Director of Operations  
**RE:** Proposed Catchment Boundary Adjustments

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### Purpose

To implement catchment boundary adjustments for Brooklyn, Valley View, Aspen Park, and Airport Elementary schools factoring in key considerations, public feedback, and expected impacts. The adjustments aim to manage enrolment growth equitably across these schools, ensuring sustainable access to resources and high-quality learning environments.

As part of the district's long-term strategy, proposed adjustments aim to support families by recognizing new community developments and ensuring, wherever possible, the ability for learners to attend a school that is closest to their home.

To ensure sustainable enrolment and optimal use of school facilities, boundary changes are being considered to balance enrolments.

The boundary adjustments balance student numbers and optimize facility use starting in the 2025-2026 school year.

### Background

The proposed adjustments align closely with the strategic plan's values, goals, and action strategies, addressing immediate challenges while staying consistent with long-term vision.

In recent years, several schools within our district have seen significant enrolment increases, leading to challenges in facility management.

Factors driving these proposed changes are that some schools are reaching or exceeding their building capacity, creating strain on available space and resources, and requiring the district to apply operating funding into portables. This takes away from what can be invested into classrooms.

Overview of proposed boundary change process:

- **October 18 – November 8:** Information and Feedback Portal open to the public. <https://www.comoxvalleyschools.ca/catchment-updates/> (Portal Information)
- **October 22:** Regular Public Board Meeting for information. (Briefing Note)

- **November 12:** Committee of the Whole meeting on community feedback themes.
- **November 26:** Regular Public Board Meeting – final Board review and potential approval.

### Analysis

**Current and Projected Enrolment:** Data on enrolment trends and projections for growth over the coming years. There is a continual need to review catchment boundaries in the district.

**Impact on Families:** We are committed to minimizing disruptions to students and families while making necessary adjustments. No current students will be impacted by these proposed catchment adjustments.

**Transportation Considerations:** Ensuring changes do not adversely affect students’ ability to travel safely and efficiently to and from school. Bus service levels are reviewed annually by school district operations staff.

### Strategic Alignment

**Equity** – A focus on equity emphasizes diversity and inclusion as guiding principles, ensuring all students have access to high-quality learning environments.

**Alignment:** The proposed adjustments aim to distribute enrollment more evenly across schools, reducing strain on overcapacity schools and ensuring equitable resource allocation. The proposed adjustments aim to distribute enrollment more evenly across schools, reducing strain on overcapacity schools and ensuring equitable resource allocation.

**Learning and Personalized Environments** – Creating personalized, inclusive, and equitable learning spaces that accommodate diverse needs and foster development.

**Alignment:** By optimizing facility usage and avoiding reliance on temporary solutions like portables, the district is working to ensure consistent, high-quality learning environments.

**Safety** – Respecting community needs.

**Alignment:** Proposed boundary changes consider transportation safety and aim for minimal disruption to families while addressing growth sustainably.

**Community Engagement** – Relationships, respect and collaboration, fostering community connections.

**Alignment:** Community input was sought through an information, interactive feedback portal, aligning the changes with community expectations.

**Efficient Use of Resources** – Integrity and accountability in resource management.

**Alignment:** The boundary changes aim to optimize facility use, reduce operating costs for temporary portables, and redirect funding toward classrooms.

**Recommendation**

***Motion 1***

***That the Board of Education of School District No. 71 (Comox Valley) direct staff to proceed with the implementation of the proposed boundary adjustments identified for Brooklyn, Valley View, Aspen Park, and Airport Elementary.***

**Alternate Motions**

**Motion 2**

***That the Board of Education of School District No. 71 (Comox Valley) defer the decision to implement the proposed boundary adjustments identified for Brooklyn, Valley View, Aspen Park, and Airport Elementary Schools to the December 17, 2024, Board Meeting, directing staff to provide further information.***

**Motion 3**

***That the Board of Education of School District No. 71 (Comox Valley) following consideration of the proposed boundary adjustments identified for Brooklyn, Valley View, Aspen Park, and Airport Elementary Schools as presented, make no changes to boundary catchments.***

Respectfully submitted,

*Jay Dixon*  
*Molly Proudfoot*

Jay Dixon, Associate Superintendent  
Molly Proudfoot, Director of Operation

Attachment: Public Engagement Feedback

## School: Airport Elementary



**Current Enrolment: 199**

**School Capacity (without portables on site): 318**

**School Capacity (with portables on site): 318 (presently no portables on site)**

### 4-Year Baragar Projections \*subject to change

2025-26	2026-27	2027-28	2028-29
212	220	219	219

### Proposed change:

- Families living in the new development off Aspen Road in Comox, and Idiens Way, are currently busing to Airport Elementary or requesting cross catchment moves to attend Aspen Park Elementary.

- A large new development is moving forward off Aspen Road, and the walk to Aspen Park Elementary is shorter compared to the bus students who currently take or will have to take if this boundary does not change.
- This change will mean that any students eventually living in the new development on Pritchard Road past Cambridge Road would attend Airport Elementary, where there is capacity compared to Brooklyn Elementary.

## Feedback Themes:

- Catchment adjustments for new developments: Feedback supports reassigning students from new developments near Aspen Road and Idiens Way to Aspen Park Elementary due to closer proximity. This change would make the commute more walkable for families.
- Balancing enrolment with Brooklyn Elementary: Parents support the plan for new developments along Pritchard Road, beyond Cambridge Road, to be assigned to Airport Elementary rather than Brooklyn Elementary. This approach is seen as a way to balance enrolment pressures between the two schools.

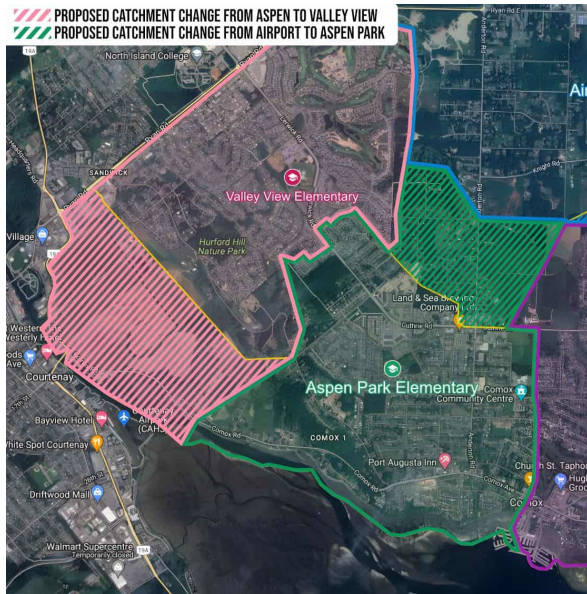
## Staff comment on themes:

Generally, people are supportive of the proposed changes for Airport Elementary. Families living off Idiens Way are much closer to Aspen Park Elementary and people who live in the new development off Aspen Road are a short walk to Aspen Park Elementary.

The new development off Pritchard Road and Cambridge Road is a multi-year project. Impacts of this change may take a few years to be realized i.e. adding students to Airport Elementary. The development is currently zoned for 50-100 single-family homes. However it is possible this zoning will be amended to include higher density housing in light of the new provincial legislation, which allows for higher density than the current zoning for the property stipulates (<https://www2.gov.bc.ca/gov/content/housing-tenancy/local-governments-and-housing/housing-initiatives/smale-scale-multi-unit-housing>.)

Preliminary discussions are underway to potentially add an outdoor K-3 Primary Learning Community at Airport Elementary which will increase enrolment and fill some of the space currently available at the school.

## School: Aspen Park Elementary



**Current Enrolment: 395**

**School Capacity (without portables on site): 364**

**School Capacity (with expansion on site): 616 \*when completed**

**4-Year Baragar Projections \*subject to change:**

2025-26	2026-27	2027-28	2028-29
409	422	418	420

### Proposed change:

- Families in the new apartment buildings near Superstore currently have a long, non-walkable commute to their in-catchment school (Aspen Park Elementary). As a result, many families in this area are currently requesting cross catchment moves to Valley View Elementary.
- In addition, the catchment boundary would shift to include parts of Idiens Way and Aspen Road that are relatively close to the school. A large development is planned for this area and students would have a short walk to Aspen Park Elementary in comparison to their current in-catchment school.

- An 11-classroom addition is set to be completed in Fall 2025; this addition will comfortably allow the school to add more students from the area as the developments are completed.

## **Feedback Themes:**

- **Walkability:** There is a need for a sidewalk from the intersection of Lerwick and Aspen down to the school. Currently, one side has a sidewalk, and it lacks a crosswalk, making it difficult for students to navigate safely. Parents see this as a safety issue, especially as more students may walk to school due to boundary changes.
- **Support for boundary changes:** Families have expressed support for expanding Aspen Park Elementary to include areas north of Guthrie Road to bring students closer to their designated school and reduce travel time.
- **Better alignment with secondary school catchments:** Feedback indicates a desire for elementary and secondary school catchments to align more closely. Parents support the change that switches the Dyke Road area from Aspen Park to Valley View Elementary, aligning students with their secondary school catchment for continuity.

## **Staff comment on themes:**

Once the addition for Aspen Park Elementary is complete there will be improved space for more students.

At present, Aspen Road is not fully connected at Hector Road but is walkable. However, this may be impacted during construction of the new developments. The School District will advocate to the Town of Comox to maintain a path for safe travel to reduce impact. There were concerns raised about the lack of sidewalk near Quality Foods off Aspen Road, but there are two safe options for travel off Murrelet Drive that have crosswalks and direct access to the school property. The District will continue to relay feedback from the school community on potential improvements and concerns regarding active travel infrastructure in the area.



## School: Brooklyn Elementary



**Current Enrolment: 382**

**School Capacity (without portables on site):341**

**School Capacity (with portables and room modifications): 387**

**4-Year Baragar Projections \*subject to change:**

2025-26	2026-27	2027-28	2028-29
377	376	366	365



## Proposed change:

- Brooklyn's current catchment boundary extends past Cambridge Road and includes a future development that would put space pressure on the school, requiring more portables to be added to the site which is limited in space.
- This change is proposing that students eventually living in the future development on Pritchard Road past Cambridge Road would attend Airport Elementary, where has capacity.

## Feedback Themes:

- Support for proposed boundary adjustments: Families generally support the proposed boundary changes to alleviate future space issues by shifting the future development near Pritchard Road to Airport Elementary.
- Proximity for commute: Some families along Radford Road and Wallace Road stated they are closer technically closer to Brooklyn than their current catchment school (Airport Elementary).

## Staff comment on themes:

Brooklyn Elementary is currently at capacity and cannot accommodate more students from the future development on Pritchard Road and Cambridge Road or outside it is current boundary. As a result, the Brooklyn catchment has been reduced in size to exclude the new development once it is built.

Although some families outside the current catchment area are located close to Brooklyn Elementary (such as the Lazo area), the school has no capacity to accept students outside the current school boundary. These families are presently busing to Airport Elementary School.

## School: Valley View Elementary School



**Current Enrolment: 360**

**School Capacity (without portables on site): 364**

**School Capacity (with portables on site): 387**

### 4-Year Baragar Projections:

2025-26	2026-27	2027-28	2028-29
356	346	351	347

### Proposed change:

- Families in the new apartment buildings near Superstore currently fall under Aspen Park Elementary’s catchment. This is a long commute that is not reasonably walkable or safe to do.
- Many families have requested transfers to Valley View that were granted.

- The boundary would move to include the new apartments near Superstore. The apartments nearby are already in Valley View Elementary's catchment.
- This change shortens the commute to school for families. The walk is still uphill and considerable, but is much shorter, safer as there are separated pathways for much of the route.

## Feedback Themes:

- **Capacity and infrastructure:** There were several comments expressing concerns about adding more students to Valley View Elementary when it is already near capacity. Such comments highlight that Valley View Elementary is seen as a close-knit, neighbourhood school that lacks the infrastructure to accommodate additional students, particularly those from the new Superstore apartments. There were suggestions to potentially bus these students to Aspen Park Elementary or other schools.
- **Traffic:** Many parents are worried about increased traffic in the school's parking lot and surrounding residential areas, particularly as new students are added from nearby apartments. There are calls for safer, more organized drop-off and pick-up areas to manage congestion. There was some interest in providing school bus service for students from the Superstore area to reduce traffic, especially during peak times.
- **Walkability:** Feedback states that while the new apartments are technically within walking distance, it is a challenging walk due to length and hill gradients. Families suggest that most will continue to drive.
- **Appreciation for feedback opportunity:** Some parents expressed gratitude for the opportunity to provide input, recognizing the district's efforts to consider community perspectives.

## Staff comment on themes:

There is some operating capacity at Valley View to add more students to the school. Should there be a need to add more spaces in the future, there is space on the property to add more classrooms.

**75%** of families currently living in the apartments off Ryan Road have already requested and were approved for cross boundary transfers.

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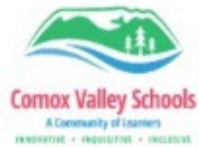
There are currently 16 elementary aged students living in the new apartments off Ryan Road. Here is the breakdown of the schools they attend:

25% go to Aspen Park;  
56 % go to Valley View; and  
19% go to Queneesh

The Courtenay Greenway connects right behind the new apartments by Superstore and allows people to walk safely to Back Road and up to Hobson Ave. without having to cross or go near Ryan Road. This walk takes approximately 25 minutes and there are safe trails that lead directly to the school from Hobson Ave.

Valley View's existing boundary currently includes the apartments that are located near the old Mex Hotel and Canada Post Office.

Valley View has one of the largest elementary school parking lots in the district. We do not expect these changes to add much more traffic to Valley View Elementary.



## Interactive Website and Feedback Portal



Metrics [www.comoxvalleyschools.ca/catchment-updates](http://www.comoxvalleyschools.ca/catchment-updates)

- 2000+ people visited the site
- 3400+ views on the page

Page path and screen class	Views	Active users
SHOW ALL ROWS		
Total	3,473 vs. 0 ↑ 69,300%	2,092 vs. 2 ↑ 104,500%

### Advertising

- Two print adverts Comox Record
- 100 radio adverts on Eagle Radio
- Article in Comox Record
- Facebook and Instagram ads (8,000+ reached)



Public Feedback sent to: <https://www.comoxvalleyschools.ca/catchment-updates/>

## Feedback – Comox Valley Schools Catchment Boundary Updates – Fall 2024

**New Comment:** VV school is already over-capacity, with multiple portables. Portables are not supposed to be a permanent fixture—what about building an additional building next summer—or could have planned to build a bigger new school—maybe school board should have thought of this before building their new school

board offices across the road?

We can't even see Isfeld school from

road because of the many portables—kids needing to run outside in any weather to get to class—is that what you want for Valley View kids too?

**New Comment:** Aspen students still need a sidewalk from the intersection of Lerwick and aspen all the way down to the school (there is currently only 1 side with a sidewalk and it is opposite of the school with no crosswalk to access other than a 4way stop again with no sidewalk on aspen school side. This was brought up in the town plan over 5 years ago and now more kids are going to have to try and navigate down to aspen. It is dangerous

**New Comment:** Valley View is a small, community-oriented neighborhood school. It does not have the infrastructure for these Superstore located children, even with the poor decision to add a portable on the basketball court (that was highly used.) Bussing kids from the Superstore area to Aspen would be an intelligent idea instead. Valley View is full! Plus, Isfeld is full. Bus these kids elsewhere.

**New Comment:** What is being done to address before and after school care at aspen elementary? I know it's already a huge problem and with this huge student capacity increase is before and after school being looked at?

## Feedback – Comox Valley Schools Catchment Boundary Updates – Fall 2024

### **New Comment:**

I am concerned with the news for plans to enlarge Valley View Elementary School's catchment boundaries. I know you say that children currently enrolled will not be affected but adding hundreds of new students like this, I don't see how current students wouldn't be affected by such a massive uptick in student enrolment at our school. I understand a new portable is being built, but is that even enough? The last few years we have all received urgent emails about the school enrollment being at capacity. This is before the apartments were built near Superstore. The parking lot at the school is already a zoo at pick up and drop off, adding hundreds more people to this seems a bit crazy. Furthermore, I think it would make MUCH more sense for children living in these apartments to attend Queneesh Elementary School by the new hospital. I do sympathize with families having to drive into Comox, but Queneesh School is just up the hill with a few turns. It's truly not that far. I don't think it's fair or smart to have every single child that lives at the many new apartments to come to Valley View Elementary. If the apartments are out of the catchment, we shouldn't make it bigger just to accommodate a few people who have other options.

I am also concerned about the amount of traffic this will cause in our otherwise pretty quiet and calm neighbourhood. Families will have to drive through residential areas, neighborhoods etc. to drive their children to school, when they could just drive up Ryan Road hill and take a few turns. I have a special needs daughter who will be attending Kindergarten next year and I am concerned that she will not get as much help as she needs due to so many new students coming.

Please reconsider these changes, they are not beneficial to families who have lived in the area. We are talking about hundreds of new students attending one single school. There has to be a way to at least split it up so the entire burden doesn't fall on Valley View and parents and students as a result of poor planning and management.

**New Comment:** I would like to affirm the decision to expand aspen's catchment to include north of Guthrie as proposed the catchment change.

We live on Toronitz d, Comox and attend Aspen elementary. Our actual catchment is Airport but is MUCH farther from us. We can walk to school in 15-20 minutes which is so helpful as a one vehicle family.

This new proposed catchment change makes sense.

**New Comment:** I agree with the proposed catchment boundary change for Brooklyn Elementary.

**New Comment:** Will there be bus service offered for the valley view catchment with these changes?



## Feedback – Comox Valley Schools Catchment Boundary Updates – Fall 2024

**New Comment:** We need another school between Valley View and Courtenay Elementary. Currently no school that is walking distance at the bottom of Ryan Road hill. This is an area seeing a lot of population growth.

**New Comment:** This generally makes sense but the parking lot at valley view is already so dangerous. I think it's pretty naive to think that anyone at the bottom of the hill will walk to school. It is easily a 40 minute walk. So now we are increasing traffic in the parking lot. I would love to see a school bus serving the apartments near superstore to reduce traffic along Ryan road (where it's already so congested at rush hour), through the valley view neighbourhood and within the valley view parking lot. I think it may be prudent to ask families in that area if they would be driving or walking/cycling to school. I think you will find that the answer is going to be a resounding "no".

**New Comment:** This works. Great suggestion. Appreciate the opportunity for feedback! Thank you S.D. 71 staff for being detailed!

**New Comment:** The boundary for Brooklyn should include the Radford Road, and Wallace Road area. Kids can bike easily from Radford to Brooklyn. Biking on Knight Road is still not very safe due to the traffic speed. If you use google maps, the fastest way from Radford to Airport school goes PAST Brooklyn.

**New Comment:** Why are any Boundary changes being considered when the majority of this Board turned down nearly every recommended Boundary change that had been designed and recommended by experts but ignored by politically motivated and bias trustees just over four years ago? I would NOT trust the decision making process of this Board at all. They vote by fatigue. There are other Boundary changes AND grade reconfiguration that are more important for this District to implement, but are not being considered because of the district political prejudice of this Board. Changes are needed in West Courtenay ... not just the wealthier East which is clearly their political bias.

**New Comment:** I think it's important that elementary school catchments line up with high school catchments. I'm pleased to see the change for my area (the dyke rd.) to switch from Aspen to Valley View since that makes more sense considering our catchment high school is Isfeld. My son was at Aspen for grade 7 last year and 95% of the kids there were moving to Highland with only a handful going to Isfeld. It would be best if elementary schools feeding into high schools could split more evenly than that.



## Feedback – Comox Valley Schools Catchment Boundary Updates – Fall 2024

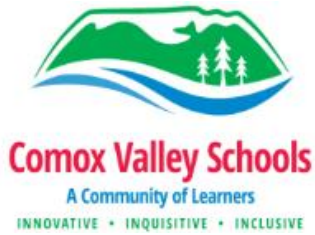
**New Comment:** Aspen has the newer larger building and the new construction and this should be taking on this area still. Valley view is small and is a walkable neighbourhood school. This area is NOT walkable and therefore has no reason to come to valley view, more car traffic to the school will have a negative impact on the immediate community around it.

**New Comment:** I find it so interesting that the district is asking for our opinion on boundary changes but did not find it necessary to inform the Aspen community, or ask for feedback, about the addition of a portable-based expansion that would see our neighbourhood school grow in population to over 600 students. My understanding is that even most of the staff were not aware that this was happening until hours before the announcement. Not one neighbour that I spoke with knew it was happening at the time. Many are still unaware. The traffic and congestion in this area at many times of the day is bad enough currently, our community cannot imagine what it will be like with an additional 250 families attending Aspen. Furthermore, in an era when we are promoting trauma informed teaching and schools that foster mental health in our students, you are creating a situation where staff will not know who my child is, and my child will not feel the sense of belonging she would feel in a smaller school community. Perhaps we should have been asked whether we feel a smaller school should be opened to alleviate school crowding or if we support this mega-school idea. You have already made it quite clear that you do not value our feedback.

**New Comment:** Do you have the projected enrolment looking to the future (5 to 10 years) for new catchments and status quo I'm interested in all the schools but had to pick only one to move forward with submitting this.

## Feedback – Comox Valley Schools Catchment Boundary Updates – Fall 2024

**New Comment:** Hello: Our family's school catchment is Royston Elementary so this doesn't pertain to us, however; being born and raised in the Comox Valley I can't help but see an area that is being overlooked for the Brooklyn catchment that is being reviewed. This area is at the bottom of Guthrie Rd/Lazo heading left, taking in the Sand Pines subdivision areas, Brent Rd, Radcliffe, all the way to Southwind Rd/PT. Holmes. I would change the boundary to the bottom of the hill before climbing to Kye Bay. This area currently buses kids to Airforce Elem., but it is so close to Brooklyn Elem! I know many families in these areas, who cross boundary to Brooklyn simply because it makes sense to have kids being able to walk, ride bikes independently, or as a family. I know these catchments are hard as to where to draw the line, but I really feel this area could be looked at again and reconsidered. For the ease of transportation alone it makes common sense ;) It is a rural area, not any further development allowed under current zoning, so pretty confident to say there wouldn't be a surge in numbers if catchment changed from Airport to Brooklyn for this area, in the future. Food for thought. Hope it helps! :) Side note: Any chance Royston Elem. could be considered next for a review, would love to keep the kids there until grade 7, and then bus to Vanier for 8-12 like many other rural schools do, vs heading to Cumberland for 7-9, this could help reduce an overflowing Cumberland School? I know Royston is at capacity regarding septic etc., but surely another septic system to support added portables could be considered?. Appreciate the time it takes to make these big decisions.



# Tribune Bay Nature Education Centre

## *Private Board Report: Business Plan*

October 2024

Prepared for:

School District No. 71 (Comox Valley)

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**Contents**

Traditional and Ancestral Lands Acknowledgment ..... 1

Executive Summary..... 2

Introduction ..... 4

    Mission and Vision..... 4

    Capacity and Opportunity..... 4

        Generative Dialogue Themes (June 2024 Engagement) ..... 5

        Combined Overall Themes (June 2024 Engagement) ..... 7

Existing Agreements ..... 8

Governance Model Assessment ..... 9

    A Competency Framework for Governance ..... 9

    Potential Governance Structures ..... 10

    Governance Structure Assessment ..... 11

    Governance Structure Recommendation..... 11

    Strategies to Supporting Recommended Governance Structure ..... 11

Strategic Partnership ..... 13

    SD71 Strategic Plan..... 13

    BC Park – Park Use Permit ..... 14

    Partnership – Collective Impact..... 16

Proforma Financial Plan ..... 18

    Operating Budget ..... 18

        Start-up Operations (2025) ..... 18

        Full Operations ..... 19

        Market Analysis Comparison..... 20

        Proposed Management Structure..... 21

        Tribune Bay Nature Education Advisory Committee ..... 22

        Financial Sensitivity Analysis ..... 23

    Centre Building Infrastructure ..... 25

Conclusions/Recommendations ..... 26

Report Appendices..... 27

    Appendix A – Competency Framework for Governance Assessment ..... 28

    Appendix B – Tribune Bay Park Map and Area ..... 32

    Appendix C – Financial Analysis (Startup Year 2025) ..... 34

    Appendix D – Financial Analysis (Year 1 and Year 3) ..... 41

        Year 1 Proforma Operations (2026) ..... 42

        Year 3 Proforma Operations (2028) ..... 49

    Appendix E – Building Infrastructure ..... 56

        Essential Infrastructure Improvements..... 58

        Program Enhancement Infrastructure Improvements..... 61

## Traditional and Ancestral Lands Acknowledgment

The Board of Education of School District No. 71 (Comox Valley) recognizes that it operates on the traditional territory of the K'ómoks First Nation, and the importance and right of people of Indigenous ancestry to participate in discussions affecting the educational programs of Indigenous children.

The Comox Valley School District Strategic Plan supports experiential learning, which involves collaboration, communication, reflection, and hands-on, real-world learning. This approach is inclusive of diverse perspectives, interconnected with an Indigenous worldview, and incorporates the First Peoples' Principles of Learning.

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.

## Executive Summary

The Tribune Bay Outdoor Education Centre, located on Hornby Island, has been a prominent institution for experiential, nature-based learning for over 30 years. The Centre provides immersive educational programs designed to foster environmental stewardship, leadership skills, and critical thinking. Through hands-on outdoor education, the Centre has played a crucial role in promoting environmental literacy, social-emotional learning, and personal development among K-12 students, educators, and the broader community.

To reflect changing times and interests within the partners community, this report recommends renaming the Centre to "[Tribune Bay Nature Education Centre](#)" (TBNEC).

This review emphasizes the need for a strengthened governance structure that reflects the complexity and scope of TBNEC's educational mission. Historically, the Centre had been operated by the Tribune Bay Outdoor Education Society. The "Tri-Party" agreement between the society and school districts (SD69 and SD71) provided the terms and conditions between the parties. After considering various governance models it is recommended that SD71 pursue the creation of a functional department, with an Executive Director (District Principal) reporting to the Superintendent of Schools, to lead all aspects of the Centre. It is felt that creating an entrepreneurial department within the existing SD71 structure will provide the greatest level of oversight, growth and focus on the newly approved Board Strategic Plan.

The recommended governance model aims to increase accountability, foster inclusive decision-making, and ensure the Centre remains responsive to stakeholder needs. The formation of an advisory board is also recommended, that includes representatives from School District 71 (Comox Valley), along with Indigenous community leaders, environmental/nature education experts, and other key stakeholders. This advisory board would provide strategic oversight, ensuring that the Centre's activities align with its core mission while adapting to emerging trends in nature-based education. It would work closely with an Executive Director who would be responsible for the implementation of the Centre's strategic plan, operational management, and the development of partnerships.

A cornerstone of TBNEC's future success lies in the establishment of strategic partnerships. The review identifies the need for the Centre to expand its collaborations with local organizations, post-secondary institutions, and environmental NGOs. These partnerships will enhance TBNEC's capacity to deliver innovative programs in areas such as climate change education, biodiversity conservation, and Indigenous knowledge integration. By aligning its curriculum with the pressing global challenges of environmental degradation and climate resilience, the Centre will ensure that its educational offerings remain relevant and impactful. Additionally, the inclusion of Indigenous knowledge, with a focus on collaboration with local First Nations, is crucial for both the Centre's educational goals and the broader societal imperative of reconciliation. These partnerships will not only enrich the student experience but also position TBNEC as a leader in nature-based education that is both globally informed and locally grounded.

Financial sustainability is another critical dimension of TBNEC's long-term strategy. This review underscores the importance of diversifying revenue streams to reduce reliance on traditional funding sources. Expanding programming to include professional development workshops, adult education, and eco-tourism will enable the Centre to generate additional income while maintaining its core educational mission. Such diversification will also allow TBNEC to offer affordable programs for local students while leveraging higher fees from other clients. Pursuing grants from government agencies, philanthropic

foundations, and corporate sponsors will further support the Centre's operational and programmatic growth. This review also recommends exploring new funding avenues, such as partnerships with the eco-tourism sector, to align with the growing demand for sustainable travel and outdoor experiences. In addition, looking at traditional barriers to the operation of the Centre (i.e. transportation of students across the Islands) can be addressed by managing the islands bussing needs, as a revenue stream, to ensure the Centre needs are met

In tandem with financial diversification, this report emphasizes the need for infrastructure upgrades. Improving the physical facilities of the Centre is essential, enhancing safety, and ensuring accessibility for a wider range of participants. These upgrades include improving accommodations, modernizing educational spaces, and incorporating sustainable technologies such as renewable energy solutions and water conservation systems. Such enhancements will allow TBNEC to offer year-round programming and accommodate larger groups, including international students and corporate clients, thereby increasing its reach and financial stability.

The proposed governance model, financial strategies, and infrastructure improvements are interrelated and mutually reinforcing. Together, they provide a comprehensive framework for TBNEC's continued leadership in outdoor environmental learning. By adopting these recommendations, TBNEC can deepen its impact as a center for environmental / nature-based learning, leadership development, and community engagement. The Centre's mission to empower future generations with the skills and knowledge to address complex environmental and social challenges will be significantly enhanced, ensuring that it remains a vital educational resource for decades to come.

In conclusion, through strategic governance, diversified funding, and enhanced infrastructure, TBNEC is poised to strengthen its role as a leader in nature-based education. This holistic approach will provide world class opportunities for SD71 students, generate a financial net gain, and allow the Centre to meet the growing demands of environmental education while supporting the development of future leaders and stewards of the natural world.



## Introduction

The Tribune Bay Outdoor Education Centre is located in the Tribune Bay Park on Hornby Island in the province of British Columbia. It has offered various outdoor education programs and activities, focusing on environmental education, outdoor skills, and leadership development to over 70,000 students and groups of all ages. The Centre utilizes the island's natural environment to provide hands-on learning experiences and promote environmental stewardship. Nestled on the serene shores of Hornby Island, the Tribune Bay Outdoor Education Centre stands as a testament to the enduring legacy of experiential learning in the heart of nature. Its rich history reflects not only the evolution of outdoor education but also the deep-seated connection between humans and the environment.

The current name of the Centre is not fully consistent with the revised Mission and Vision, and does not fully reflect potential partner interests. As a result, it is proposed that the Centre be renamed to the [Tribune Bay Nature Education Centre](#) (TBNEC). Nature education is better aligned with the BC Park Use Permit intent, better matches the future programming, and opportunities for external funding and collaboration.

The Tribune Bay Outdoor Education Society (the "Society") determined early 2024 that they are unable to sustain operations for financial reasons. The current Park Use Permit expires December 31, 2024, and School District No. 71 (Comox Valley) indicated a desire to renew the permit at their June 2024 Board Meeting. School District No. 69 (Qualicum) indicated that they will not be a participant in the Park Use Permit renewal. This report is intended to inform the Board discussion and subsequent decisions pertaining to the Centre.

## Mission and Vision

### TBNEC Proposed Mission:

To develop life-long competencies in educate and empower generations of youth to appreciate and protect nature through pedagogically sound immersive teaching and learning. We ignite life-long curiosity, understanding, and respect for nature through inclusive experiential pedagogy.

### TBNEC Proposed Vision:

We will support our communities in being environmental stewards with an active understanding of the natural world and nature career pathways. We will be recognized as a leader in high quality, place-based, outdoor and environmental education, that contributes to a world where place-based, nature education is appreciated for its contribution to children's health and development and healthy ecosystems.

## Capacity and Opportunity

In recent years Tribune Bay Outdoor Education Centre has served around 1,500 to 3,000 mainly elementary students each year, with core programs focusing on three-day nature immersion, experiential learning and team building. Attendance at the centre has been concentrated in the months of April – September.

Looking ahead and with appropriate investment TBNEC will expand to support year-round operations, including pre/post online learning, and secondary credit courses. It will work with SD71 North Island Distance Education School (NIDES) and SD71 International Student Program (ISP) to expand opportunities for students and increase District and Centre revenues. In addition, it will facilitate educator professional development.

In parallel to enhanced educational outcomes for our community we will maintain and enhance the ecological integrity of Tribune Bay Provincial Park. Students and community members will engage in species and habitat monitoring and service-learning stewardship activities with BC Parks and environmental Non-Government Organizations (NGO's).

The community consultation conducted in June of 2024 as part of the renewal process identified the following needs that are central to this plan.

**Environmental Learning** including First Nation ways of knowing will be addressed by developing structured learner outcomes by grade including competency based high school (Academy) programs. This work will include investment in classroom spaces and educational technology.

**Transportation** – Efficient and economical transportation to and from the Centre for participant groups is essential. SD71 will explore transport solutions including integration of TBNEC with Hornby and Denman School services.

**Resource Limitations** – Limited financial and human resources can restrict the ability to expand and provide equitable access to programs, maintain facilities, and invest in new equipment. Diversified revenue streams will be identified that align with and articulate our value proposition to achieve a sustainable business model with predictable funding.

**Seasonal Demand Fluctuations** – The Centre experiences high demand during spring and fall school terms but lower occupancy during off-peak and winter season. As part of the implementation of this strategy infrastructure will be upgraded for year-round operations such as cabin insulation and washroom upgrades. In addition, secondary student and adult programs that are suited for fall/winter will be developed, including for out of Province youth.

**Weather Dependence** – Many outdoor activities are weather-dependent for younger groups, which can lead to cancellations and limited participation during adverse conditions. This plan will mitigate this challenge by creating indoor and outdoor classroom spaces.

**Health and Safety Risks** – Ensuring participant safety during activities poses ongoing challenges, particularly with varying skill levels and unpredictable environmental conditions. This plan will identify quality assurance systems and structures such as industry standard risk management protocols and procedures, leading toward external standards and accreditation.

**Governance** – The need for enhanced governance structures has been identified and is described in some detail below. Integrating the program and operations within School District 71 with the Charitable Society focusing on fundraising and advisory functions. This will start with the recruitment of an experienced functional leader.

**Competition** – Other outdoor education and recreational facilities could impact market share and revenue. This risk will be mitigated by our strong value proposition with economical but fair program fees and exceptional location.

*Generative Dialogue Themes (June 2024 Engagement)*

A *world-café* round table of discussion, sharing, and expanding thought process was utilized on each generative dialogue topic. Tables captured their discussion as a method of recording the discussion. The following major themes were extracted from the session data:

### Educational Value

#### Environmental and Social-Emotional Learning:

Emphasize the integration of environmental learning within the curriculum, highlighting social and emotional learning "without walls" and environmental sustainability. Recognize the importance of ocean literacy, search and rescue leadership, and high school leadership programs.

#### Indigenous Collaboration and Community Engagement:

Strong focus on Indigenous collaboration, including programs like the Guardian program and reconciliation camps. Value local community engagement and the importance of preserving and protecting local areas.

#### Innovative Educational Programs and Equity:

Various innovative educational programs, including high school academies, land-based learning, a semester in the woods, marine biology, and archaeology. Importance of equity, inclusion, diversity, accessibility, and reconciliation in education, as well as co-creating learning experiences with students.

### Environmental Value

#### Indigenous Collaboration and Natural History:

Highlight the significance of collaborating with First Nations, particularly the K'ómoks, and integrating Indigenous learnings into the understanding of natural history, both on land and in the ocean. Emphasize the importance of cultural and historical perspectives in environmental education.

#### Climate Change and Environmental Challenges:

Strong focus on climate change and its tangible effects, such as drought, saltwater intrusion, rising sea levels, and the impact on local flora and fauna. Discuss the importance of hands-on experiences and real-world examples to educate and empower individuals about these environmental challenges and solutions.

#### Sustainability and Community Engagement:

Stress the need for sustainable practices and community involvement. This includes showcasing sustainability through operations, exploring alternative energy sources like solar power, and engaging in collaborative efforts with local organizations. Highlight the importance of food and water sustainability, composting, and infrastructure improvements to support a healthy community and environmental education.

### Business Sustainability Approach

#### Revenue Generation and Financial Sustainability:

Various revenue models, including guaranteed time for students, user groups, capital investment expectations, and grants and partnerships. Emphasize the need for diversified revenue streams and strategic dialogues with stakeholders to ensure financial stability and resilience. The goal is to be self-sustaining, with a significant focus on a diversified income source.

#### Educational and Recreational Programs:

Strong emphasis on educational programs, including integration with local schools (School District involvement), summer camps, workshops for teachers, and international student programs. The

document also highlights the importance of service-learning components and unique recreational / nature-focused activities.

#### Infrastructure and Capacity Building:

Address the need for infrastructure upgrades and capacity building to support the centre's operations. This includes assessing the Centre capacity, enhancing existing facilities, and considering new accommodation options to support the new vision. Importance of strategic alliances and leveraging existing commercial facilities to improve the center's offerings and appeal to a broader audience.

#### Combined Overall Themes (June 2024 Engagement)

The combined overall themes encapsulate the multifaceted approach to integrating environmental education, fostering community partnerships, promoting sustainability, innovating educational models, and ensuring financial viability.

#### Integrated Environmental Education

##### Key Points:

- Embedding environmental learning within school curricula (SD 69 and SD 71).
- Programs like Ocean Literacy, Search and Rescue, and Leadership Academies.
- Teacher training that emphasizes integrating curriculum in nature and environmental sustainability.
- Continuum learning from K-adult, ensuring consistency in environmental education across grade levels.
- Utilizing local expertise and resources (e.g., Deep Bay Marine Field Station).
- Increase use of other parks on Denman and Hornby Island.

##### Impact:

- Enhances environmental literacy and social-emotional learning.
- Promotes inclusion, diversity, equity, and accessibility (IDEA) in education.
- Develops leadership skills and a deep appreciation for nature among students.

#### Community Collaboration and Partnerships

##### Key Points:

- Strong collaboration with local organizations, First Nations, and community groups.
- Programs supported by Rotary, K'ómoks Guardian program, and ICET.
- Partnerships with educational institutions (Simon Fraser University, Vancouver Island University, Royal Roads University, North Island and Camosun Colleges) and international student programs.
- Engaging community in programming (e.g., Rotary-built facilities, Deep Bay Marine Field Station activities).

##### Impact:

- Builds strong, interconnected community relationships.
- Enhances educational opportunities through shared resources and expertise.
- Promotes cultural understanding and reconciliation through Indigenous collaborations.

#### Sustainability and Environmental Stewardship

##### Key Points:

- Focus on environmental sustainability in all programs and operations.
- Hands-on experiences addressing climate change and environmental challenges.
- Infrastructure improvements for sustainable operations (e.g., solar power, composting).

- Initiatives like food sustainability programs and conservation projects (e.g., grassland tending, butterfly conservation).

Impact:

- Encourages practical understanding of sustainability among students and the community.
- Demonstrates effective environmental stewardship practices.
- Fosters a culture of responsibility and care for the natural environment.

### Innovative Educational Models and Accessibility

Key Points:

- Development of unique programs like a semester in the woods, marine biology, and archaeology.
- Flexible models combining online courses with face-to-face experiences.
- Accessibility to diverse user groups, including specialized groups (e.g., deaf community).
- Reduced logistical barriers through infrastructure upgrades and teacher support.

Impact:

- Provides diverse and engaging learning experiences.
- Increases accessibility to high-quality environmental education.
- Adapts to the needs of various user groups, ensuring inclusive education opportunities.

### Financial Viability and Strategic Growth

Key Points:

- Exploring revenue-generating opportunities and diversified income streams.
- Time-share models and guaranteed usage time for steady income.
- Strategic dialogues with stakeholders for global alliances and partnerships.
- Pursuing grants and external funding to support infrastructure and programming.

Impact:

- Ensures long-term financial sustainability of educational programs.
- Supports continuous improvement and expansion of facilities and resources.
- Engages a broader audience, increasing program reach and impact.

## Existing Agreements

School District No. 69 (Qualicum) and School District No. 71 (Comox Valley) jointly manage a commercial recreation Park Use Permit issued by the BC Ministry of Environment for the Tribune Bay Outdoor Education Centre. The two school districts entered into a Governance Agreement that established the structure for the administration of the permit. A Tri-Party Agreement exists between the Tribune Bay Outdoor Education Society and two school districts that establishes that the “The Society agrees with the Boards to oversee the operation and implementation of all activities carried out under the Permit so as to foster the better management and operation of the Centre ...”. Under this Tri-Party Agreement, the Society was delegated sole responsibility for all matters arising out of the Permit.

The Park Use Permit naturally expires December 31, 2024. Discussions have occurred with BC Parks to understand the responsibilities both school district’s have if the permit is not renewed. The potential liability the two districts may incur is unknown at this time. Issues that will likely surface are: 1) the maintenance and protection of the land until December 31, 2024; 2) the potential requirement to return the site to the original state; 3) environmental assessment to ensure there are no pollutants; 4) ownership of land Improvements and their potential removal from the site; and 5) any other matter BC Parks requires.

In June 2024, the Board of Education for School District No. 69 (Qualicum) confirmed that they will not be participating in the renewal of the Park Use Permit. School District No. 71 (Comox Valley) indicated that they will pursue a renewed permit. SD69 has complied with the termination notice period contained in the Governance Agreement, meaning that the agreement will terminate December 31, 2024. The Tri-Party Agreement will also naturally terminate on December 31, 2024, with the termination of the Governance Agreement.

## Governance Model Assessment

### A Competency Framework for Governance <sup>1</sup>

The framework is made up of 16 competencies underpinned by a foundation of important principles and personal attributes. The competencies are grouped under the headings of the six features of effective governance, which are set out in the Governance Handbook: strategic leadership; accountability; people; structures; compliance and evaluation.

<https://www.extendlearning.org/competency-framework-for-governance/>



<sup>1</sup> Department for Education – A Competency Framework for Governance (2017). National Schools Commissioner for England.



## Potential Governance Structures

The termination of the exiting “Governance” and “Tri-Party” agreements provides an opportunity to examine what governance structure will support the goals of the Tribune Bay Nature Education Centre best. The four models consider in this report are:

### 1. Board of Education Oversight – Tribune Bay Outdoor Education Society Operation (Existing Structure)

#### Description:

- Park Use Permit between SD71 and Provincial Government.
- Existing Tri-Party Agreement rewritten between SD71 and TBOES (SD69 and SD71 Governance Agreement terminated). Society continues operation under current Board of Director oversight.
- SD71 and Society contractual responsibilities like existing Tri-Party Agreement.
- Associate Superintendent oversight of educational programming. Secretary-Treasurer oversight of financial and business performance, and compliance with Park Use Permit requirements. Annual report to Board of Education showing financial results and program educational achievements.

### 2. Board of Education Oversight – School District Functional Department / Advisory Body & Fundraising (SD71 Functional Department)

#### Description:

- Park Use Permit between SD71 and Provincial Government.
- SD69 and SD71 Governance Agreement terminated.
- SD71 establish a functional department to operate Tribune Bay Nature Education Centre with an entrepreneurial spirit (like existing SD71 International Student Program).
- Advisory body established to link various communities to the Centre. Society would discontinue operating Centre, but may become:
  - an advisory body that represents both Indigenous and community interests;
  - a not-for-profit fundraising entity to generate resources to support operational and infrastructure needs; and,
  - If Society becomes advisory in nature, with a fundraising purpose, then the professional skillset of the Board members will need to be aligned to maximize exposure and connection with the external community.
- Superintendent oversight of educational programming / Secretary-Treasurer oversight of financial and business performance, and compliance with Park Use Permit requirements. Annual report to Board of Education showing financial results and program educational achievements.

### 3. Board of Education Oversight – School District 71 Company - Part 6.1 *BC School Act* (SD71 Corporation)

#### Description:

- Park Use Permit between SD71 and Provincial Government.
- SD71 enter into an Operational Agreement with a newly created SD71 Corporation to operate TBNEC. Board composition to represent various stakeholders, which includes Indigenous representation, funding partners, existing Society, and school district staff.
- SD69 and SD71 Governance Agreement terminated.
- Society change purpose to a not-for-profit fundraising entity to generate resources to support operational and infrastructure needs. Work directly with SD71 Corporation to align efforts.
- Superintendent oversight of educational programming / Secretary-Treasurer oversight of financial and business performance, and compliance with Park Use Permit requirements. Board of Education appointed Trustee and Secretary-Treasurer de facto members of the SD71

Corporation. Annual report to Board of Education showing financial results and program educational achievements.

4. Board of Education Oversight – Contract Operations to a 3<sup>rd</sup> Party (3<sup>rd</sup> Party Agreement)

Description:

- Park Use Permit between SD71 and Provincial Government.
- SD71 pursue a 3<sup>rd</sup> Party Operating Agreement with either a not-for-profit organization or municipal entity to fulfill responsibilities provided for in the Park Use Permit.
- SD69 and SD71 Governance Agreement terminated.
- 3<sup>rd</sup> Party entity responsible for all operational and capital investment requirements. SD71 through an Agreement delegate responsibility provided in the Park Use Permit to 3<sup>rd</sup> Party.
- Society ceases to exist – no agreement with SD71 or 3<sup>rd</sup> Party.
- Superintendent oversight of educational programming / Secretary-Treasurer oversight of financial and business performance, and compliance with Park Use Permit requirements. Annual report to Board of Education showing financial results and program educational achievements.

Governance Structure Assessment

Each of the four potential governance structures have advantages and disadvantages that will affect the manner in which the Centre is operated. Appendix A – Competency Framework for Governance Assessment details each option based on the framework. Below is an outcome summary:

	Existing Structure	SD71 Functional Department	SD71 Corporation	3 <sup>rd</sup> Party Agreement
Strategic Leadership	Medium	High	Medium	Low
Educational and Financial Accountability	Medium	High	High	Low
People	Low	Medium	Medium	Medium
Structures	Medium	High	Medium	Medium
Compliance	Medium	High	Medium	Medium
Evaluation	Medium	High	High	Medum

Governance Structure Recommendation

After considering the various governance models it is recommended that SD71 pursue Option 2 – SD71 Functional Department. While each model has specific advantages and disadvantages, it is felt that creating an entrepreneurial department within the existing SD71 structure will provide the greatest level of oversight, growth and focus on the newly approved Board Strategic Plan.

Strategies to Supporting Recommended Governance Structure

To support the recommended governance model for the TBNEC, several strategies can be implemented to ensure effective governance and operational success. These strategies will help align the governance model with the broader goals of the SD71 Strategic Plan and ensure long-term sustainability and impact for TBNEC.

## 1. Establish a Clear Governance Structure

**Strategy:** Create a governance model with well-defined roles, responsibilities, and decision-making processes. This should include clear reporting lines between the School District, the TBNEC Advisory Board, and the Executive Director.

**Actions:**

- Form an advisory board composed of volunteer representatives from key stakeholders, including Indigenous communities, educational leaders, environmental experts, and community members.
- Define the role of the Executive Director with a focus on implementing the strategic plan, overseeing operations, and building partnerships.
- Develop a set of governance guidelines to outline the advisory board's roles, term limits, decision-making protocols, and accountability measures.

## 2. Diversified Revenue Streams and Financial Sustainability

**Strategy:** Ensure that the governance model supports financial sustainability by establishing diversified funding sources, including partnerships, grants, and program fees.

**Actions:**

- Pursue grants and funding opportunities from government bodies, NGOs, and private foundations focused on environmental education.
- Explore complimentary business opportunities that support the Centre, SD71 and local or broader community.
- Within the terms of the Park Use Permit, explore corporate partnerships for retreats and team-building programs to generate year-round income.
- Implement tiered program fees to ensure equitable access for local students while charging market rates for non-local and corporate clients.

## 3. Indigenous Collaboration and Community Engagement

**Strategy:** The governance model should prioritize Indigenous collaboration and community engagement, ensuring that local First Nations have an active voice in decision-making and program development.

**Actions:**

- Incorporate the existing Indigenous Education Committee (IEC) into the governance structure to ensure programs align with First Nations perspectives on environmental stewardship and reconciliation.
- Develop a specific TBNEC agreements with Indigenous communities, ensuring their representation in strategic planning and program delivery.
- Facilitate community consultation sessions to gather ongoing feedback and strengthen ties with local organizations, educators, and environmental groups.
- Explore partnership with Indigenous Nations to share facilities for cultural programming and/or the development of a Guardian outpost.

## 4. Focus on Education and Environmental Impact

**Strategy:** Ensure the governance model emphasizes educational excellence and environmental impact by integrating the TBNEC's mission with SD71's strategic goals around experiential and land-based learning.

**Actions:**

- Integrate experiential and nature-based learning programs tied to SD71's curriculum, ensuring alignment with core competencies and educational goals.

- Partner with post-secondary institutions (e.g., Simon Fraser University, Vancouver Island University) to develop educator training programs and nature-based K-12 curriculum pathways.
- Facilitate and exhibit leadership and community consultation on local island and broader community on issues that not only strengthen the Centre but addresses community issues (i.e. bus transportation across the islands) and gaps (Park user education).
- Monitor and report on the environmental impact of TBNEC programs, including initiatives for climate education, biodiversity, and conservation.

#### 5. Transparent and Accountable Leadership

Strategy: Promote transparent and accountable leadership through regular performance assessments, financial audits, and strategic reviews.

Actions:

- Implement a performance review process for the Executive Director and key staff, ensuring alignment with the TBNEC mission and goals.
- Conduct annual financial audits and operational reviews to ensure sustainability and compliance with governance standards.
- Establish key performance indicators (KPIs) to track the impact of programs on student outcomes, environmental conservation, and community engagement.

#### 6. Capacity Building and Staff Development

Strategy: Ensure that the governance model includes a focus on staff development, capacity building, succession planning, and professional growth opportunities.

Actions:

- Invest in professional development for staff, focusing on environmental/nature education, social-emotional learning, and risk management protocols.
- Consider joining or developing a professional organization that offers outdoor nature-based education development for teachers and support staff.
- Develop a succession plan for leadership positions to ensure continuity in governance and operations.
- Encourage staff involvement in governance meetings and decision-making processes to foster a sense of ownership and commitment to the Centre's success.

#### Conclusion

To support the recommended governance model for TBNEC, the focus should be on creating a clear and inclusive governance structure, fostering financial sustainability, building strong Indigenous and community partnerships, aligning the Centre's educational mission with SD71's strategic plan, ensuring transparency and accountability, and investing in staff development. These strategies will help ensure that TBNEC thrives as a leader in nature-based education while fulfilling its mission to support students' growth and environmental stewardship.

## Strategic Partnership

### SD71 Strategic Plan

The SD71 Strategic Plan highlights the importance of fostering core competencies such as critical thinking, creativity, and collaboration. These competencies are determined to be essential for preparing students for success in a rapidly changing world. TBOEC aligns with this educational vision of the SD71 Strategic Plan by offering programs that promote critical thinking and leadership development through

immersive nature experiences. The Centre's focus on environmental learning, leadership skills, and team-building exercises cultivates key competencies that help students grow both academically and personally.

TBNEC's Business Plan outlines the integration of pre/post-learning programs, which align with SD71's goal of creating personalized learning environments. These programs ensure that students engage in reflective learning and build on their experiences both inside and outside the classroom. The Centre's emphasis on social-emotional learning, environmental stewardship, and hands-on learning opportunities supports SD71's goal of creating a holistic educational experience that enhances student well-being and personal growth. Both the SD71 Strategic Plan and TBNEC Business Plan emphasize a commitment to student learning through collaborative, innovative programs that support the development of crucial life skills.

The Mission and Vision of both the SD71 Strategic Plan and the TBNEC support each other, as they share a commitment to holistic, inclusive, and personalized education, emphasizing student growth and environmental stewardship.

SD71 Strategic Plan:

- Mission: "To create safe, equitable learning environments that lift each learner to thrive, to grow and to share their unique gifts."
- Vision: "Compassionate, connected, and personalized learning for all".

TBNEC:

- Mission: "To educate and empower generations of youth to appreciate and protect nature through pedagogically sound immersive teaching and learning. We ignite life-long curiosity, understanding, and respect for nature through inclusive experiential pedagogy".
- Vision: " We will support our communities in being environmental stewards with an active understanding of the natural world and nature career pathways. We will be recognized as a leader in high quality, place-based, outdoor and environmental education, that contributes to a world where place-based, nature education is appreciated for its contribution to children's health and development and healthy ecosystems."

### BC Park – Park Use Permit

The BC Park Use Permit renewal application was submitted in September, with the process expecting to be complete before calendar end. While the main park from a programming perspective is the Tribune Bay Park, the permit application also provides access to other protected lands for potential programming opportunities:

- Mount Geoffrey Escarpment Park
- Fillongley Park
- Boyle Point Park
- Helliwell Park
- Boyle Point Protected Area

See Appendix B - Tribune Bay Park Map and Area

The following map shows the location of the Park Use Permit areas:

BC Park Protected Lands Map



## Partnership – Collective Impact

Contact with external partners identified have either expressed an interest to participate in the TBNEC redevelopment, or who have already informally presented financial support. Below is a list of potential partners identified:

	Description	Support letter highlights
	Regional Economic Development agency	Governance Infrastructure investment
	Local First Nation	Indigenous Guardians potential Program partnership potential
	BC Parks Learning partner Land Bank 30x30 Health and Nature	Park Ambassadors Discovery Centre / Nature House PaRX
	Provincial Ministry of Education and Child Care	Env Learning Framework PD
	Habitat Conservation Trust Foundation	Go Grants PW Teacher training
	Operate the Quadra Centre for Coastal dialogue <a href="https://quadracentre.org/">https://quadracentre.org/</a>	UN Ocean Decade Ocean Literacy collaboration
	National Indigenous Education charity	Land Based Learning partnership Wage grants / staff
	Simon Fraser University, interest in bio-cultural Diversity and Education.	Graduate field school venue Graduate Nature Education program Action research partner Dual Credits
	Vancouver Island University	Deep Bay Marine Station Dual Credits (EDUC 101, EDUC 202, EDUC 203, EDUC 250) Service Provider Contract for OE Action research partner



	North Island College	Online and in-community learning Dual Credit partnership Foods – Catering Trades - Maintenance
	Canmore, Banff <del>Exshaw</del> school division.	Interprovincial Secondary Students AB Students exchange / hub Regional Nature Education collective
	National nature charity with substantial bi-lingual nature education program.	Student program partner Teacher Training partner Career pathways opportunities Online Learning Staff interchange
	NGO thought leader based in Edmonton Alberta.	Online Learning Pan Canadian AP Nature Education Host partner programs
	National accreditation body for outdoor education.	Host teacher training Staff development
	National accreditation body for SUP, Kayak, Canoe activities and training.	Staff / Teacher training
	NGO based in Calgary that delivers nature-based credit program in AB, YK and NS.	High school credit programs 1-12 weeks 18-30 Young adult explorations Work Integrated Learning partner
<p><b>Outdoor School for all</b></p>	Consider – convening nature education leaders to campaign for the Province of BC to match Washington State funding model.	BMSC Cheakamus CRPS <u>Islandwood</u> BC Green School Grounds SBs Pan Canadian Nature Education SBs

# Proforma Financial Plan

The Tribune Bay Outdoor Education Society determined early 2024 that they are unable to sustain operations for financial reasons. The current Park Use Permit expires December 31, 2024. Both SD69 and SD71, on a 1/3 – 2/3 basis, have provided financial support to the Society to confirm that certain debts and obligations are paid. The Society operations have not been finalized and further obligations may exist. In exchange for the financial support, the Society has agreed that all assets owned will be transferred to the school districts. However, significant deterioration of facilities, program equipment and other equipment has occurred that will require an infusion of funds to bring up to a standard required to facilitate the new Business Plan.

## Operating Budget

Start-up Operations (2025)

Appendix C – Financial Analysis (Startup Year 2025) provides a detailed proforma financial analysis for the 2025 startup year. Information is provided on an anticipated user schedule, a resultant Operating Budget, and an analysis of the program variable costs. The following table summarizes the proforma financials for the 2025 startup year.

**Tribune Bay Nature Education Centre - Proforma Financial Statements**

It is anticipated that the \$50,000 gaming grant currently received by the TBOES may not be obtainable in 2025. Fixed Overhead costs have been reduced by the cost of the Education Coordinator (District Vice-Principal) to be hired Year 1 (2026). Variable costs adjust based on the number of guests. Infrastructure renewal investment reduced from \$200,000 to \$50,000 during the startup year. A contingency of \$100,000 is maintained for unexpected startup costs.

	Start-Up Year (2025)	
	# of Guests	Project Revenue
<b>REVENUE</b>		
Program Revenue		
Grade 6-7 - SD71	912	\$ 155,040
Grade 6-7 - Outside	384	\$ 115,200
Grade 10-12 - Academies	60	\$ 54,000
SD71	48	\$ 61,200
Outside	36	\$ 81,000
International Programming	50	\$ 126,000
Inter-Provincial Programming	48	\$ 36,000
Post-Secondary Access	40	\$ 30,000
Learn to Camp - SD71	24	\$ 10,200
Outside	24	\$ 14,400
Other Teacher Programs	60	\$ 147,600
	1,686	\$ 830,640
Other Revenue		
SD71 Start-Up Grant		\$ 200,000
Gaming Annual Grant		\$ -
SD71 Subsidy		\$ 20,000
Other Grants		\$ 15,000
Donations		\$ 7,500
		\$ 242,500
<b>Total Projected Revenue</b>		<b>\$ 1,073,140</b>
<b>EXPENSES</b>		
Program Expenses		
Fixed Overhead		\$ 394,366
Variable Program Expenses		\$ 427,830
Other Costs		\$ 81,021
Contingency - Overall Program		\$ 100,000
		\$ 1,003,217
Capital Budget		
Infrastructure Renewal		\$ 50,000
<b>Total Projected Operating and Capital Expenses</b>		<b>\$ 1,053,217</b>
<b>Projected Surplus / (Deficit) from Operations</b>		<b>\$ 19,923</b>

## Full Operations

Appendix D – Financial Analysis (Year 1 and Year 3) provides a detailed proforma financial analysis. Information is provided on an anticipated user schedule, a resultant Operating Budget, and an analysis of the program variable costs. The following table summarizes the proforma financials for Year 1 (2026) and Year 3 (2028).

### Booking Capacity:

- The Year 1 schedule shows bookings from various groups such as Grade 6-7 (SD71 and Outside), Grade 10-12 Academies, International Programming, and others. Year 1 schedule is contingent upon being able to provide booking opportunities in a timely manner.
- By Year 3, there is a noticeable growth in bookings and total revenue. The Grade 6-7 SD71 and Outside programs, Grade 10-12 Academies, and International Programming contribute to significant growth in total revenue.

### Revenue Growth:

- The total revenue in Year 1 from bookings is \$1,301,820.

### Tribune Bay Nature Education Centre - Proforma Financial Statements

	Year 1 - Operations		Year 3 - Operations	
REVENUE	# of Guests	Project Revenue	# of Guests	Project Revenue
<b>Program Revenue</b>				
Grade 6-7 - SD71	936	\$ 159,120	1,032	\$ 175,440
Grade 6-7 - Outside	480	\$ 144,000	480	\$ 144,000
Grade 10-12 - Academies	144	\$ 129,600	192	\$ 172,800
SD71	72	\$ 91,800	96	\$ 122,400
Outside	72	\$ 162,000	96	\$ 216,000
International Programming	176	\$ 369,600	216	\$ 417,600
Inter-Provincial Programming	48	\$ 36,000	240	\$ 180,000
Post-Secondary Access	50	\$ 37,500	50	\$ 37,500
Learn to Camp - SD71	24	\$ 10,200	24	\$ 10,200
Outside	24	\$ 14,400	24	\$ 14,400
Other Teacher Programs	60	\$ 147,600	240	\$ 201,600
	2,086	\$ 1,301,820	2,690	\$ 1,691,940
<b>Other Revenue</b>				
SD71 Start-Up Grant		\$ 200,000		\$ -
Gaming Annual Grant		\$ 50,000		\$ 50,000
SD71 Subsidy		\$ 20,000		\$ 20,000
Other Grants		\$ 15,000		\$ 15,000
Donations		\$ 7,500		\$ 7,500
		\$ 292,500		\$ 92,500
<b>Total Projected Revenue</b>		<b>\$ 1,594,320</b>		<b>\$ 1,784,440</b>
<b>EXPENSES</b>				
<b>Program Expenses</b>				
Fixed Overhead		\$ 569,797		\$ 569,797
Variable Program Expenses		\$ 547,357		\$ 687,875
Other Costs		\$ 81,021		\$ 81,021
Contingency - Overall Program		\$ 100,000		\$ 100,000
		\$ 1,298,175		\$ 1,438,693
<b>Capital Budget</b>				
Infrastructure Renewal		\$ 200,000		\$ 250,000
<b>Total Projected Operating and Capital Expenses</b>		<b>\$ 1,498,175</b>		<b>\$ 1,688,693</b>
<b>Projected Surplus / (Deficit) from Operations</b>		<b>\$ 96,145</b>		<b>\$ 95,747</b>

- In Year 3, total revenue increased to \$1,691,940, indicating strong growth in programming and participant numbers.

#### Program Contributions:

- In both years, the International Programming and Grade 10-12 Academies stand out as major revenue contributors.
- International Programming brings in significant revenue, especially in Year 3, where it generates \$418,000 for one program.

#### Year 1 Operating Budget:

- Total Revenue: \$1,594,320 is budgeted for Year 1, including revenues from various school districts, international programming, post-secondary access, and grants.

#### Expenses:

- Fixed overhead expenses account for \$569,797, including salaries for key management positions like Executive Director and Operations Manager.
- Variable program expenses totaled \$547,357, with a substantial portion allocated to Grade 6 & 7 Programs and Grade 10-12 Academies.
- Surplus: The proforma for Year 1 projects a surplus of \$296,145(Year 1 Operating Budget).

#### Key Observations:

- Revenue Growth: There is a significant increase in total revenue between Year 1 and Year 3, highlighting the success of expanding programs like International Programming.
- Budget Management: With a projected surplus in Year 1, it shows that the financial planning is designed to ensure sustainable growth over time.

#### Market Analysis Comparison

A review of compatible operations indicates that the Tribune Bay Nature Education Centre has fallen behind the sector in terms of service fees, with similar programs charging users at least double the most recent TBOEC rates. This presents an opportunity to continue to subsidize local education participants, while improving business sustainability by charging non SD71 users current market rates. Other operations have evolved their programs to include greater focus on Indigenous ways of knowing and land-based learning alongside climate, biodiversity, and ocean education. The following table highlights current market competitors:

Name	Focus	Cost per Person per Night	Comment
Cheakamus Centre (Squamish)	Grade 4 – 7	\$200	Strong Indigenous connections program. Facilities recently upgraded.
Bamfield Marine Science Centre (Bamfield)	High School	\$250	Strong research program with a popular nature immersion for 40 students.
YMCA Camp Elphinstone (Langdale)	No stated focus	\$200 to \$300	
Nawalakw Healing Society (Hada Bond Sound)	Cultural Programs	\$2,300	Program fee, not per day cost.
Swan Bay Rediscovery (Gwaii Haana National Park)	Culture and life skills	\$187	
Canadian Rockies Public Schools – Canadian Rockies Outdoor Learning Centre (Alberta)	Grade 9 to 12	\$300	

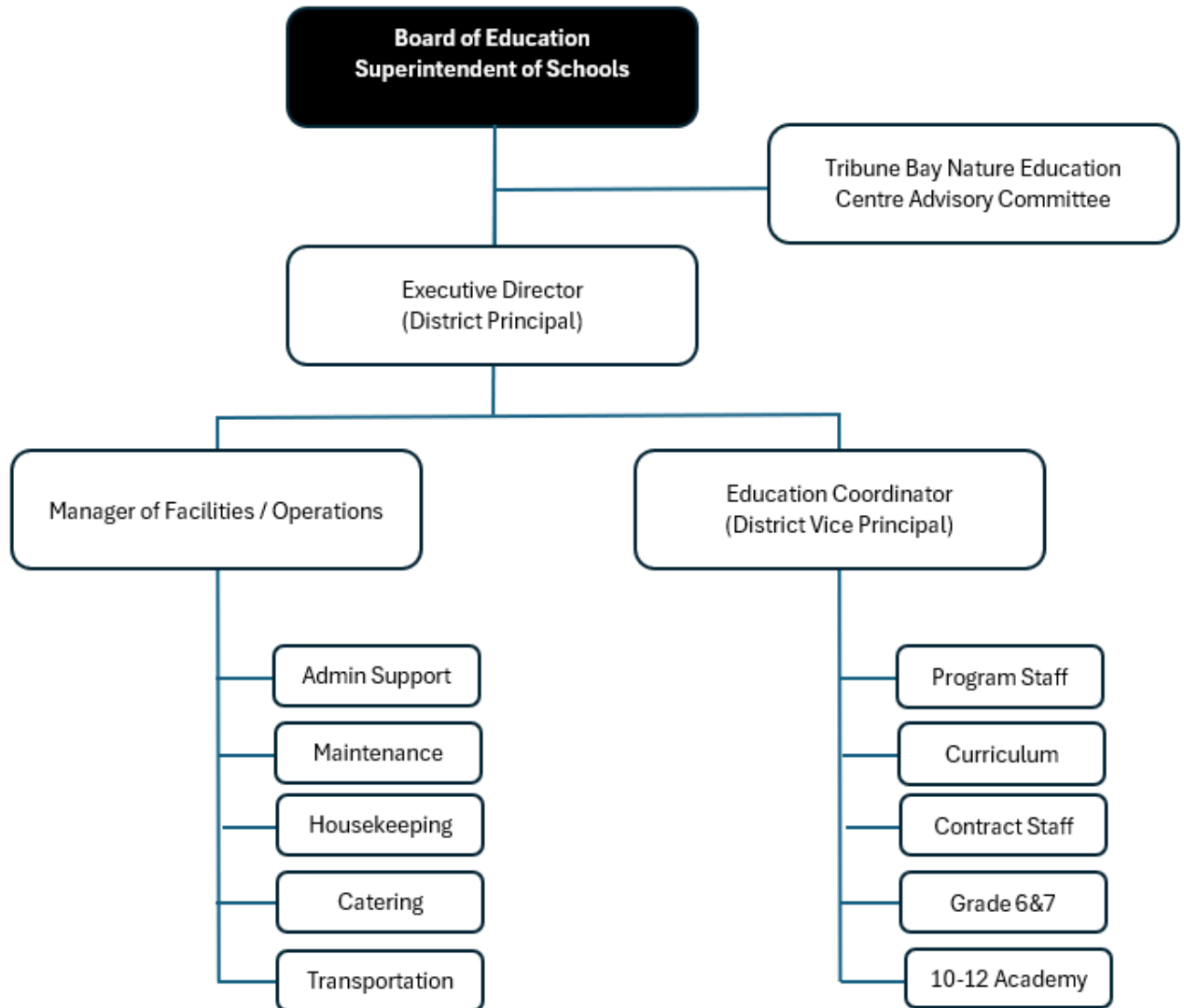
Proposed Management Structure

The proposed management structure includes an Executive Director (District Principal) to oversee the entire operation of the Centre. This position will report to the Superintendent of Schools through an Associate Superintendent for educational programming. The Executive Director will work closely with the Secretary-Treasurer on operational / financial matters. An annual report will be presented to the Board of Education indicating how the Centre has supported the current Strategic Plan.

Two second-level positions are suggested. A Manager of Facilities/ Operations to lead all business services matters, and an Education Coordinator (District Vice-Principal) to support educational programming. These two positions would report to the Executive Director of the Centre.

These three positions represent the staffing “fixed costs” to operate the Centre. Additional staff will be engaged based on user volume. The three leadership positions will need to possess a strong understand of the natural environment and be able to work closes to established partners. During slow periods staff will be reduced and increased during busy periods.

Proposed TBNEC Department Structure



Tribune Bay Nature Education Advisory Committee

It is important that the Tribune Bay Nature Education Advisory Committee reflects the present and emerging trends in education, learning and youth engagement. To ensure optimal strategic planning and development, the advisory committee will be established and will be responsible to:

- Provide perspectives from major stakeholders
- Advise on the overall strategy and direction
- Provide counsel in regard to future trends
- Identify opportunities and provide guidance on implementation of specific program
- Help to guide the prioritization and application of available funding, and leveraging of resources through partnerships

Representation on the advisory committee would benefit having individuals from the following organizations:

- Indigenous community
- Outdoor Recreation
- Partners – ICET, Philanthropy, SFU, VIU, NIC
- Local community
- Environmental education
- BC Parks

Advisory committee member responsibilities would include:

- Regular attendance at meetings
- Consider quarterly performance reporting
- Representing perspective from their area of expertise
- Support income generation

It is recommended that the members of the Tribune Bay Nature Education Advisory Committee act in a voluntary capacity. However, there may be circumstances that the School District will need to address that will require some form of compensation.

#### Financial Sensitivity Analysis

The Year 1 (2026) blend of potential users is believed to be reasonable and achievable. Based on 2,086 users, the results create sufficient revenues to cover fixed, variable, administrative and capital investment costs. The financial result for Year 1, after a \$200,000 capital investment, creates a net operating surplus of approximately \$96,000.

The following table assessment the overall budget risk based on both lower and higher user rates.



# Tribune Bay Nature Education Centre

Year 1 - Operation Risk Range Analysis

	Year 1 - Operations		Year 1 - Operations		Year 1 - Operations	
	# of Guests	Project Revenue	# of Guests	Project Revenue	# of Guests	Project Revenue
<b>REVENUE</b>			<b>Low Range</b>		<b>High Range</b>	
Program Revenue						
Grade 6-7 - SD71	936	\$ 159,120	702	\$ 119,340	1,030	\$ 175,032
Grade 6-7 - Outside	480	\$ 144,000	360	\$ 108,000	528	\$ 158,400
Grade 10-12 - Academies	144	\$ 129,600	72	\$ 64,800	144	\$ 129,600
SD71	72	\$ 91,800	48	\$ 61,200	72	\$ 91,800
Outside	72	\$ 162,000	24	\$ 54,000	72	\$ 162,000
International Programming	176	\$ 369,600	120	\$ 252,000	176	\$ 369,600
Inter-Provincial Programming	48	\$ 36,000	48	\$ 36,000	72	\$ 54,000
Post-Secondary Access	50	\$ 37,500	50	\$ 37,500	70	\$ 52,500
Learn to Camp - SD71	24	\$ 10,200	24	\$ 10,200	48	\$ 20,400
Outside	24	\$ 14,400	24	\$ 14,400	24	\$ 24
Other Teacher Programs	60	\$ 147,600	20	\$ 49,200	60	\$ 147,600
	2,026	\$ 1,301,820	1,492	\$ 806,640	2,296	\$ 1,360,956
Other Revenue						
SD71 Start-Up Grant		\$ 200,000		\$ 200,000		\$ 200,000
Gaming Annual Grant		\$ 50,000		\$ 50,000		\$ 50,000
SD71 Subsidy		\$ 20,000		\$ 20,000		\$ 20,000
Other Grants		\$ 15,000		\$ 7,500		\$ 2,000
Donations		\$ 7,500		\$ 5,000		\$ 20,000
		\$ 292,500		\$ 282,500		\$ 292,000
<b>Total Projected Revenue</b>		<b>\$ 1,594,320</b>		<b>\$ 1,089,140</b>		<b>\$ 1,652,956</b>
<b>EXPENSES</b>						
Program Expenses						
Fixed Overhead		\$ 569,797		\$ 569,797		\$ 569,797
Variable Program Expenses		\$ 547,357		\$ 398,797		\$ 647,020
Other Costs		\$ 81,021		\$ 81,021		\$ 81,021
Contingency - Overall Program		\$ 100,000		\$ 100,000		\$ 100,000
		\$ 1,298,175		\$ 1,149,615		\$ 1,397,837
Capital Budget						
Infrastructure Renewal		\$ 200,000		\$ 75,000		\$ 200,000
<b>Total Projected Operating and Capital Expenses</b>		<b>\$ 1,498,175</b>		<b>\$ 1,224,615</b>		<b>\$ 1,597,837</b>
<b>Projected Surplus / (Deficit) from Operations</b>		<b>\$96,145</b>		<b>-\$135,475</b>		<b>\$55,119</b>

## Centre Building Infrastructure

Grant and partnership opportunities exist that have been identified through the development of this business plan. Specific grants are available through federal / provincial government agencies and regional not-for-profit organizations that would allow for the rejuvenation of existing building infrastructure. Many of the grants require some form of a financial contribution from the Centre.

See Appendix E – Building Infrastructure to detailed information on essential building rejuvenation work (estimated budget \$400,000) as well as overall building improvements that would enhance overall program effectiveness (estimated budget \$1,000,000).

Initial discussions and applications have commenced to secure necessary infrastructure funding. It appears there are grants that supportive of the TBNEC mission and vision. While the outcome of the applications submitted is not known currently, there is a sense of confidence that funding from various partnerships is available. It may be necessary to approach the Centre infrastructure improvements over a few fiscal years.

## Conclusions/Recommendations

The following proposed Board Motion is for consideration at a Private Meeting:

### Motion 1 – Tribune Bay Business Plan:

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Tribune Bay Nature Education Centre Business Plan as presented;

AND THAT the Board accept and approve the Tribune Bay Nature Education Centre Business Plan, that includes the establishment of the Tribune Bay Nature Education Department to advance the strategies and recommendations contained in the business plan, and in doing so authorize the Superintendent to proceed with staffing the Centre;

AND THAT the Board direct the Superintendent to engage the K'ómoks First Nation in meaningful dialogue pertaining to the BC Parks Park Use Permit renewal and matters contained in the Tribune Bay Nature Education Centre Business Plan;

FINALLY, THAT the Board direct the Superintendent and Secretary-Treasurer to provide periodic updates on the implementation of the business plan, which is to include educational, financial, and human resources outcomes.

### Motion 2 – Public Announcement

THAT the Board of Education of School District No. 71 (Comox Valley) direct staff to advise the Tribune Bay Outdoor Education Society and School District No. 69 (Qualicum) of the Board Motion and to continue discussions to terminate the Governance and Tri-Party Agreements;

FINALLY, THAT following informing the Tribune Bay Outdoor Education Society and School District No. 69 (Qualicum) of the decision, that the Board disclose to the public the proceedings from the Private Meeting held on October 22, 2024 pertaining to the Tribune Bay Nature Education Centre, by releasing the Board Report and approved Board Motion.

## Report Appendices

Appendix A – Competency Framework for Governance Assessment

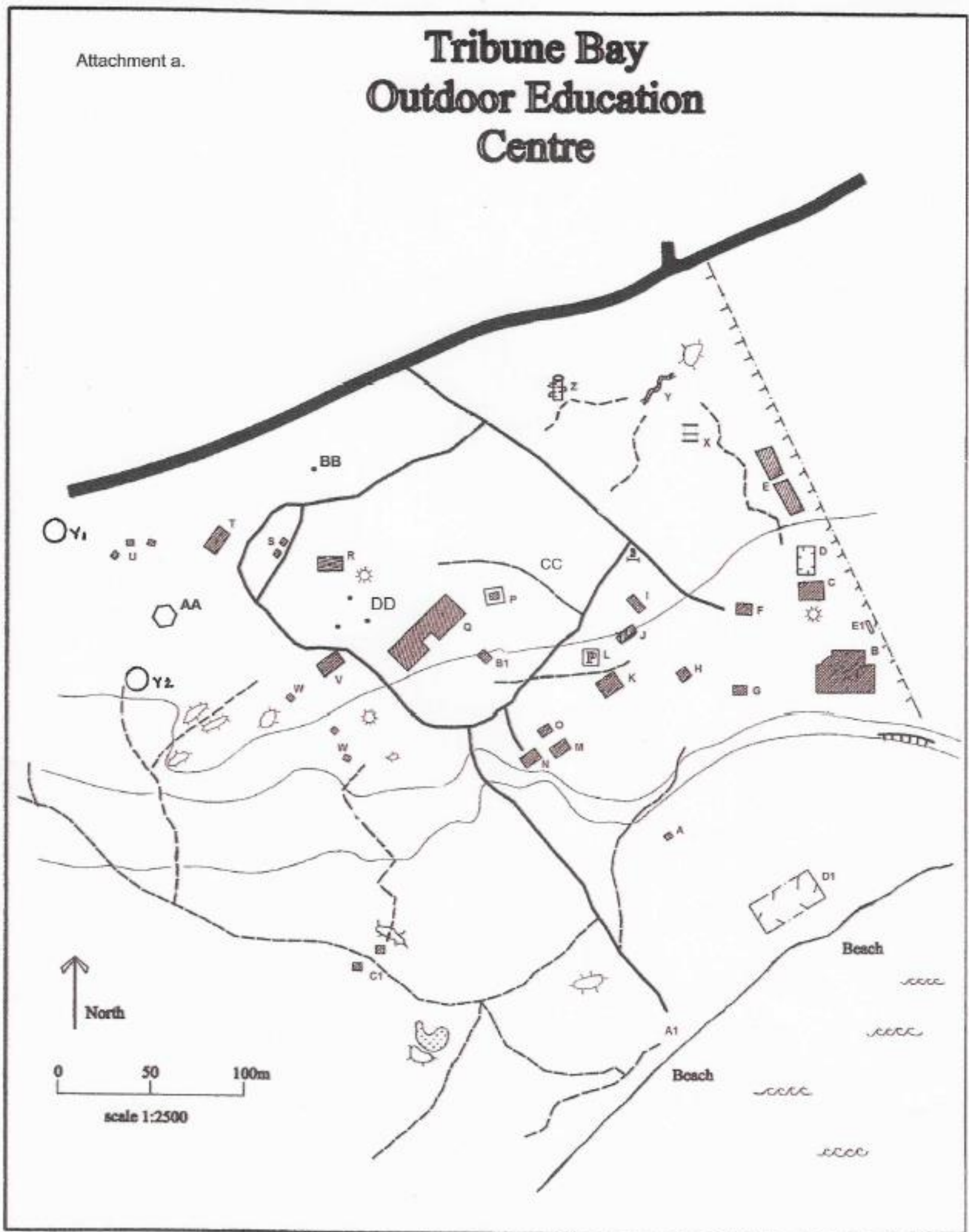
Governance Assessment Criteria – Principles and Personal Attributes	#1 - Existing Structure	#2 – SD71 Functional Department	#3 - SD71 Corporation	#4 - 3 <sup>rd</sup> Party Agreement
<p>1. Strategic Leadership</p> <ul style="list-style-type: none"> <li>• Setting direction</li> <li>• Culture, values and ethos</li> <li>• Decision-making</li> <li>• Collaboration</li> <li>• Risk management</li> </ul>	<ul style="list-style-type: none"> <li>• Disconnect between Society contractual responsibility and SD71 Park Use Permit</li> <li>• No direct connection to SD71 Strategic Plan</li> <li>• No funding partners on decision-making Board</li> <li>• Complicated insurance coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Direct connection to Board priorities and Strategic Plan</li> <li>• Superintendent oversight of educational programming</li> <li>• Business Services alignment (e.g., finance, insurance, risk management)</li> <li>• Less direct engagement with community</li> </ul>	<ul style="list-style-type: none"> <li>• Complex relationship / administration of corporate body</li> <li>• Corporation needs to fulfill SD71 Park Use Permit responsibilities</li> <li>• No direct connection to SD71 Strategic Plan</li> <li>• Complicated insurance / risk management</li> <li>• Corporate Board could provide for community representation (e.g., Indigenous, Island Trust)</li> </ul>	<ul style="list-style-type: none"> <li>• Disconnect between 3<sup>rd</sup> Party Agreement and SD71 responsibility under Park Use Permit.</li> <li>• No direct connection to SD71 Strategic Plan</li> <li>• No funding partners on decision-making Board</li> <li>• Complicated insurance coverage</li> </ul>
<p>2. Accountability</p> <ul style="list-style-type: none"> <li>• Education improvement</li> <li>• Financial management and monitoring</li> <li>• Staff Performance Management</li> <li>• External Accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Educational program supervised by an Associate Superintendent</li> <li>• SD71 reliance that Society oversight sufficient to limit potential liabilities</li> <li>• Society employs staff outside SD71 contracts – seen as acceptable to unions in the past</li> <li>• Society relies on Secretary-Treasurer for Business Service advice and direction</li> <li>• Staff supervision and evaluation difficult for volunteer Board to complete</li> </ul>	<ul style="list-style-type: none"> <li>• Educational program supervised by an Associate Superintendent</li> <li>• Secretary-Treasurer direct oversight of financial and business operations</li> <li>• Human Resource Department involvement in staff performance management</li> </ul>	<ul style="list-style-type: none"> <li>• Educational program supervised by an Associate Superintendent</li> <li>• Secretary-Treasurer Corporate Board member – monitor financial and business operations</li> <li>• Corporation employs staff outside SD71 contracts – potential labour contracting out matter (less arms-length)</li> <li>• Human Resource management separate to SD71</li> </ul>	<ul style="list-style-type: none"> <li>• Educational program supervised by an Associate Superintendent</li> <li>• SD71 reliance that 3<sup>rd</sup> Party oversight sufficient to limit potential liabilities</li> <li>• 3<sup>rd</sup> Party staff employment outside SD71 – not likely seen as contracting out (at arms-length)</li> <li>• Human Resources management separate to SD71</li> <li>• Financial and program reporting completed outside SD71 oversight</li> </ul>




Governance Assessment Criteria – Principles and Personal Attributes	#1 - Existing Structure	#2 – SD71 Functional Department	#3 - SD71 Corporation	#4 - 3 <sup>rd</sup> Party Agreement
	– Human Resource management separate to SD71			
<p>3. People</p> <ul style="list-style-type: none"> <li>• Build and effective team</li> <li>• Recruitment and retention</li> <li>• WorkSafe BC compliance</li> <li>• Labour management</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult for volunteer Board to engage at an operational level with the Senior Leader at the Centre</li> <li>• Oversight of Senior Leader and their efficacy proven difficult in past</li> <li>• Senior Leader may not possess Labour management experience</li> <li>• SD71 retain WorkSafe BC responsibility</li> <li>• Education leadership focussed on SD71 Strategic Plan potentially effective if necessary structures put in place</li> <li>• Potential partnership with Post-Secondary schools</li> </ul>	<ul style="list-style-type: none"> <li>• Entire leadership of SD71 provide functional support to Senior Leader (similar to International Education)</li> <li>• Potential Bargaining Certificate matter(s)</li> <li>• Strategic approach to recruitment and retention</li> <li>• SD71 include Centre staff in all program / support initiatives</li> <li>• Education leadership within SD71 provide focus on Board Strategic Plan</li> <li>• Potential “specialist teacher” programming</li> <li>• Potential partnership with Post-Secondary schools</li> </ul>	<ul style="list-style-type: none"> <li>• Corporate Board would have professional expertise to oversee Labour management; however, may lack time and access to Senior Leader</li> <li>• Likely would utilize a Policy Governance structure (similar to Carver) to establish limits of operation – less direct oversight</li> <li>• Would expect a strategic approach to recruitment and retention, with performance reporting</li> <li>• SD71 retain WorkSafe BC responsibility</li> <li>• Educational leadership within SD71 and SD71 Corporation could focus on Board Strategic Plan</li> <li>• Partnerships with Post-Secondary schools more complicated</li> </ul>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Party provider would possess strategic Labour management experience, which could result in good overall recruitment and retention strategies</li> <li>• 3<sup>rd</sup> Party Board priorities would need to be aligned with SD71 Strategic Plan to ensure congruence of effort</li> <li>• Educational leadership difficult due to disconnect between organizational structures</li> <li>• Limited Bargaining Certificate issues – arms length operation.</li> <li>• Potential partnership with Post-Secondary schools likely too complicated to put in place</li> </ul>

Governance Assessment Criteria – Principles and Personal Attributes	#1 - Existing Structure	#2 – SD71 Functional Department	#3 - SD71 Corporation	#4 - 3 <sup>rd</sup> Party Agreement
<p>Structures</p> <ul style="list-style-type: none"> <li>• Roles and responsibilities</li> <li>• Educational program development / monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Society Board, Senior Leader and staff roles and responsibilities need to be defined to support overall SD71 Board and Society Board direction</li> <li>• SD71 Senior Leader designated to work with Society Board</li> <li>• Alignment of Society and SD71 educational goals required, with monitoring process</li> </ul>	<ul style="list-style-type: none"> <li>• Board to finalize functional department structure to achieve stated goals and educational programs</li> <li>• Society works with SD71 Senior Leader to provide community and Indigenous advice / support</li> <li>• Board Strategic Plan overall guidance on Centre operation</li> </ul>	<ul style="list-style-type: none"> <li>• SD71 Corporate Board to finalize organizational structure to meet contract goals and outcomes, which includes educational programming</li> <li>• SD71 Senior Leader designated to work with SD71 Corporate Board</li> <li>• Alignment of SD71 Corporate and SD71 educational goals required, with monitoring process</li> </ul>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Party responsible to implement SD71 direction</li> <li>• SD71 Senior Leader designated to work with 3<sup>rd</sup> Party provider</li> <li>• Alignment of SD71 educational goals required with operation of 3<sup>rd</sup> Party</li> </ul>
<p>4. Compliance</p> <ul style="list-style-type: none"> <li>• Statutory and contractual requirements</li> <li>• Insurance</li> <li>• Board Policy</li> <li>• Funding Partner Agreements</li> </ul>	<ul style="list-style-type: none"> <li>• Financial and program reporting completed outside SD71 oversight</li> <li>• Contract requires Society to comply with Board Policy, but has an indirect relationship</li> <li>• Society Board may not have complete knowledge of funding agreement requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Financial and program reporting completed by SD71</li> <li>• Compliance with Board Policy ensured by Superintendent</li> <li>• Superintendent and Secretary-Treasurer responsible to comply with funding agreement requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Financial and program reporting completed collaboratively with SD71</li> <li>• Contract requires 3<sup>rd</sup> Party to comply with Board Policy, but has an indirect relationship</li> <li>• SD71 reliance on SD71 Corporation to comply with funding agreement requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Financial and program reporting completed outside SD71 oversight</li> <li>• Contract requires 3<sup>rd</sup> Party to comply with Board Policy, but has an indirect relationship</li> <li>• SD71 knowledge of funding agreements will be minimal as 3<sup>rd</sup> Party manages Centre</li> </ul>

Governance Assessment Criteria – Principles and Personal Attributes	#1 - Existing Structure	#2 – SD71 Functional Department	#3 - SD71 Corporation	#4 - 3 <sup>rd</sup> Party Agreement
5. Evaluation <ul style="list-style-type: none"> <li>• Improvement Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement with Society requires performance targets to measure overall performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent responsible for overall program performance</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement with SD71 Corporation requires performance targets to measure overall performance</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement with 3<sup>rd</sup> Party provider requires performance targets to measure overall performance; however, SD71 targets may not align well with 3<sup>rd</sup> Party priorities</li> </ul>



Legend: Tribune Bay Outdoor Education Centre (See map of Facilities)

Building	Building Name	BC Parks	SD 71 *
		Sq. Footage	Sq footage
A.) Pump House	Lower Field	60	* denotes SD71 structure
B.) Lodge		2694	
C.) Staff or group accommodation	Raven	704	
E.) Staff or group accommodation *	A		300
E.) Staff or group accommodation *	B		300
F.) Staff accommodation	Meadow	216	
G.) Staff accommodation	Thistle	285	
H.) Staff accommodation	Salal	285	
I.) Water Storage Cistern		285	
J.) Staff accommodation *	Maple		520
K.) Director accommodation	Oak	1368	
K.) Office (attached)	Office	320	
M.) Group accommodation-skylight	Oceanview 1	484	
N.) Group Accommodation-skylight	Oceanview 2	484	
O.) Shower House/Accessible toilet *			216
P.) Climbing Tower *			84.5
Q.) Barn/walled area		2220	
Q.) Barn/ open storage		1584	
R.) Group accommodation *	Crow		480
S.) Outhouses *		1	20
S.) Outhouses *		2	20
T.) Group cookhouse/multipurpose	Heronry		480
U.) Outhouse *		1	20
U.) Outhouse *		2	20
U.) Outhouse *		3	20
V.) Group cookhouse/multipurpose *	Eagle		480
W.) Outhouse *		1	20
W.) Outhouse *		2	20
W.) Outhouse *		3	20
AA.) Campfire Shelter * open walled			1600
BB.) Well/Pump *	Heronry Rd		0
DD) Cabana		1	100
DD) Cabana		2	100
DD) Cabana		3	100
B1.) Storage/Gas Shed		216	
Y1.) Yurt *			155
Y2.) Yurt *			155
C1.) Outhouses (NOT IN PERMIT)			
D1.) Tennis Court (NOT IN PERMIT)			
E1.) Propane Tank			
 Fire Pits			
Totals		11205	5230.5 16435.5

**Tribune Bay Outdoor Education Centre - Proforma Year-1 Financial (2025)****REVENUE**

Operations		
Grade 6-7 - SD71	155,040	
Grade 6-7 - Outside	115,200	
Grade 10-12 - Academies	54,000	
SD71	61,200	
Outside	81,000	
International Programming	126,000	
Inter-Provincial Programming	36,000	
Post-Secondary Access	30,000	
Learn to Camp - SD71	10,200	
Outside	14,400	
Other Teacher Programs	147,600	
Conference Fee	-	
SD71 Start-Up Grant	200,000	
Other Funding		
Gaming Annual Grant	-	
SD71 Subsidy	20,000	
Other Grants	15,000	
Donations	7,500	1,073,140

**EXPENSES**

Fixed Overhead		
Executive Director (\$161,285 plus Benefits)	199,993	
Manager - Education (\$141,477 plus Benefits)		
Manager - Operations (\$115,905 plus Benefits)	143,722	
Permits, license, accreditation & dues	1,250	
Insurance (Infra. & GL)	12,500	
Accounting/legal	3,500	
Office/telephone/admin.	10,000	
Utilities - Elec, Gas,W.S.G	22,500	
Marketing and Communications	900	394,366
Variable Program Expenses		
Grade 6 & 7 Programs	324,540	
Grade 10-12 - Academies	45,753	
International Programming	11,115	
Inter-Provincial Programming	12,028	
Post-Secondary Access	13,800	
Learn to Camp - SD71	12,020	
Other Teacher Programs	8,575	427,830



Contingency - Overall Program		100,000
Other Costs		
Education Supplies	26,021	
Staff PD / Training	12,500	
Staff PPE - Uniforms	25,000	
Program Developemnt	5,000	
Curriculum Development	12,500	81,021
		<u>1,003,217</u>
<b>SURPLUS / (DEFICIT)</b>		<u><u>69,923</u></u>
Infrastructure Renewal		50,000
		<u>19,923</u>

JANUARY 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total Participants	Nights per Stay	Sleep Nights	Total Revenue
Grade 6-7 - SD71	\$ 85.00																																0	2	0	\$ -
Grade 6-7 - Outside	\$ 150.00																																0	2	0	\$ -
Grade 10-12 - Academies	\$ 900.00																																0			\$ -
SD71	\$ 85.00																																0	15	0	\$ -
Outside	\$ 150.00																																0	15	0	\$ -
International Programming	\$ 300.00																																0	4	0	\$ -
Inter-Provincial Programming	\$ 150.00																																0	5	0	\$ -
Post-Secondary Access	\$ 150.00																																0	5	0	\$ -
Learn to Camp - SD71	\$ 85.00																																0	5	0	\$ -
Outside	\$ 150.00																																0	5	0	\$ -
Other Teacher Programs	\$ 150.00																																0	2	0	\$ -
Conference Fee	Cost Recovery																																			
FEBRUARY 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	Total Participants	Nights per Stay	Sleep Nights	Total Revenue			
Grade 6-7 - SD71	\$ 85.00																															0	2	0	\$ -	
Grade 6-7 - Outside	\$ 150.00																																0	2	0	\$ -
Grade 10-12 - Academies	\$ 900.00																																0			\$ -
SD71	\$ 85.00																																0	4	0	\$ -
Outside	\$ 150.00																																0	4	0	\$ -
International Programming	\$ 300.00																																0	4	0	\$ -
Inter-Provincial Programming	\$ 150.00																																0	5	0	\$ -
Post-Secondary Access	\$ 150.00																																0	5	0	\$ -
Learn to Camp - SD71	\$ 85.00																																0	5	0	\$ -
Outside	\$ 150.00																																0	5	0	\$ -
Other Teacher Programs	\$ 150.00																																0	2	0	\$ -
Conference Fee	Cost Recovery																																			
MARCH 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total Participants	Nights per Stay	Sleep Nights	Total Revenue
Grade 6-7 - SD71	\$ 85.00																																0	2	0	\$ -
Grade 6-7 - Outside	\$ 150.00																																0	2	0	\$ -
Grade 10-12 - Academies	\$ 900.00																																12	N/A	N/A	\$ 10,800
SD71	\$ 85.00											12							12								12					12	15	180	\$ 15,300	
Outside	\$ 150.00																																0	15	0	\$ -
International Programming	\$ 300.00																																0	4	0	\$ -
Inter-Provincial Programming	\$ 150.00																																0	5	0	\$ -
Post-Secondary Access	\$ 150.00																																0	5	0	\$ -
Learn to Camp - SD71	\$ 85.00																																0	5	0	\$ -
Outside	\$ 150.00																																0	5	0	\$ -
Other Teacher Programs	\$ 150.00																																0	2	0	\$ -
Conference Fee	Cost Recovery																																			

APRIL 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Grade 6-7 - SD71	\$ 85.00																48						48									
Grade 6-7 - Outside	\$ 150.00																															
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00																															
Outside	\$ 150.00																															
International Programming	\$ 300.00																							10								
Inter-Provincial Programming	\$ 150.00																															
Post-Secondary Access	\$ 150.00																															
Learn to Camp - SD71	\$ 85.00																															
Outside	\$ 150.00																															
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															
MAY 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Grade 6-7 - SD71	\$ 85.00					24		24					72		72								72									
Grade 6-7 - Outside	\$ 150.00					48		48																								
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00																															
Outside	\$ 150.00																															
International Programming	\$ 300.00																															
Inter-Provincial Programming	\$ 150.00																															
Post-Secondary Access	\$ 150.00																					10										
Learn to Camp - SD71	\$ 85.00																															
Outside	\$ 150.00																															
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															
JUNE 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Grade 6-7 - SD71	\$ 85.00			24		24					72		72					72		72												
Grade 6-7 - Outside	\$ 150.00			48		48																										
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00																															
Outside	\$ 150.00																															
International Programming	\$ 300.00																															
Inter-Provincial Programming	\$ 150.00																															
Post-Secondary Access	\$ 150.00																									10						
Learn to Camp - SD71	\$ 85.00																															
Outside	\$ 150.00																															
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															

96	2	192	\$ 16,320
0	2	0	\$ -
0	4	0	\$ -
0	4	0	\$ -
10	4	40	\$ 12,000
0	5	0	\$ -
0	5	0	\$ -
0	5	0	\$ -
0	5	0	\$ -
0	2	0	\$ -
264	2	528	\$ 44,880
96	2	192	\$ 28,800
0	4	0	\$ -
0	4	0	\$ -
0	4	0	\$ -
0	5	0	\$ -
10	5	50	\$ 7,500
0	5	0	\$ -
0	5	0	\$ -
0	2	0	\$ -
336	2	672	\$ 57,120
96	2	192	\$ 28,800
0	4	0	\$ -
0	4	0	\$ -
0	4	0	\$ -
0	5	0	\$ -
10	5	50	\$ 7,500
0	5	0	\$ -
0	5	0	\$ -
0	2	0	\$ -

JULY 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Grade 6-7 - SD71	\$ 85.00																															
Grade 6-7 - Outside	\$ 150.00																															
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00																															
Outside	\$ 150.00																															
International Programming	\$ 300.00																						20							20		
Inter-Provincial Programming	\$ 150.00																															
Post-Secondary Access	\$ 150.00	10																														
Learn to Camp - SD71	\$ 85.00																						24									
Outside	\$ 150.00																														24	
Deaf Camp	\$ 150.00								72						72																	
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															
AUGUST 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Grade 6-7 - SD71	\$ 85.00																															
Grade 6-7 - Outside	\$ 150.00																															
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00					12							12								12											
Outside	\$ 150.00					12							12								12											
International Programming	\$ 300.00					20																										
Inter-Provincial Programming	\$ 150.00																															
Post-Secondary Access	\$ 150.00					10																										
Learn to Camp - SD71	\$ 85.00																															
Outside	\$ 150.00																															
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															
SEPTEMBER 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Grade 6-7 - SD71	\$ 85.00															48		48														30
Grade 6-7 - Outside	\$ 150.00																							48		48						
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00																															
Outside	\$ 150.00																															
International Programming	\$ 300.00										20																					
Inter-Provincial Programming	\$ 150.00																							24								
Post-Secondary Access	\$ 150.00																															
Learn to Camp - SD71	\$ 85.00																															
Outside	\$ 150.00																															
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															

0	2	0	\$ -
0	2	0	\$ -
0	4	0	\$ -
0	4	0	\$ -
20	15	300	\$ 90,000
0	5	0	\$ -
10	5	50	\$ 7,500
24	5	120	\$ 10,200
24	4	96	\$ 14,400
72	12	864	\$ 129,600
0	2	0	\$ -
0	2	0	\$ -
0	2	0	\$ -
24			\$ 21,600
12	15	180	\$ 15,300
12	15	180	\$ 27,000
0	0	0	\$ -
0	5	0	\$ -
10	5	50	\$ 7,500
0	5	0	\$ -
0	5	0	\$ -
30	2	60	\$ 9,000
96	2	192	\$ 16,320
96	2	192	\$ 28,800
0	4	0	\$ -
0	4	0	\$ -
20	4	80	\$ 24,000
24	5	120	\$ 18,000
0	5	0	\$ -
0	5	0	\$ -
0	5	0	\$ -
0	2	0	\$ -



Variable Cost Item	Cost Factor	Grade 6&7	10-12	International	Inter-Provincial	Post-Secondary	Learn to Camp	Tchr Prgms
Transportation / Ferry	\$75 per Person	97,200	4,500	3,750	3,600	3,000	3,600	4,500
Food	\$15 per Person	19,440	900	750	720	600	720	900
Facility Maintenance	\$5 per Person	6,480	300	250	240	200	240	300
Program Material	\$7.50 per Person	9,720	450	375	360	300	360	450
<b>Program / Seasonal Staffing</b>								
Grade 6&7 - Programs	3 per Cohort @ \$3,375 per	182,250						
Grade 10-12 Academies	2 per Cohort @ \$2,250 per		5,625					
International	2 per Cohort @ \$2,250 per			5,625				
Inter-Provincial	3 per Cohort @ \$3,375 per				6,750			
Post Secondary	2 per Cohort @ \$2,250 per					9,000		
Learn to Camp	3 per Cohort @ \$3,375 per						6,750	
Teacher Programs	2 per Cohort @ \$2,250 per							2,250
Travel to Island	\$75 per week	4,050	188	156	150	300	150	75
Meals	\$20 per day per Person	5,400	250	208	208	400	200	100
NIDES Staffing	\$8,400 per Credit x 2		21,000					
NIDES Program Support	\$1,500 per Academy		1,875					
NIDES Administration	7.5% Revenue		10,665					
		<u>324,540</u>	<u>45,753</u>	<u>11,115</u>	<u>12,028</u>	<u>13,800</u>	<u>12,020</u>	<u>8,575</u>

Staffing Cost per Cohort		
	3 Staff Per	2 Staff Per
Hourly Rate	\$ 30.00	\$ 30.00
EE Benefits 25%	\$ 7.50	\$ 7.50
	\$ 37.50	\$ 37.50
12 hour day	\$ 450.00	\$ 450.00
2.5 Days per	\$ 1,125.00	\$ 1,125.00
Staff Cost	<u>\$ 3,375.00</u>	<u>\$ 2,250.00</u>



Appendix D – Financial Analysis (Year 1 and Year 3)

**Tribune Bay Outdoor Education Centre - Proforma Year-1 Financial (2025)****REVENUE**

Operations		
Grade 6-7 - SD71	159,120	
Grade 6-7 - Outside	144,000	
Grade 10-12 - Academies	129,600	
SD71	91,800	
Outside	162,000	
International Programming	369,600	
Inter-Provincial Programming	36,000	
Post-Secondary Access	37,500	
Learn to Camp - SD71	10,200	
Outside	14,400	
Other Teacher Programs	147,600	
Conference Fee	-	
SD71 Start-Up Grant	200,000	
Other Funding		
Gaming Annual Grant	50,000	
SD71 Subsidy	20,000	
Other Grants	15,000	
Donations	7,500	1,594,320

**EXPENSES**

Fixed Overhead		
Executive Director (\$161,285 plus Benefits)	199,993	
Manager - Education (\$141,477 plus Benefits)	175,431	
Manager - Operations (\$115,905 plus Benefits)	143,722	
Permits, license, accreditation & dues	1,250	
Insurance (Infra. & GL)	12,500	
Accounting/legal	3,500	
Office/telephone/admin.	10,000	
Utilities - Elec, Gas,W.S.G	22,500	
Marketing and Communications	900	569,797
Variable Program Expenses		
Grade 6 & 7 Programs	354,590	
Grade 10-12 - Academies	103,245	
International Programming	39,123	
Inter-Provincial Programming	12,553	
Post-Secondary Access	17,250	
Learn to Camp - SD71	12,020	
Other Teacher Programs	8,575	547,357

Contingency - Overall Program		100,000
Other Costs		
Education Supplies	26,021	
Staff PD / Training	12,500	
Staff PPE - Uniforms	25,000	
Program Developemnt	5,000	
Curriculum Development	12,500	81,021
		<u>1,298,175</u>
<b>SURPLUS / (DEFICIT)</b>		<u><u>296,145</u></u>
Infrastructure Renewal		200,000

Tribune Bay Outdoor Education Centre - Proforma Year-3 Bookings

JANUARY 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Grade 6-7 - SD71	\$ 85.00																															
Grade 6-7 - Outside	\$ 150.00																															
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00																															
Outside	\$ 150.00																															
International Programming	\$ 300.00																															
Inter-Provincial Programming	\$ 150.00																															
Post-Secondary Access	\$ 150.00																															
Learn to Camp - SD71	\$ 85.00																															
Outside	\$ 150.00																															
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															

FEBRUARY 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			
Grade 6-7 - SD71	\$ 85.00																															
Grade 6-7 - Outside	\$ 150.00																															
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00																															
Outside	\$ 150.00																															
International Programming	\$ 300.00																															
Inter-Provincial Programming	\$ 150.00																															
Post-Secondary Access	\$ 150.00																															
Learn to Camp - SD71	\$ 85.00																															
Outside	\$ 150.00																															
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															

MARCH 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Grade 6-7 - SD71	\$ 85.00																															
Grade 6-7 - Outside	\$ 150.00																															
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00																															
Outside	\$ 150.00																															
International Programming	\$ 300.00																															
Inter-Provincial Programming	\$ 150.00																															
Post-Secondary Access	\$ 150.00																															
Learn to Camp - SD71	\$ 85.00																															
Outside	\$ 150.00																															
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															

Total Participants	Nights per Stay	Sleep Nights	Total Revenue
0	2	0	\$ -
0	2	0	\$ -
48			\$ 43,200
24	15	360	\$ 30,600
24	15	360	\$ 54,000
40	4	160	\$ 48,000
72	5	360	\$ 54,000
0	5	0	\$ -
0	5	0	\$ -
0	5	0	\$ -
0	2	0	\$ -
0			\$ -
0			\$ -
0			\$ -
0			\$ -
0			\$ -
0			\$ -
0			\$ -
60	2	120	\$ 18,000
0			\$ -
48	2	96	\$ 8,160
0	2	0	\$ -
48	N/A	N/A	\$ 43,200
24	15	360	\$ 30,600
24	15	360	\$ 54,000
0	4	0	\$ -
0	5	0	\$ -
10	5	50	\$ 7,500
0	5	0	\$ -
0	5	0	\$ -
0	2	0	\$ -



JULY 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Grade 6-7 - SD71	\$ 85.00																															
Grade 6-7 - Outside	\$ 150.00																															
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00																															
Outside	\$ 150.00																															
International Programming	\$ 300.00																							48							48	
Inter-Provincial Programming	\$ 150.00																															
Post-Secondary Access	\$ 150.00		10																													
Learn to Camp - SD71	\$ 85.00																							24								
Outside	\$ 150.00																														24	
Deaf Camp	\$ 150.00																															
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															

AUGUST 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Grade 6-7 - SD71	\$ 85.00																															
Grade 6-7 - Outside	\$ 150.00																															
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00																															
Outside	\$ 150.00																															
International Programming	\$ 300.00																															
Inter-Provincial Programming	\$ 150.00																															
Post-Secondary Access	\$ 150.00																															
Learn to Camp - SD71	\$ 85.00																															
Outside	\$ 150.00																															
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															

SEPTEMBER 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Grade 6-7 - SD71	\$ 85.00																															
Grade 6-7 - Outside	\$ 150.00																															
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00																															
Outside	\$ 150.00																															
International Programming	\$ 300.00																															
Inter-Provincial Programming	\$ 150.00																															
Post-Secondary Access	\$ 150.00																															
Learn to Camp - SD71	\$ 85.00																															
Outside	\$ 150.00																															
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															

0	2	0	\$ -
0	2	0	\$ -
0	4	0	\$ -
0	4	0	\$ -
48	15	720	\$ 216,000
0	5	0	\$ -
10	5	50	\$ 7,500
24	5	120	\$ 10,200
24	4	96	\$ 14,400
72	12	864	\$ 129,600
0	2	0	\$ -
0	2	0	\$ -
0	2	0	\$ -
48			\$ 43,200
24	15	360	\$ 30,600
24	15	360	\$ 54,000
0	0	0	\$ -
48	5	240	\$ 36,000
10	5	50	\$ 7,500
0	5	0	\$ -
0	5	0	\$ -
120	2	240	\$ 36,000
96	2	192	\$ 16,320
96	2	192	\$ 28,800
0	4	0	\$ -
0	4	0	\$ -
60	4	240	\$ 72,000
48	5	240	\$ 36,000
0	5	0	\$ -
0	5	0	\$ -
0	5	0	\$ -
0	2	0	\$ -



OCTOBER 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Grade 6-7 - SD71	\$ 85.00																															
Grade 6-7 - Outside	\$ 150.00																															
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00																															
Outside	\$ 150.00																															
International Programming	\$ 300.00																															
Inter-Provincial Programming	\$ 150.00																															
Post-Secondary Access	\$ 150.00																															
Learn to Camp - SD71	\$ 85.00																															
Outside	\$ 150.00																															
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															

NOVEMBER 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Grade 6-7 - SD71	\$ 85.00																															
Grade 6-7 - Outside	\$ 150.00																															
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00																															
Outside	\$ 150.00																															
International Programming	\$ 300.00																															
Inter-Provincial Programming	\$ 150.00																															
Post-Secondary Access	\$ 150.00																															
Learn to Camp - SD71	\$ 85.00																															
Outside	\$ 150.00																															
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															

DECEMBER 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Grade 6-7 - SD71	\$ 85.00																															
Grade 6-7 - Outside	\$ 150.00																															
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00																															
Outside	\$ 150.00																															
International Programming	\$ 300.00																															
Inter-Provincial Programming	\$ 150.00																															
Post-Secondary Access	\$ 150.00																															
Learn to Camp - SD71	\$ 85.00																															
Outside	\$ 150.00																															
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															

168	2	336	\$ 28,560
96	2	192	\$ 28,800
0	4	0	\$ -
0	4	0	\$ -
48	4	192	\$ 57,600
24	5	120	\$ 18,000
0	5	0	\$ -
0	5	0	\$ -
0	5	0	\$ -
60	2	120	\$ 18,000
0	2	0	\$ -
0	2	0	\$ -
48			\$ 43,200
24	15	360	\$ 30,600
24	15	360	\$ 54,000
0	4	0	\$ -
0	5	0	\$ -
0	5	0	\$ -
0	5	0	\$ -
0	5	0	\$ -
0	5	0	\$ -
0	2	0	\$ -
0	2	0	\$ -
0	4	0	\$ -
0	4	0	\$ -
0	4	0	\$ -
0	5	0	\$ -
0	5	0	\$ -
0	5	0	\$ -
0	5	0	\$ -
0	2		\$ -

10,306 \$ 1,691,940

Variable Cost Item	Cost Factor	Grade 6&7	10-12 Academies	International	Inter-Provincial	Post-Secondary	Learn to Camp	Tchr Prgms
Transportation / Ferry	\$75 per Person	106,200	10,800	13,200	3,600	3,750	3,600	4,500
Food	\$15 per Person	21,240	2,160	2,640	720	750	720	900
Facility Maintenance	\$5 per Person	7,080	720	880	240	250	240	300
Program Material	\$7.50 per Person	10,620	1,080	1,320	360	375	360	450
<b>Program / Seasonal Staffing</b>								
Grade 6&7 - Programs	3 per Cohort @ \$3,375 per	199,125						
Grade 10-12 Academies	2 per Cohort @ \$2,250 per		13,500					
International	2 per Cohort @ \$2,250 per			19,800				
Inter-Provincial	3 per Cohort @ \$3,375 per				6,750			
Post Secondary	2 per Cohort @ \$2,250 per					11,250		
Learn to Camp	3 per Cohort @ \$3,375 per						6,750	
Teacher Programs	2 per Cohort @ \$2,250 per							2,250
Travel to Island	\$75 per week	4,425	450	550	150	375	150	75
Meals	\$20 per day per Person	5,900	600	733	733	500	200	100
NIDES Staffing	\$8,400 per Credit x 2		50,400					
NIDES Program Support	\$1,500 per Academy		4,500					
NIDES Administration	7.5% Revenue		19,035					
		<b>354,590</b>	<b>103,245</b>	<b>39,123</b>	<b>12,553</b>	<b>17,250</b>	<b>12,020</b>	<b>8,575</b>

Staffing Cost per Cohort		
	3 Staff Per	2 Staff Per
Hourly Rate	\$ 30.00	\$ 30.00
EE Benefits 25%	\$ 7.50	\$ 7.50
	\$ 37.50	\$ 37.50
12 hour day	\$ 450.00	\$ 450.00
2.5 Days per	\$ 1,125.00	\$ 1,125.00
Staff Cost	\$ 3,375.00	\$ 2,250.00

**Tribune Bay Outdoor Education Centre - Proforma Year-3 Financial****REVENUE**

## Operations

Grade 6-7 - SD71	175,440	
Grade 6-7 - Outside	144,000	
Grade 10-12 - Academies	172,800	
SD71	122,400	
Outside	216,000	
International Programming	417,600	
Inter-Provincial Programming	180,000	
Post-Secondary Access	37,500	
Learn to Camp - SD71	10,200	
Outside	14,400	
Other Teacher Programs	201,600	
Conference Fee	-	
Other Funding		
Gaming Annual Grant	50,000	
SD71 Subsidy	20,000	
Other Grants	15,000	
Donations	7,500	1,784,440

**EXPENSES**

## Fixed Overhead

Executive Director (\$161,285 plus Benefits)	199,993	
Manager - Education (\$141,477 plus Benefits)	175,431	
Manager - Operations (\$115,905 plus Benefits)	143,722	
Permits, license, accreditation & dues	1,250	
Insurance (Infra. & GL)	12,500	
Accounting/legal	3,500	
Office/telephone/admin.	10,000	
Utilities - Elec, Gas, W.S.G	22,500	
Marketing and Communications	900	569,797

## Variable Program Expenses

Grade 6 & 7 Programs	378,630	
Grade 10-12 - Academies	137,660	
International Programming	48,015	
Inter-Provincial Programming	60,000	
Post-Secondary Access	17,250	
Learn to Camp - SD71	12,020	
Other Teacher Programs	34,300	687,875

Contingency - Overall Program		100,000
Other Costs		
Education Supplies	26,021	
Staff PD / Training	12,500	
Staff PPE - Uniforms	25,000	
Program Developemnt	5,000	
Curriculum Development	12,500	81,021
		<u>1,438,693</u>
<b>SURPLUS / (DEFICIT)</b>		<u><u>345,747</u></u>
Infrastructure Renewal		250,000

JANUARY 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Grade 6-7 - SD71	\$ 85.00																																
Grade 6-7 - Outside	\$ 150.00																																
Grade 10-12 - Academies	\$ 900.00																																
SD71	\$ 85.00																24						24								24		
Outside	\$ 150.00															24							24								24		
International Programming	\$ 300.00								40																								
Inter-Provincial Programming	\$ 150.00							24								24							24										
Post-Secondary Access	\$ 150.00																																
Learn to Camp - SD71	\$ 85.00																																
Outside	\$ 150.00																																
Other Teacher Programs	\$ 150.00																																
Conference Fee	Cost Recovery																																

FEBRUARY 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28				
Grade 6-7 - SD71	\$ 85.00																																
Grade 6-7 - Outside	\$ 150.00																																
Grade 10-12 - Academies	\$ 900.00																																
SD71	\$ 85.00																																
Outside	\$ 150.00																																
International Programming	\$ 300.00																																
Inter-Provincial Programming	\$ 150.00							24												24													
Post-Secondary Access	\$ 150.00																																
Learn to Camp - SD71	\$ 85.00																																
Outside	\$ 150.00																																
Other Teacher Programs	\$ 150.00																																
Conference Fee	Cost Recovery																																

MARCH 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Grade 6-7 - SD71	\$ 85.00					24							24																				
Grade 6-7 - Outside	\$ 150.00																																
Grade 10-12 - Academies	\$ 900.00																																
SD71	\$ 85.00												24												24								
Outside	\$ 150.00											24															24						
International Programming	\$ 300.00																																
Inter-Provincial Programming	\$ 150.00																																
Post-Secondary Access	\$ 150.00												10																				
Learn to Camp - SD71	\$ 85.00																																
Outside	\$ 150.00																																
Other Teacher Programs	\$ 150.00																																
Conference Fee	Cost Recovery																																

Total Participants	Nights per Stay	Sleep Nights	Total Revenue
0	2	0	\$ -
0	2	0	\$ -
48			\$ 43,200
24	15	360	\$ 30,600
24	15	360	\$ 54,000
40	4	160	\$ 48,000
72	5	360	\$ 54,000
0	5	0	\$ -
0	5	0	\$ -
0	5	0	\$ -
0	2	0	\$ -
0	2	0	\$ -
0	2	0	\$ -
0	4	0	\$ -
0	4	0	\$ -
0	4	0	\$ -
48	5	240	\$ 36,000
0	5	0	\$ -
0	5	0	\$ -
0	5	0	\$ -
60	2	120	\$ 18,000
48	2	96	\$ 8,160
0	2	0	\$ -
48	N/A	N/A	\$ 43,200
24	15	360	\$ 30,600
24	15	360	\$ 54,000
0	4	0	\$ -
0	5	0	\$ -
10	5	50	\$ 7,500
0	5	0	\$ -
0	5	0	\$ -
0	2	0	\$ -

APRIL 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Grade 6-7 - SD71	\$ 85.00																72							72							
Grade 6-7 - Outside	\$ 150.00							48		48																					
Grade 10-12 - Academies	\$ 900.00																														
SD71	\$ 85.00																														
Outside	\$ 150.00																														
International Programming	\$ 300.00																						20								
Inter-Provincial Programming	\$ 150.00																														
Post-Secondary Access	\$ 150.00																														
Learn to Camp - SD71	\$ 85.00																														
Outside	\$ 150.00																														
Other Teacher Programs	\$ 150.00																														
Conference Fee	Cost Recovery																														

MAY 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Grade 6-7 - SD71	\$ 85.00					24		24						72		72							48									
Grade 6-7 - Outside	\$ 150.00					48		48																								
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00																															
Outside	\$ 150.00																															
International Programming	\$ 300.00																															
Inter-Provincial Programming	\$ 150.00																															
Post-Secondary Access	\$ 150.00																						10									
Learn to Camp - SD71	\$ 85.00																															
Outside	\$ 150.00																															
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															

JUNE 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Grade 6-7 - SD71	\$ 85.00			24		24					72		72				72		72												
Grade 6-7 - Outside	\$ 150.00			48		48																									
Grade 10-12 - Academies	\$ 900.00																														
SD71	\$ 85.00																														
Outside	\$ 150.00																														
International Programming	\$ 300.00																														
Inter-Provincial Programming	\$ 150.00																														
Post-Secondary Access	\$ 150.00																									10					
Learn to Camp - SD71	\$ 85.00																														
Outside	\$ 150.00																														
Other Teacher Programs	\$ 150.00																														
Conference Fee	Cost Recovery																														

144	2	288	\$ 24,480	
96	2	192	\$ 28,800	
0	4	0	\$ -	
0	4	0	\$ -	
20	4	80	\$ 24,000	
0	5	0	\$ -	
0	5	0	\$ -	
0	5	0	\$ -	
0	5	0	\$ -	
0	2	0	\$ -	
240	2	480	\$ 40,800	
96	2	192	\$ 28,800	
0	4	0	\$ -	
0	4	0	\$ -	
0	4	0	\$ -	
0	5	0	\$ -	
10	5	50	\$ 7,500	
0	5	0	\$ -	
0	5	0	\$ -	
0	2	0	\$ -	
336	2	672	\$ 57,120	
96	2	192	\$ 28,800	
0	4	0	\$ -	
0	4	0	\$ -	
0	4	0	\$ -	
0	5	0	\$ -	
10	5	50	\$ 7,500	
0	5	0	\$ -	
0	5	0	\$ -	
0	2	0	\$ -	



JULY 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Grade 6-7 - SD71	\$ 85.00																																
Grade 6-7 - Outside	\$ 150.00																																
Grade 10-12 - Academies	\$ 900.00																																
SD71	\$ 85.00																																
Outside	\$ 150.00																																
International Programming	\$ 300.00																							48							48		
Inter-Provincial Programming	\$ 150.00																																
Post-Secondary Access	\$ 150.00	10																															
Learn to Camp - SD71	\$ 85.00																							24									
Outside	\$ 150.00																															24	
Deaf Camp	\$ 150.00									72																							
Other Teacher Programs	\$ 150.00																																
Conference Fee	Cost Recovery																																

AUGUST 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Grade 6-7 - SD71	\$ 85.00																																
Grade 6-7 - Outside	\$ 150.00																																
Grade 10-12 - Academies	\$ 900.00																																
SD71	\$ 85.00						24						24									24											
Outside	\$ 150.00					24						24										24											
International Programming	\$ 300.00					48																											
Inter-Provincial Programming	\$ 150.00																					24						24					
Post-Secondary Access	\$ 150.00					10																											
Learn to Camp - SD71	\$ 85.00																																
Outside	\$ 150.00																																
Other Teacher Programs	\$ 150.00																					60					60						
Conference Fee	Cost Recovery																																

SEPTEMBER 2025		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Grade 6-7 - SD71	\$ 85.00																48		48													
Grade 6-7 - Outside	\$ 150.00																								48		48					
Grade 10-12 - Academies	\$ 900.00																															
SD71	\$ 85.00																															
Outside	\$ 150.00																															
International Programming	\$ 300.00										60																					
Inter-Provincial Programming	\$ 150.00																		24						24							
Post-Secondary Access	\$ 150.00																															
Learn to Camp - SD71	\$ 85.00																															
Outside	\$ 150.00																															
Other Teacher Programs	\$ 150.00																															
Conference Fee	Cost Recovery																															

0	2	0	\$ -
0	2	0	\$ -
0	4	0	\$ -
0	4	0	\$ -
48	15	720	\$ 216,000
0	5	0	\$ -
10	5	50	\$ 7,500
24	5	120	\$ 10,200
24	4	96	\$ 14,400
72	12	864	\$ 129,600
0	2	0	\$ -
0	2	0	\$ -
0	2	0	\$ -
48			\$ 43,200
24	15	360	\$ 30,600
24	15	360	\$ 54,000
0	0	0	\$ -
48	5	240	\$ 36,000
10	5	50	\$ 7,500
0	5	0	\$ -
0	5	0	\$ -
120	2	240	\$ 36,000
96	2	192	\$ 16,320
96	2	192	\$ 28,800
0	4	0	\$ -
0	4	0	\$ -
60	4	240	\$ 72,000
48	5	240	\$ 36,000
0	5	0	\$ -
0	5	0	\$ -
0	5	0	\$ -
0	2	0	\$ -



Variable Cost Item	Cost Factor	Grade 6&7	10-12 Academies	International	Inter-Provincial	Post-Secondary	Learn to Camp	Tchr Prgms
Transportation / Ferry	\$75 per Person	113,400	14,400	16,200	18,000	3,750	3,600	18,000
Food	\$15 per Person	22,680	2,880	3,240	3,600	750	720	3,600
Facility Maintenance	\$5 per Person	7,560	960	1,080	1,200	250	240	1,200
Program Material	\$7.50 per Person	11,340	1,440	1,620	1,800	375	360	1,800
<b>Program / Seasonal Staffing</b>								
Grade 6&7 - Programs	3 per Cohort @ \$3,375 per	212,625						
Grade 10-12 Academies	2 per Cohort @ \$2,250 per		18,000					
International	2 per Cohort @ \$2,250 per			24,300				
Inter-Provincial	3 per Cohort @ \$3,375 per				33,750			
Post Secondary	2 per Cohort @ \$2,250 per					11,250		
Learn to Camp	3 per Cohort @ \$3,375 per						6,750	
Teacher Programs	2 per Cohort @ \$2,250 per							9,000
Travel to Island	\$75 per week	4,725	600	675	750	375	150	300
Meals	\$20 per day per Person	6,300	800	900	900	500	200	400
NIDES Staffing	\$8,400 per Credit x 2		67,200					
NIDES Program Support	\$1,500 per Academy		6,000					
NIDES Administration	7.5% Revenue		25,380					
		<u>378,630</u>	<u>137,660</u>	<u>48,015</u>	<u>60,000</u>	<u>17,250</u>	<u>12,020</u>	<u>34,300</u>

Staffing Cost per Cohort		
	3 Staff Per	2 Staff Per
Hourly Rate	\$ 30.00	\$ 30.00
EE Benefits 25%	\$ 7.50	\$ 7.50
	\$ 37.50	\$ 37.50
12 hour day	\$ 450.00	\$ 450.00
2.5 Days per	\$ 1,125.00	\$ 1,125.00
Staff Cost	<u>\$ 3,375.00</u>	<u>\$ 2,250.00</u>

Appendix E – Building Infrastructure







**TRIBUNE BAY OUTDOR ED CENTRE Facilities Upgrade**

(letter before facility corresponds to facility map)

		400K	
		Materials	Labour
<b>A. Pump House</b>	<i>BC Parks structure; 60 sq.ft. see water systems</i>		
<b>B. Main Lodge * Significant Structure</b>	<i>BC Parks Structure; 2694 sq.ft. Note: has Statement of Significance</i>		
	sub-total	\$ 134,300.00	\$ 51,400.00
<b>C. Raven Dorm (704 sq ft.) BC Parks structure</b>			
	sub-total	\$24,350.00	\$21,010.00
<b>E. Staff or Group Dorms (A&amp;B)</b>	<i>SD71 Buildings; 300 sq ft each</i>		
	sub-total	\$800.00	\$720.00
<b>I. Water Cistern</b>	<i>BC Parks Structure; 285 Sq ft see water systems</i>		
<b>J. Staff Cabin (Maple)</b>	<i>SD71 Structure; 520 sq.ft</i>		
	sub-total	\$2,500.00	\$1,080.00
<b>K. Directors accommodation (Oak) * Significant structure</b>	<i>BC Parks Structure; 1368 sq ft, two stories.</i>		
	sub-total	\$12,000.00	\$3,960.00
<b>N. Group Accommodation (Skylight -Ocean view 2)</b>	<i>BC Parks Structure; 484 sq ft</i>		
	sub-total	\$1,600.00	\$3,010.00
<b>O. Shower accessible washroom</b>	<i>SD71 Structure; 216 sq ft</i>		
	sub-total	\$6,000.00	\$6,200.00
<b>P. Climbing Tower</b>	<i>SD71 Structure; 84.5 sq ft. 55 ft. tall</i>		
	sub-total	\$2,400.00	\$2,520.00
<b>Q. Barn (walled area) * Significant structure</b>	<i>BC Parks structure; 2220 sq.ft</i>		
	sub-total	\$2,500.00	\$2,160.00



		Materials	Labour
R. Group Accommodation (Crow)			
	<i>SD71 Structure; 480 Sq ft</i>		
	sub-total	\$2,000.00	\$1,800.00
S. U. W. Outhouses (8)			
	<i>SD71 Structures; 20 sq ft.</i>		
	<i>see sewage disposal system</i>		
T. Multipurpose shelter/cookhouse/classroom (Heronry)			
	<i>SD71 Structure; 480 sq ft</i>		
	sub-total	\$1,000.00	\$1,000.00
V. Multipurpose shelter/cookhouse/classroom (Eagle)			
	<i>SD71 Structure; 480 sq ft</i>		
	sub-total	\$1,000.00	\$1,000.00
X. High Ropes (Giants ladder)			
	<i>SD71 Structure</i>		
	sub-total	\$4,000.00	\$2,360.00
Y. High Ropes (Multi-elements)			
	<i>SD71 Structure</i>		
	sub-total	\$4,000.00	\$6,360.00
Z. High Ropes (Leap of Faith)			
	<i>SD71 Structure</i>		
	sub-total	\$2,000.00	\$2,000.00
BB. Well; Heronry Rd.			
	<i>SD71 drilled well</i>		
	<i>see water systems</i>		
Y1. Yurt			
	<i>SD71 structure; 155 sq.ft.</i>		
	sub-total	\$500.00	\$360.00
Y2. Yurt			
	<i>SD71 structure; 155 sq.ft.</i>		
	sub-total	\$500.00	\$360.00
WATER SUPPLY SYSTEM			
A. Pump House			
	<i>BC Parks structure; 60 Sq. ft.</i>		
	sub-total	\$2,000.00	\$2,000.00

		Materials	Labour
BB. Well; Heronry Rd.	SD71 drilled well		
	sub-total	\$9,000.00	\$4,600.00
I. Water Cistern	BC Parks Structure. 285 Sq ft		
	sub-total	\$250.00	\$720.00
Jet Pump/Bladder tank in OAK UV Treatment System (Hallett) Water lines SEWAGE DISPOSAL SYSTEM	SD71 Built Five septic tanks Four Pump chambers with sewage pumps Septic field, Eagle area; pressurized, 3 lines. SD71 Installed Pit Toilets SD71 Built, 20 Sq Ft.		
	sub-total	\$49,720.00	\$6,400.00
EQUIPMENT	Program (SD71 equipment)		
	sub-total	\$7,060.00	\$0.00
	Maintenance (SD71 equipment)		
	iii Transportation (SD71 vehicles/trailers)		
	sub-total	\$9,500.00	\$0.00
	<b>GRAND TOTAL</b>	<b>\$278,980.00</b>	<b>\$121,020.00</b>
			\$400,000.00



## TRIBUNE BAY OUTDOR ED CENTRE Facilities Upgrade

(letter before facility corresponds to facility map)

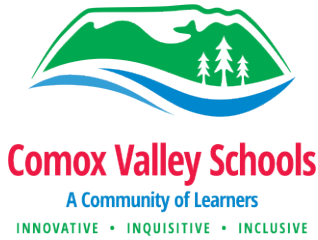
		1 Million \$ Project	
		Materials	Labour
A. Pump House	<i>BC Parks structure; 60 sq.ft. see water systems</i>		
B. Main Lodge * <i>Significant Structure</i>	<i>BC Parks Structure; 2694 sq.ft. Note: has Statement of Significance</i>		
	sub-total	\$ 214,600.00	\$ 70,700.00
C. Raven Dorm (704 sq ft.) BC Parks structure			
	sub-total	\$38,250.00	\$26,030.00
E. Staff or Group Dorms (A&B)	<i>SD71 Buildings; 300 sq ft each</i>		
	sub-total	\$1,800.00	\$2,160.00
F. Loft Cabin (Meadow)	<i>BC Parks Structure; 216 Sq ft</i>		
	sub-total	\$2,000.00	\$1,720.00
G. Staff cabin (Thistle)			
	sub-total	\$2,000.00	\$3,000.00
H. Staff cabin (Salal)			
	sub-total	\$2,000.00	\$3,000.00
I. Water Cistern	<i>BC Parks Structure; 285 Sq ft see water systems</i>		
J. Staff Cabin (Maple)	<i>SD71 Structure; 520 sq.ft</i>		
	sub-total	\$2,500.00	\$1,080.00
K. Directors accommodation (Oak) * <i>Significant structure</i>	<i>BC Parks Structure; 1368 sq ft, two stories.</i>		
	sub-total	\$74,500.00	\$23,372.00
K. Office (attached to Directors accom.) * <i>Significant structure</i>	<i>BC Parks Structure; 320 sq ft</i>		
	sub-total	\$500.00	\$500.00
M. Group Accommodation (Skylight -Ocean view 1)	<i>BC Parks Structure; 484 sq ft</i>		
	sub-total	\$7,000.00	\$6,320.00

		Materials	Labour
N. Group Accommodation (Skylight -Ocean view 2)			
	<i>BC Parks Structure; 484 sq ft</i>		
	sub-total	\$6,100.00	\$7,010.00
O. Shower accessible washroom			
	<i>SD71 Structure; 216 sq ft</i>		
	sub-total	\$8,000.00	\$6,200.00
P. Climbing Tower			
	<i>SD71 Structure; 84.5 sq ft. 55 ft. tall</i>		
	sub-total	\$5,600.00	\$5,520.00
Q. Barn (walled area) * Significant structure			
	<i>BC Parks structure; 2220 sq.ft</i>		
	sub-total	\$81,000.00	\$14,380.00
Q. Barn (Open Area) *Significant structure			
	<i>BC Parks structure; 1584 sq.ft</i>		
	sub-total	\$49,700.00	\$31,000.00
R. Group Accommodation (Crow)			
	<i>SD71 Structure; 480 Sq ft</i>		
	sub-total	\$3,500.00	\$4,220.00
S. U. W. Outhouses (8)			
	<i>SD71 Structures; 20 sq ft.</i>		
	<i>see sewage disposal system</i>		
T. Multipurpose shelter/cookhouse/classroom (Heronry)			
	<i>SD71 Structure; 480 sq ft</i>		
	sub-total	\$18,000.00	\$17,000.00
V. Multipurpose shelter/cookhouse/classroom (Eagle)			
	<i>SD71 Structure; 480 sq ft</i>		
	sub-total	\$18,000.00	\$12,000.00
X. High Ropes (Giants ladder)			
	<i>SD71 Structure</i>		
	sub-total	\$6,500.00	\$4,000.00

		Materials	Labour
Y. High Ropes (Multi-elements)			
	<i>SD71 Structure</i>		
	sub-total	\$8,000.00	\$9,800.00
Z. High Ropes (Leap of Faith)			
	<i>SD71 Structure</i>		
	sub-total	\$4,500.00	\$2,000.00
AA. Timber Framed Campfire Shelter * Significant structure			
	<i>SD71 Structure; 1600 sq ft (open sides)</i>		
	sub-total	\$2,000.00	\$3,500.00
BB. Well; Heronry Rd.			
	<i>SD71 drilled well</i>		
	<i>see water systems</i>		
	sub-total		
CC. Low Ropes Course (5 elements)			
	<i>SD71 structures</i>		
	sub-total	\$2,000.00	\$3,500.00
DD. Cabanas (Humming Bird-3 Cabanas)			
	<i>SD71 structures; 100 sq.ft</i>		
	sub-total	\$5,500.00	\$3,300.00
Y1. Yurt			
	<i>SD71 structure; 155 sq.ft.</i>		
	sub-total	\$2,000.00	\$3,800.00
Y2. Yurt			
	<i>SD71 structure; 155 sq.ft.</i>		
	sub-total	\$1,500.00	\$3,400.00
B1. Gas and Flammables Storage Shed			
	<i>BC Parks structure; 216 Sq.Ft</i>		
	sub-total	\$2,000.00	\$2,000.00
<b>WATER SUPPLY SYSTEM</b>			
A. Pump House			
	<i>BC Parks structure; 60 Sq. ft.</i>		
	sub-total	\$2,000.00	\$2,000.00
BB. Well; Heronry Rd.			
	<i>SD71 drilled well</i>		
	sub-total	\$10,000.00	\$4,600.00
I. Water Cistern			
	<i>BC Parks Structure. 285 Sq ft</i>		
	sub-total	\$850.00	\$1,440.00



		Materials	Labour
Jet Pump/Bladder tank in OAK			
UV Treatment System (Hallett)			
Water lines			
<b>SEWAGE DISPOSAL SYSTEM</b>			
<i>SD71 Built</i>			
Five septic tanks			
Four Pump chambers with sewage pumps			
Septic field, Eagle area; pressurized, 3 lines.			
SD71 Installed			
Pit Toilets			
<i>SD71 Built, 20 Sq Ft.</i>			
	sub-total	\$102,708.00	\$11,940.00
<b>CAMPING AREAS (3)</b>	<i>SD71 created; Eagle, Crow, Heronry</i>		
	sub-total	\$2,000.00	\$0.00
<b>Roads and grounds</b>			
	sub-total	\$15,500.00	\$7,400.00
<b>EQUIPMENT</b>			
Program (SD71 equipment)			
	sub-total	\$0.00	\$0.00
Maintenance (SD71 equipment)			
Transportation (SD71 vehicles/trailers)			
	sub-total	\$0.00	\$0.00
<b>Future Development</b>			
	sub-total	\$0.00	\$0.00
	<b>GRAND TOTAL</b>	<b>\$702,108.00</b>	<b>\$297,892.00</b>
			\$1,000,000.00



# Comox Valley Schools

School District No. 71  
Office of the Secretary Treasurer

## BRIEFING NOTE

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**TO:** Board of Education  
**FROM:** Carrie McVeigh, Secretary Treasurer  
**RE:** Long Range Facilities Plan Update

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**DATE:** November 26, 2024

### Purpose

To advise the Board of Education that staff is mobilizing to start work on updating the District's Long Range Facilities Plan (LRFP).

### Background

The LRFP is a 10-year Facilities planning document required by the Ministry of Education and Child Care to help form the basis for capital investment decisions, asset management tracking, as well provide a district-wide overview and framework for local programming and operational decisions.

The current LRFP was last updated in 2021.

Recent requests related to school district property, also give rise to a review of the LRFP. Staff are confident that a new plan will be critical in informing the Board when it comes to making decisions with respect to its assets by identifying the property and buildings and their use in delivering education.

### Process

The Director Operations in consult with the Secretary-Treasurer and Superintendent will be working on defining scope and engaging a consultant this Winter. The intention is to have an updated Long Range Facilities Plan finalized within the span of one-year once a consultant team has been awarded. The Board will have the opportunity to meet with the consultant to review prior to the initial final draft of the updated plan.

### Strategic Alignment

The Board of Education recently approved a new Strategic Plan, which is focussed on learning and Indigenous World Views and Perspectives. Further, the district is responsible for maintaining a focus optimizing facilities for educational purposes, and prioritizing safe, equitable, flexible learning environments that support learner development and, are reflective of Indigenous Ways of Knowing and Being. A key deliverable is to ensure the LRFP is reflective of all aspect of the Strategic Plan.

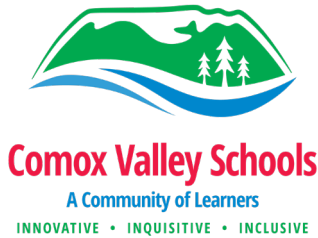
**Recommendation**

***That the Board of Education of School District No. 71 (Comox Valley) receive the “Long Range Facilities Plan Update” briefing note, dated November 26, 2024, as presented.***

Respectfully submitted,

*Carrie McVeigh*

Carrie McVeigh  
Secretary-Treasurer



# Comox Valley Schools

School District No. 71  
Office of the Secretary-Treasurer

## BRIEFING NOTE

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**TO:** The Board of Education **DATE:** November 26, 2024  
**FROM:** Carrie McVeigh, Secretary-Treasurer  
**RE:** **Comox Valley Search and Rescue (CVSAR) Land Use Request**

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### **Purpose**

To review the school district land use request from Comox Valley Search and Rescue (CVSAR) and communicate the current position and future considerations regarding the request. Attached is CVSAR's undated letter for reference, received via email on September 18, 2024.

### **Background**

Comox Valley Search and Rescue, an all-volunteer, non-profit organization, has served the Comox Valley and surrounding areas for over 50 years, providing essential search and rescue services. Currently, CVSAR is one of the few search and rescue teams in British Columbia operating without public land allocation, facing high lease costs that impact their operational funding and capacity.

CVSAR has approached all local municipalities over the past decade in search of a suitable, centrally located site for a permanent base, but these requests have not resulted in a long-term solution. As a last resort, CVSAR has approached the Comox Valley School District, requesting consideration for surplus land allocation to build a permanent operation base. They have highlighted the impact of their current lease costs on their funding and operations, as well as the importance of a centrally located base to ensure effective response times when called to emergent situations.

### **Analysis**

The request from CVSAR aligns with the School District's commitment to supporting the community. However, based on the current Strategic Plan, our primary responsibility remains focused on optimizing facilities for educational purposes, and prioritizing safe, equitable learning environments that support student development.

Allocating school district land for non-educational purposes, particularly without a comprehensive facilities review, would complicate our ability to manage space effectively for educational needs. The district therefore recommends that the CVSAR's request for district land, not be approved at this time.

Acknowledging the organization's vital role in community safety and well-being, the school district could keep CVSAR's request in mind for future consideration as part of the long-range facilities planning.

### **Strategic Alignment**

The Board of Education recently approved a new Strategic Plan, which is focussed on learning and Indigenous World Views and Perspectives. As noted above, the request from CVSAR aligns with the School District's commitment to supporting the community. However, the request does not align with the current

Strategic Plan. The Board’s primary responsibility remains focused on optimizing facilities for educational purposes, and prioritizing safe, equitable learning environments that support student development.

**Recommendation**

***Motion 1***

***That the Board of Education of School District No. 71 (Comox Valley) refer the school district land use request from Comox Valley Search and Rescue (CVSAR), received September 18, 2024, to staff, to advise CVSAR that the school district is unable to grant a license to occupy agreement for land use at this time, but will reconsider the request, pending receipt and review of a new District Long Range Facility Plan (LRFP).***

**Alternate Motions**

***Motion 2***

***That the Board of Education of School District No. 71 (Comox Valley) direct staff to respond to the letter received from the Comox Valley Search and Rescue (CVSAR), dated September 18, 2024, advising that the district is prepared to grant a license to occupy agreement for land use, subject to staff finding suitable property that is not identified for educational use.***

***Motion 3***

***That the Board of Education of School District No. 71 (Comox Valley) advise the CVSAR that the district will not grant a license to occupy agreement for land use.***

Respectfully submitted,

*Carrie McVeigh*

Carrie McVeigh  
Secretary-Treasurer

Attached: Comox Valley Search and Rescue (CVSAR), Letter



## **COMOX VALLEY SEARCH and RESCUE**

Mailing Address: PO Box 3511  
Courtenay, B.C. V9N 5N5

Physical Address: 3001 Moray Avenue  
Courtenay, B.C. V9N 7S7

Phone: (250) 334-3211

Chair Board of School Trustees  
School District No 71, Comox Valley  
Michelle Waite

### **Request for Support- Surplus Land Allocation to Comox Valley Search and Rescue**

Comox Valley Search and Rescue, (CVSAR) a professionally staffed, all volunteer search and rescue team, and non-profit organization has been serving the Comox Valley and the Province of British Columbia for over 50 years. CVSAR has enjoyed a long, positive relationship with the Comox Valley School District, conducting AdventureSmart programs within schools; supporting the Vanier Explore program; and historically offering for credit a Search and Rescue academy to senior students.

CVSAR members are on-call 24 hours a day, 365 days a year to assist community members and visitors who come to our beautiful valley to enjoy its natural offerings and a myriad of recreational possibilities.

CVSAR is one of only a handful of British Columbia's seventy-eight Search and Rescue teams not housed on public lands and the only team in the Province whose entire annual operating grant is consumed by annual lease costs for our base of operations. CVSAR is housed in a modest facility on Moray Avenue, Courtenay. In 2024 annual lease costs coupled with utilities exceeded \$100 000.00. CVSAR just received notice of yet another significant increase in our annual lease rate.

These costs are crippling the team's ability to remain a leader in the provision of high-quality search and rescue services. The added burden of constant fund-rising is draining a team already heavily tasked with maintaining rigorous training standards, operational readiness and an ever-increasing operational tempo.



Concurrently CVSAR as been actively fund-raising for five years to build a functional base of operations for the future growth of our team.

CVSAR has been in negotiations with all local municipal governments for well over a decade to find a suitable, centrally located site to build a permanent home for our team. To date, no land offering has been forthcoming.

CVSAR are first responders, activated when life safety is threatened and operating in environments where no other response agencies can or do operate. A central location within the valley is essential to ensure effective response times for all CVSAR members.

Comox Valley Search and Rescue is asking for the support of the Comox Valley School District to consider the allocation of surplus School District lands for the building and housing of a permanent base of operations for our team.

We would be happy to provide a fulsome synopsis of our current financial realities and of our plans for a SAR Operations Building.

The members of CVSAR thank you in advance for receiving and considering this request for support.

Respectfully,

Paul G. Berry  
Past President, Search Command,  
Comox Valley Search and Rescue  
paul.berry@cvgsar.com  
(250) 897-5133

**BRIEFING NOTE**

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**TO:** Board of Education

**DATE:** Tuesday, November 26, 2024

**FROM:** Lisa Pedersen-Skene, District Principal of Early Learning and Child Care

**RE:** Early Learning and Child Care – Annual Operating Report

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**Background**

**1. Early Learning Initiatives in SD71**

**a. Changing Possibilities for Young Children (CP4YC)**

- 13 Participants
- Participating Schools (K-3) Teachers
  - Valley View
  - Aspen
  - Airport StrongStart Facilitator
- Participating StrongStart
  - Airport
- Participating Child Care Programs
  - Aspen Grove Children's Centre
  - Boys and Girls Club – Aspen
  - Komox Kids Care
- Facilitated by District Principal of Early Learning and Child Care and Lead Early Years Literacy Teacher
- Target funding from Ministry, and supported by District Early Learning Budget

**b. Strengthening Early Years to Kindergarten Transitions (SEY2KT)**

- Arden Elementary School
  - Team Members:
    - K/1 Teachers (3)
    - StrongStart Facilitator (Courteney EI)
    - Child Care Resource and Referral Consultants (2)
    - Supported Child Care Consultants – Child Development Association (2)
    - Healthy Families Program Manager
    - Busy Bee Day Care Manager
    - Boys and Girls Club at Arden Managers (2)
- SEY2KT Teams at Cumberland and Courtenay Elementary:  
TTOC release as needed

- Child Care Providers Kindergarten Information Session – November 27
- Target funding from Ministry

**c. Welcome to Kindergarten**

- Each school holds Welcome to Kindergarten Events during the spring
- Family Feedback Survey - June 2024
- Kindergarten Transitions Inquiry – 1 K teacher from each school plus interested Principal/Vice Principals
- Supported through Ministry Ready, Set Learn Funds and District Early Learning Budget

**d. StrongStart**

- Currently running full time programming at Cumberland, Airport (formerly at Brooklyn) Queneesh and Courtenay El.
- Outreach Program
  - Miracle Beach – 1 day per week
  - Royston – 2 days per week
  - K’omoks First Nation – 1 day per week
- Fresh Air Fridays – Place Based Learning
- Attendance at StrongStart continues to grow
- 20 outreach hours across schools per week
  - Outreach offerings: Healthy Families, On Your Way to K, Multicultural StrongStart, Supported Strong Start

**e. Pedagogy of Play**

- Community of Practice
  - 3 Sessions Spring 2024 (K-3)
    - 20 participants
  - 6 Sessions 2024-25 (SS- Grade 5)
    - 27 participants
- Summer Sessions – full day (SS- Grade 3)
  - Aligning our Practice (20 participants)
  - Continuing the Conversation (24 participants)
- PVP Learning in Primary Years Series

**f. Primary Learning Community**

- K-3 Blended Primary Learning Program at Airport Elementary (2024-25 school year)
  - Focus on Play and Placed Based Learning
  - Schedule
    - Monday: Home Learning
    - Tuesday - Thursday: Airport School

- Friday: Place Based Learning in Community
- Demonstration School
  - Professional Learning for educators
- Aligned with Strategic Plan for Education
- An Expression of Interest will take place to determine community demand and inform decision-making regarding the establishment of the program.

## 2. Child Care on School Grounds Updates

### a. New Child Care Spaces

- Arden and Glacier opened Summer 2024: Operated by Boys and Girls Club of Central Vancouver Island
- Vanier: Beginning stages of development. Operated by Today 'N' Tomorrow Learning Society

### b. Child Care Needs

- Childcare needs in our region continue to exceed the number of available spaces. Tables below summarize needs in the region. (Source: [Comox Valley Child Care Action Plan.pdf](#), December 2019)

**Table 3: Current ratio of licensed child care spaces to children in the Comox Valley**

Age & Type of Child Care	Number of Child Care Spaces	Total number of Children	Ratio of Spaces to Children
0-3, full-time day care	193	1440	1:7 (13% of children)
3-5, full time day care	741	1690	1:2.5 (44% of children)
Before and After School Care	486	4160	1:9 (12% of children)
All licensed care (excluding preschool)	1420	7290	1:5 (19% of children)

**Table 4: Projected Population for the Comox Valley**

Year	0 - 3	3 - 5	6 - 12
2020	1590	1858	4736
2021	1512	1853	4732
2022	1526	1742	4801
2023	1542	1697	4711
2024	1545	1620	4710
2025	1548	1637	4595
2026	1551	1652	4480
2027	1559	1655	4476
2028	1578	1657	4397
2029	1594	1653	4313

Using the BC Stats figures for 2029, determining the desired ratio of child care spaces (70% or 60%) and subtracting current child care spaces, we recommend the following 10-year targets:

- An additional 2000 spaces for licensed before and after school care for children 6-12<sup>14</sup>
- An additional 900 full-time licensed day care spaces for children 0-3<sup>15</sup>
- An additional 400 full time licensed day care spaces for children 3-5<sup>16</sup>

- Lack of qualified ECE's in the region continue to cause challenges and impacts the capacity of child care centres

**c. Professional Learning with Child Care on School Grounds**

- Lunch & Learn Series
  - October 18<sup>th</sup> School Age Programming with Michelle Carty, Child Care Resource and Referral Consultant
  - December 6<sup>th</sup> – School Age Programming Part 2
  - January 24<sup>th</sup> – Belonging with Lindsay Friis, Child Development Centre
  - April 11<sup>th</sup> – Building the Child Care – School Relationship with Lisa Pedersen-Skene, District Principal Early Learning and Child Care

**3. Early Years Collaboration**

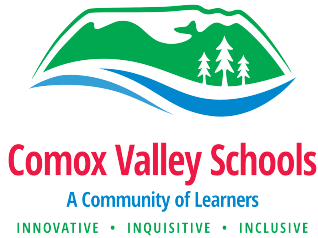
**a. Early Years Community Partnerships**

The District Principal of Early Learning and Child Care represents the district in the following Early Years Community Partnerships:

- Comox Valley Early Years Collaborative and Steering Committee
  - Early Years Fair – date tbd
- Connections Steering Committee
- Cumberland Early Years Collaborative

**Recommendation**

“THAT the Board of Education of School District No. 71 (Comox Valley) receive the Child Care and Early Learning – Annual Operating Report briefing note, dated November 26, 2024, as presented.”



# Comox Valley Schools

School District No. 71  
Office of the Secretary Treasurer

## BRIEFING NOTE

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**TO:** Board of Education **DATE:** November 26, 2024  
**FROM:** Carrie McVeigh, Secretary Treasurer  
**RE:** **Quarter 1 Financial Update – 2024-25 Annual Budget**

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### Purpose

The intent of this report is to provide the Board with a first quarter financial update comparison to the 2024/25 annual operating budget.

### Background

At the June 2024 Regular Board Meeting, the Board approved the 2024-25 Annual Budget which was prepared in accordance with the Ministry of Education and Child Care (MECC) instructions. Once final September enrolment is confirmed through the recalculated MECC grant in December 2024, the amended budget will then be prepared and adopted by the Board in February 2025.

### Discussion

#### Revenues:

Provincial Grants from the Ministry of Education and Child Care (MECC) are generally lower in the summer and adjusted in September to reflect the approved annual budget. Timing differences at this point in the year explain the lower than anticipated revenue from the Ministry. Other Provincial Grants represent Skilled Trades BC funds that support the Careers programs. These funds are usually received and reported in the second quarter.

Tuition revenue represents fees related to the International Student Program. A significant portion of these funds are generally received in the previous fiscal year and deferred and recognized as revenue in the first quarter of the following year. This explains why 80% of the annual budgeted revenue has been recognized in quarter one.

#### Expenses:

The first quarter of the 2024/25 school year includes the months of July to September and represents 25% of the year. However, it should be noted that this only represents 10% of the school year since students are not back in classrooms until September. Expenses such as Teachers, Educational Assistants, Substitutes, and Transportation seem lower than expected, but this is due to the fact that only one month out of ten school months are included in these expenses.

Operations undergoes significant work over the summer in the facilities to prepare them for the return of students in September which explains the increased service expenses during this time of year. Utility costs are lower in the first quarter due to schools being closed and the warmer months.

At this early point in the year projections to June 30<sup>th</sup> are not provided nor relevant, however will be incorporated into future quarterly updates once an amended budget is available.

Operating surplus (deficit) reflected in the actuals are only due to timing of revenue received and expenses recorded at a particular point in time.

### **Strategic Alignment**

Providing the quarter 1 Financial update aligns with the Boards Strategic Plan Value of **INTEGRITY**, by upholding high ethical standards through transparency, honesty and accountability.

### **Recommendation**

THAT the Board of Education of School District No. 71 (Comox Valley) receive this information.

Respectfully submitted,

*Carrie McVeigh*

Carrie McVeigh  
Secretary Treasurer

Attachment – Appendix A, Operating Fund Update Q1



**APPENDIX A - SCHOOL DISTRICT NO. 71 (COMOX VALLEY)**  
**OPERATING FUND UPDATE - Q1**  
**As at September 30, 2024**

	2024-25 ANNUAL BUDGET	2024-25 ACTUAL Revenues & Expenditures to September 30th	% Collected or Spent
<b>OPERATING FUND</b>			
<b>REVENUE</b>			
Provincial Grants			
Ministry of Education	122,503,618	14,309,267	12%
Other	222,000	0	0%
Tuition	3,176,750	2,540,903	80%
Other Revenue	481,117	22,021	5%
Rentals and Leases	160,000	47,704	30%
Investment Income	690,000	311,114	45%
<b>TOTAL OPERATING REVENUE</b>	<b>127,233,485</b>	<b>17,231,009</b>	<b>14%</b>
<b>EXPENSES</b>			
<b>Salaries</b>			
Teachers	51,894,494	5,517,953	11%
Principals/Vice-Principals	6,782,503	1,749,207	26%
Educational Assistants	8,323,151	551,481	7%
Support Staff	11,507,153	2,251,406	20%
Other Professionals	4,403,664	1,120,019	25%
Substitutes	4,133,986	413,063	10%
<b>Total Salaries</b>	<b>87,044,951</b>	<b>11,603,129</b>	<b>13%</b>
<b>Employee Benefits</b>	<b>22,014,960</b>	<b>4,098,308</b>	<b>19%</b>
<b>Total Salaries and Benefits</b>	<b>109,059,911</b>	<b>15,701,437</b>	<b>14%</b>
<b>Services and Supplies</b>			
Services	4,449,456	1,562,111	35%
Student Transportation	2,940,633	305,023	10%
ProD and Travel	1,083,540	223,045	21%
Rentals & Leases	247,739	14,721	6%
Dues and Fees	106,900	59,405	56%
Insurance	236,550	25,403	11%
Supplies	5,610,610	696,750	12%
Utilities	2,462,860	175,513	7%
<b>Total Services and Supplies</b>	<b>17,138,288</b>	<b>3,061,971</b>	<b>18%</b>
<b>TOTAL OPERATING EXPENSES</b>	<b>126,198,199</b>	<b>18,763,408</b>	<b>15%</b>
Surplus Appropriation	799,714	799,714	0%
Transfer to Local Capital	(1,460,000)	(1,460,000)	25%
Tangible Capital Assets Purchased	(375,000)	(13,903)	4%
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$ -</b>	<b>(2,206,588)</b>	



# CVS Food Advisory Committee Terms of Reference

## Committee Name

CVS Food Advisory Committee

## Type

Standing Advisory Staff Committee – The committee is meant to exist year-round, is permanent in nature and acts in an advisory capacity.

## Guiding Principles

The committee's work is guided by, and recommendations are aligned with, current:

- CVS Strategic Plan
- CVS Learning Framework
- Feeding Futures School Food Program Fund Instructions

## Purpose

The purpose of the committee is to:

Provide direct input into the creation of a 5-year vision for Comox Valley Schools that would include a Food Framework incorporating relevant key components including but not limited to school food programs (including breakfast and lunch), food growing, production, distribution, nutrition, waste, security, donations, life skills, funding and lobbying, that is in alignment with the District's Strategic Plan and budgets, and identifying the capital and operating costs associated with developing a Food Framework and its implementation. As an educational organization, this includes teachings in of the areas identified, with an emphasis on Indigenous perspectives and land-based learnings.

In fulfilling its purpose, the committee may consult with experts and/or community groups, as deemed appropriate by the committee.

## Membership

Comox Valley Schools is the coordinating body of the FAC with positions for appointed representatives from:

Internal Partner Groups

- CVS Food Services Coordinator
- CVS Trustee
- CVS Indigenous Education



# CVS Food Advisory Committee Terms of Reference

- Community School Societies
- District Parents Advisory Committee
- CDTA
- CUPE
- CVPVP

## Rights' Holders

- Komox First Nation
- Indigenous Education Council

## External Community Members/Organizations

- Vancouver Island Health Authority

The FAC will consist of up to a maximum of 12 members and will be chaired by the CVS Food Services Coordinator. Membership will be limited to one per group/organization. It is anticipated that partner representatives will choose their member to sit on the Advisory Committee who will then be appointed by CVS.

Prospective members must reside within the Comox Valley or work for an organization they will be representing that is located within the Comox Valley or serving its residents.

Applicants/Members must be able to demonstrate relevant experience, knowledge or skills related to the mandate of the group. Members of historically, persistently or systemically marginalized (HPSM)" groups are encouraged to apply/be appointed.

Committee members, who are not CVS partner representatives, will be required to sign CVS's Non-Disclosure and Confidentiality Agreement.

## Term

All members of the Feeding Futures Advisory Committee will be appointed for a two-year period, with new appointments occurring in October. Terms are renewable.

## Meeting Arrangements

Meetings are chaired by the CVS Food Services Coordinator or designate, and the format will be informal, taking a round-table discussion format. Minutes will be taken by a member of the committee, as volunteered.

Meetings are held the 1<sup>st</sup> Wednesday of every month at 1:30pm, between the book ends of the School Year, at the School Board Office.



# CVS Food Advisory Committee Terms of Reference

Meetings may be re-scheduled, as needed, to ensure the committee meets to fulfill their mandate.

## Resources and budget

The committee needs access to meeting rooms and must be able to make recommendations that are seriously considered to improve the mandate of food programs and services within the school district.

The Secretary Treasurer will ensure funding for food and beverages and/or release time, as may be needed and to ensure these expenses are not allocated to the Feeding Futures budget.

## Deliverables

- Create a 5-year vision for Comox Valley Schools that includes a Food Framework

## Success Indicators

- All members uphold the mandate and values of the Boards Strategic Plan and the mandate of the district to ensure that as many learners are fed at school with a priority on vulnerable learners;
- All members are aware of the contents of the Food Services Scan, Feed BC Guide, and understand the Ministry of Education and Child Care's Feeding Futures mandate and funding requirements;
- All members understand the role of an advisory committee and uphold the terms of reference;
- The committee fulfills its Purpose.

## Reporting

There are no requirements for the committee to report out as a whole. The Food Services Coordinator may report to individuals or groups as deemed appropriate.

The Food Services Coordinator will be required to provide Briefing Notes to the Board of Education, from time to time.

## Authority

The committee, through its advisory nature, has the ability to make recommendations to the Food Services Coordinator who will discuss them with the Secretary Treasurer in respect of any decision making.

The committee has the ability to establish sub-committees who would be assigned specific work that may be better served by a small working group. The Food Service Coordinator would approve the formation of any sub-committees.



# CVS Food Advisory Committee Terms of Reference

## Review

The terms of reference of the committee will be reviewed annually in September, or as needed, by the Food Services Coordinator with any recommended changes discussed with the Secretary Treasurer.

The terms of reference will be reviewed with the committee, annually or as needed, in October.

The next review date for any changes will be September 2025, or as may be recommended by the Food Services Coordinator. Updates to the terms of references shall be documented on this document.

## Background

The Board of Education passed the following motion at the March 12, 2024, Regular Board Meeting:

‘– that a Feeding Futures Advisory Committee be established with representation from internal partner groups, rights’ holders, and invited external community members/organizations. Community School representation shall be included as an internal partner group. An Advisory Committee Terms of Reference will be developed over the coming months and presented to the Board at a future Regular Meeting, which will include Indigenous perspectives, consideration of the specific Feeding Futures District Scan recommendations, Garden-Based learning framework and land-based learning.’

The work would include:

- developing a 5-year vision for the district that would include a Food Framework incorporating relevant key components including but not limited to: school food programs (including breakfast and lunch), food growing, production, distribution, nutrition, waste, security, donations, education, funding and lobbying that is in alignment with the District’s Strategic Plan and budgets, and
- Identifying the capital and operating costs associated with developing a sustainable Food Framework and its implementations.

## References

- CVS Strategic Plan 2024
- FeedBC School Resource Guide
- Feeding Futures Instructions
- Framework for Enhanced Student Learning
- Other reference documents provided to the FAC, as needed

**Open Committee of the Whole Meeting**  
**Report to the Board**  
**November 12, 2024**

**In Attendance at Meeting:**

**Committee Members:**

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

**Staff:**

Dr. Jeremy Morrow, Superintendent  
Carrie McVeigh, Secretary Treasurer  
Dr. Vivian Collyer, Associate Superintendent  
Jay Dixon, Associate Superintendent  
Lisa Pedersen-Skene, District Principal Early Learning and Child Care  
Molly Proudfoot, Director of Operations  
Josh Porter, Director of Information Technology  
Craig Sorochan, Manager of Communications

**Regrets:** Cristi May Sacht, Trustee

**Recording Secretary:** Marlene Leach, Senior Executive Assistant

**A. WELCOME AND CALL TO ORDER**

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

Trustee Aldinger acted as meeting Chair, welcomed attendees, and called the meeting to order at 7:01 pm. The meeting Chair acknowledged the recent passing of Murray Sinclair, formerly Manitoba's first Indigenous Judge, Canadian Senator, and Chairman of the Indian Residential Schools Truth and Reconciliation Commission. The meeting Chair also spoke to the new Open Committee of the Whole meeting structure where Trustees, Staff, and two members from each partner group will sit together around the table, utilize a talking stick, and share thoughts in a safe and welcoming environment.

**B. INTRODUCTIONS**

**C. ADOPTION OF AGENDA**

*THAT the Board of Education of School District No. 71 (Comox Valley) approve the Open Committee of the Whole agenda, dated November 12, 2024, as presented.*

[Howe/McCannel-Keene]

**CARRIED**

## D. INTRODUCTIONS

Table attendees, Trustees, Staff, and partner group representatives introduced themselves.

## E. EDUCATION

### 1. Literacy & Numeracy Framework – PowerPoint Presentation

Pages

Dr. Vivian Collyer, Associate Superintendent, Lisa Pedersen-Skene, District Principal Early Learning and Child Care

The Associate Superintendent and District Principal of Early Learning and Child Care provided a presentation and handouts for attendees to review. Attendees collaborated in groups by engaging in play-based learning, using “loose parts” to finish a story. Trustees and partner group questions were answered.

## F. GOVERNANCE - None

## G. POLICY - None

### Next Ad Hoc Policy Committee Meeting:

4:00 pm – 5:30 pm, Wednesday, January 08, 2025

## H. OPERATIONS

### 1. Proposed Catchment Boundary Adjustments, Community Feedback Themes

Pages

PowerPoint Presentation

Jay Dixon, Associate Superintendent and Molly Proudfoot, Director of Operations

The Associate Superintendent thanked the team that included the Director of Operations, Director of IT, and Manager of Communications for contributing to the work done over the past couple of months. The Associate Superintendent reviewed a PowerPoint on proposed catchment changes for Airport, Aspen Park, Brooklyn and Valley View Elementary Schools and some of the Portal Feedback information. The partner groups were thanked for their work communicating the Feedback Portal, and questions from the meeting attendees were answered.

The Meeting Chair reiterated that the meeting format is a work in progress and is an effort to do something new and different. We are amenable to feedback from everyone around the table.



The Superintendent shared his thoughts and appreciation for the topics of the meeting, including transforming the learning system to support students, and for everyone's participation in the meeting.

**I. FINANCE - None**

**J. OTHER – None**

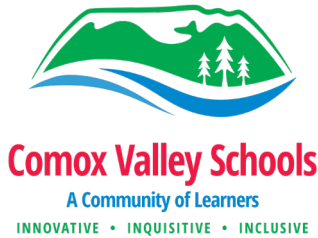
**K. ADJOURNMENT – 8:45 pm**

*THAT the Board of Education of School District No. 71 (Comox Valley) adjourn the November 12, 2024, Committee of the Whole meeting at 8:45 pm.*

[Waite/Howe]

**CARRIED**

DRAFT



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

**Date:** Thursday, October 30, 2024  
**Time:** 4:00 pm – 5:30 pm  
**Venue:** SBO, Meeting Room 111

**Committee Members**

**Trustees:**

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

**Staff:**

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

**Regrets:** None

**Recording Secretary:** Marlene Leach, Sr. Executive Assistant

**PLEASE READ: N/A**

**ATTACHMENTS:**

- 1) **Ad Hoc Policy Committee Board Report – October 10, 2024**

**TERMS OF REFERENCE:**

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

**Mandate:**

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

**Membership:**

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

**1. CALL TO ORDER**

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

Trustee Waite chaired the meeting, welcomed committee members, and called the meeting to order at 4:04 pm.

**2. CHECK-IN**

Chair Waite provided an opportunity for each member to check-in with the committee.

**3. REVIEW THE REPORT TO THE BOARD – OCTOBER 10, 2024**

The committee reviewed the October 10, 2024, Ad Hoc Committee Board Report.

**4. COMMITTEE CHAIR**

A discussion took place around the committee Chair. Trustee McCannel-Keene will Chair the meetings going forward for this school year. An updated Board Committee 2024-25 schedule will be provided for approval on November 26, 2024, at the Public Board Meeting.

**5. OLD BUSINESS**

**A. Policy 1 – Foundational Statements** – Trustee McCannel-Keene sent the Secretary-Treasurer an updated format of Policy 1 and it was uploaded to SharePoint. The Secretary-Treasurer is working on drafting edits.

**B. Policy 4 – Trustee Code of Conduct, Appendix** – drafts attached

Via SharePoint, the committee's Trustees further edited Policy 4 Trustee Code of Conduct Appendix.

- i. Working Draft of Policy 4 - Trustee Code of Conduct – with markup
- ii. Working Draft of Policy 4 - Trustee Code of Conduct – no markup
- iii. Working Draft of Policy 4 - Trustee Code of Conduct Appendix – with markup
- iv. Working Draft of Policy 4 - Trustee Code of Conduct Appendix – no markup

The committee reviewed the edits of the Working Draft of Policy 4 - Trustee Code of Conduct Appendix and referenced sections of Policy 4, including section 5, "Addressing Breaches of Conduct". The Secretary-Treasurer will update Policy 4 and the Appendix with the recommendations expressed in the meeting.

**C. Policy 8 – Board Committees** – The original Policy 8, before changes in March 2023, is attached. A discussion took place at the July 2024 Board Working Sessions.

**D. Policy 17 – Sexual Orientation & Gender Identity** – to be reviewed and updated.

**E. Policy 24 – Equity & Non-Discrimination** – to be reviewed and updated.

Items 5 C, D, and E were not discussed and will remain under Old Business. The Senior Executive Assistant will upload Policies 8, 17, and 24 to SharePoint for the Trustees to edit.

**6. NEW BUSINESS**

**A. Conflict of Interest**

The previous Conflict of Interest Policy had been removed from the Policy Handbook and there was concern, to not having it in place, given upcoming bargaining. The Superintendent stated that BCPSEA has clear information on conflict of interest regarding bargaining and possibly the Policy is not needed. Conflict of Interest is addressed in Policy 4. The Secretary-Treasurer will circulate BCPSEA’s Conflict of Interest to Trustees.

**B. Planning and Prioritization of Policies**

A discussion took place around which policies to focus on first. Policy 4 and the Appendix will be the priority at this time.

**C. SharePoint**

The Ad Hoc Policy folder in SharePoint will be re-organized.

**7. ACTION ITEMS**

Action Items	Person(s) Responsible	Deadline
SharePoint Ad Hoc Policy Committee – folder re-organization	Trustees to plan organization and the Sr. Executive Assistant will make the changes	As soon as practical
Policy 4 and the Appendix Updates <ul style="list-style-type: none"> <li>• Secretary-Treasurer to have edits uploaded in SharePoint by November 8, for Trustees to edit</li> <li>• All edits by Trustees and Secretary-Treasurer to be completed by November 18</li> <li>• Sr. Executive Assistant to format prior to the December 17, 2024, In-Camera meeting</li> </ul>	Secretary-Treasurer Trustees Sr. Executive Assistant	Prior to December 17, 2024
Sr. Executive Assistant to upload all Policies in agenda to SharePoint	Sr. Executive Assistant	October 31, 2024
Update the Board Committees 2024-25 schedule for approval at the November 26, 2024, In-Camera meeting	Sr. Executive Assistant	October 31, 2024

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

- A.** *THAT The Board of Education of School District No. 71 (Comox Valley) receive the Policy Committee Board Report dated October 30, 2024, as presented.*

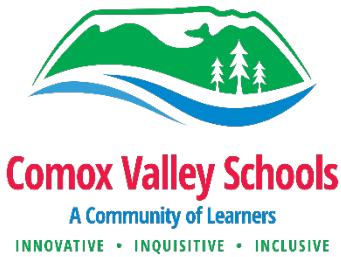
**9. FUTURE MEETING DATES**

Date and Time: Wednesday, January 08, 2024, 4:00 - 5:30 pm

Trustee Waite asked if the agendas could be provided to the committee three days before the meeting dates.

**11. ADJOURNMENT – 5:30pm**





**Background:**

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

At its April 23, 2024, Regular Board Meeting, the Board of Education passed a motion to accept the proposed Terms of Reference (below) for the Gender-Based Violence Committee.

**Terms of Reference:**

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

**Membership:**

Committee members include representation from the following groups: Trustees from Board of Education (chair & co-chair), Counselor, Principal & Vice-Principal, Indigenous Education, Teacher/CDTA, CUPE, and District Parents Advisory Council (DPAC). The SBO liaison is the Superintendent of Schools.

**Update**

The committee met for the third time on November 6, 2024 (previous meetings were in June 2024 and October 2024).

We welcomed District VP of Inclusive Education Tara Ryan and District Counselor Karla Lasota to the committee. They updated us about a district initiative to develop a GBV response flowchart to replace the current administrative procedure, which the committee will have a chance to review in more detail at our next meeting. Discussion continued about other best practices.

We also continued our discussion about opportunities for student voice, including facilitating a conversation through the district student voice and other student groups, as well as opportunities for staff, parents and community to provide feedback to the committee.

We then discussed various policies and procedures from the few other school districts that have such policies as well as a sample from post-secondary institutions. Committee members were asked to review them before the meeting, and we discussed the questions: What parts do we like and not like? What is missing? A draft sample policy is being prepared based on that discussion and will be reviewed and revised further by the committee before being included in a final report.

Committee members have previously met with representatives from multiple community-based organizations that work with children and youth in our district and will continue to do so.

The committee will also continue its work on the development of further resources and best practices.

The committee next meets on December 4, 2024

Respectfully,

*Shannon Aldinger*

Shannon Aldinger, Trustee



**TRUSTEE COMMITTEE REPORT**

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Date: November 26, 2024

From: Shannon Aldinger, Trustee, BCSTA Provincial Council Representative

Trustee Committee: BC School Trustee Association (BCSTA) – Provincial Council Meeting  
October 25-26, 2024 (at SFU Wosk Centre for Dialogue, Vancouver)

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Committee Report:

Friday evening presentation by members of the BCSTA Climate Action Working Group (including myself) about our group’s recent report “Sustainability as a part of Boards of Education Governance” (not yet released).

Saturday council discussions included:

- Review of BCSTA’s Capital Working Group’s Report “Making Progress Toward Sustainable Schools” which includes recommendations on capital funding and planning, including for: school life-cycle & deferred maintenance; climate change; student population growth & school area standards (see attached summary; full report available on BCSTA website)
- Review of BCSTA’s 2024 AGM Motion 9 Report: “Non-Voting Student Delegates at BCSTA’s Annual General Meeting Report” which reviewed the mandate & background of report, considerations for boards of education when making future decisions about this issue, suggested next steps for BCSTA, alternatives to direct student participation in the BCSTA AGM, and conclusions/other issues for consideration. I forwarded the full report to trustees by email dated October 18, 2024, and remind all that it is confidential to BCSTA members.

Committee Matters Significant to School District:

BCSTA has requested that all school boards complete the attached survey and return it by December 02, 2024.

**In reviewing the Non-voting Student Delegates at BCSTA's Annual General Meeting Report, we are seeking one survey response per board on the 3 main areas of consideration.**

When considering safety, supervision and liabilities of students at BCSTA's AGM, what are some opportunities? \*

When considering safety, supervision and liabilities of students at BCSTA's AGM, what are some challenges? \*

When considering logistics and financial considerations of students at BCSTA's AGM, what does your board see as opportunities? \*

When considering logistics and financial considerations of students at BCSTA's AGM, what are some challenges? \*

When considering equity and representation of students at BCSTA's AGM, what are some opportunities? \*

When considering equity and representation of students at BCSTA's AGM, what are some challenges? \*

# MAKING PROGRESS TOWARD Sustainable Schools

## NEXT STEPS

*Recommendations on capital funding and planning:*

- *school life-cycle & deferred maintenance*
- *climate change*
- *student population growth*
- *school area standards*

BCSTA 2023/24 CAPITAL WORKING GROUP | MAY 2024

# A shared vision

“As president of the British Columbia School Trustees Association, I am pleased to endorse the Capital Working Group’s recommendations. This report aligns with our focus on the need for infrastructure investments and effective, healthy learning environments in schools across B.C. We believe these recommendations have the potential to significantly and positively impact the quality of education and the well-being of our students and staff. BCSTA’s board of directors fully supports these recommendations and looks forward to advocating for their implementation.”

**Carolyn Broady, President,  
BC School Trustees Association (BCSTA)**

“The work that the BCSTA Capital Working Group has done to create this comprehensive report is exemplary. Of particular interest is the work that the group did to ensure the conversation about school district assets include the impact of climate change and the mitigation actions necessary to protect those assets as much as possible. The BCSTA Climate Action Working Group believes a multi-faceted approach to the challenges presented by climate change must include increased capital funding to reduce emissions and create adaptive strategies. Aligning our work will greatly benefit both group’s objectives and we look forward to working together on potential initiatives arising from the report.”

**Catherine Zaitsoff (Kootenay-Columbia),  
BCSTA Climate Action Working Group Chair**

“The Rural and Remote Network appreciated the opportunity to preview the Capital Working Group’s draft report. The Network was able to both identify and confirm the challenges rural and remote districts face.”

**Helen Gilbert (Peace River North),  
BCSTA Rural and Remote Network Chair**

“This report is a thorough and well-researched analysis regarding the five broad categories and provides a comprehensive overview of the issues and offers measured recommendations to address them. The report is an important resource for understanding the challenges facing schools in the province and for developing effective strategies to address them. The BCSSA supports the recommendations”

**Rohan Arul-pragasam, President,  
BC School Superintendents Association**

“This report a thorough document that provides valuable insights into capital planning and funding for schools in British Columbia. The report covers a wide range of relevant topics, including life-cycle maintenance funding, climate change, student population growth, school area standards, and more. The recommendations provided in the report are thoughtful and measured and are focused on improving the learning conditions for students in BC’s public schools. BCASBO supports the recommendations and looks forward to continuing to help advance the work in these important areas.”

**Ray Velestuk, President,  
BC Association of School Business Officials**



# Life-cycle maintenance funding

1. That the allocations for the AFG be increased each year by 3 per cent for new buildings added to the system and that the allocations for both AFG and the SEP be increased by an additional 3 per cent for inflation plus 15 per cent beyond inflation. The intent is to catch up over time to address immediate deferred maintenance. That would amount to \$179M in 2024/25 and \$218M in 2025/26 for the AFG program and \$85M in 2024/25 and \$101M in 2025/26 for the SEP program. (MECC)
2. That life-cycle maintenance funding be available to complete upgrades on older portables if it is determined that replacement with prefabricated classrooms will be delayed for a period of years. (MECC)



# Climate change

1. That the MECC, in concert with the Ministry of the Environment and Climate Change Strategy (MECCS), provide technical leadership in the area of climate change to:
  - a. continue providing support for climate change planning particularly in districts who lack the technical expertise needed for that work
  - b. develop and fund a multi-year provincial public school climate change plan addressing GHG emission mitigation and climate adaptation strategies, taking the UBC capstone project into consideration. (MECC and MECCS)
  - c. create emission standards/guidelines in consultation with school districts that recognize regional variations that can be applied through the process of reviewing all capital submissions. (MECC and MECCS).
2. That the MECC and MECCS review the UBC report with the report's authors and complete a more detailed review (based on recommendations to do so in the report) in concert with school district facilities managers and energy managers. (MECC and the Technical Advisory Committee (TAC))
3. That the ministry explore the potential of the outside funding sources listed in the UBC report to determine what outside funding may be available to implement the plan. (MECC, local school districts)
4. That the recommendations contained in the UBC report be implemented following validation from the further review noted above with adjustments incorporating alternatives to electric busses where appropriate and other strategies like solar and geo-thermal energy sources. (MECC, school districts)
5. That the additional funding required to implement the UBC plan, after outside sources of funding are either confirmed or determined not to be available, be incorporated into the ministry's CNCP and BUS program. (MECC)
6. That the carbon offsets collected from all school districts be added to the CNCP program. (MECCS and MECC)
7. That the additional funding required to address the need for air cooling in schools not being converted to heat pumps and facing extreme temperatures as a result of climate change be provided. (MECC)
8. That new schools be constructed as close as possible to a net zero emissions standard. (MECC and school districts)
9. That the MECC approach the GHG emission target as a provincial objective meaning that investments in some districts (like those with significant school bussing) may be greater than other districts based on their greater potential to reduce emissions. (MECC and MECCS)
10. That the MECC explore and fund whatever climate change adaptation measures are necessary to protect and preserve school infrastructure and healthy learning environments. (MECC)
11. That a specific capital fund be created for climate change adaptation to support the implementation of risk reduction and emergency preparedness measures. (MECC)



# Student Population growth

1. That funding for the major capital program for school additions, new schools and site acquisitions be set at a level matching projected student population growth and allows for the replacement of temporary portables which have reached the end of their useful life. (Approximately \$1.5B per year) (MECC and Treasury Board)
2. That the recommendations identified in the 2020 BCSTA school site acquisition paper be reviewed with both the UBCM and the MMA (possibly including a formal protocol agreement with UBCM on this and other issues of common interest) (BCSTA)
3. That additional discussions be pursued with UBCM and the MMA on ways in which municipalities and school districts can collaborate on the requirement for new schools resulting from residential development and increased density (i.e. off-site servicing, urban area schools in high density developments adjacent to Skytrain routes, etc.). (BCSTA)
4. That the use of an off-cycle approach to acquire school sites and purchase prefabricated classrooms be continued and monitored to determine both the effectiveness of prefabricated construction and the extent to which the strategy will address current shortfalls in school capacity across the province. (MECC)
5. That the use of prefabricated classrooms be tested in a pilot in districts with more extreme climate conditions to ensure the approach will work in those areas. (MECC)
6. That funding to cover the cost of portables be provided to districts who are growing and will not be covered with new prefabricated classrooms or other capital funding provided by the ministry. (MECC)
7. That funding to cover the cost of detailed school planning (project definition reports) be covered up front by the MECC rather than being reimbursed as projects proceed. (MECC)
8. That districts maintain as much flexibility as possible to maximize the use of space including the use of school shifts (as a last resort where necessary), and further, that collective agreement language be pursued through BCPSEA which is consistent across all districts to allow school day schedules to be adjusted to permit alternate schedule offerings and alternate program delivery solutions to accommodate more students at a single site. (BCPSEA)



# School area standards

1. That a technical review of school area standards be undertaken by BCSTA involving BCSSA, BCASBO, the Education Facilities Manager Association of BC (EFMABC) and MECC staff to establish an appropriate standard going forward. The new standard should recognize changes in the education system as well as accessibility issues, regional differences and climate adaptation priorities. (BCSTA)





# General

1. That a technical advisory committee on capital be formed by the MECC to:

- monitor progress on a continuing basis on all aspects of capital programs and funding
- make further recommendations to the MECC on the strategies required to address growth, life-cycle and climate change issues as well as school area standards.

The advisory group should include representatives from BCASBO, BCSSA and EFMABC who are directly involved in implementing capital programs within districts. It may also include representation from the Ministry of Emergency Management and Climate Readiness (MEMCR) and/or MECCS. (MECC)



## Board Committees 2024-2025

### Board Standing Committees

<b>Ad Hoc Policy Committee</b>	Committee Chair: Chelsea McCannel-Keene Board Chairperson: Michelle Waite Trustee: Shannon Aldinger
<b>Community Engagement Committee</b>	Trustee: Susan Leslie Trustee: Shannon Aldinger
<b>Labour Relations Committee</b>	Trustee: Chelsea McCannel-Keene Trustee: Janice Caton

### External Committees (Elected)

<b>BCSTA Provincial Council</b>	Trustee: Shannon Aldinger Alternate: Cristi May Sacht
<b>BCPSEA</b>	Trustee: Chelsea McCannel-Keene Alternate: Janice Caton

### Other Board Committees

<b>Indigenous Education Council</b>	1 Trustee Representative: Susan Leslie 1 Trustee Alternate:  September: N/A October: Michelle Waite November: Janice Caton December: Chelsea McCannel-Keene January: Sarah Jane Howe February: Shannon Aldinger March: Cristi May Sacht April: Janice Caton May: Sarah Jane Howe June: Michelle Waite
<b>Professional Development Committee</b>	Trustee: Sarah Jane Howe Alternate: Michelle Waite

<b>District Calendar Committee</b> Meets as needed	Trustee: Janice Caton
<b>District Parent Advisory Committee</b>	Two Trustee Representatives on a rotating basis – lead contact is the Board Chairperson  September: No Meeting October: Michelle Waite Shannon Aldinger November: Sarah Jane Howe Cristi May Sacht December: Chelsea McCannel-Keene Susan Leslie January: Janice Caton Shannon Aldinger February: Cristi May Sacht Susan Leslie March: Sarah Jane Howe Janice Caton April: Michelle Waite Chelsea McCannel-Keene May: Susan Leslie Shannon Aldinger June: Sarah Jane Howe Chelsea McCannel-Keene October 2025 (DPAC 1 <sup>st</sup> Meeting): Board Chairperson & Vice Chairperson
<b>Tribune Bay Outdoor Education Society</b>	Trustee: Chelsea McCannel-Keene Alternate: Michelle Waite
<b>CVRD Comox Valley Sports Centre Commission</b>	Trustee: Michelle Waite Alternate: Sarah Jane Howe
<b>Comox Valley Social Planning Society</b>	Trustee: Shannon Aldinger Alternate: Cristi May Sacht
<b>Comox Valley Food Policy Council</b>	Trustee: Cristi May Sacht Alternate: Shannon Aldinger
<b>Gender-Based Violence Working Committee</b>	Trustee: Shannon Aldinger Trustee: Sarah Jane Howe
<b>Student Voice</b>	Trustee: Janice Caton  Alternate (Fall): Michelle Waite Alternate (Fall): Chelsea McCannel-Keene Alternate (Winter): Shannon Aldinger Alternate (Spring): Sarah Jane Howe
<b>Comox Valley Schools Food Advisory Council / Committee</b>	Trustee: Shannon Aldinger Alternate: Cristi May Sacht