

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

**Attendance In Person:**

**Trustees:**

Michelle Waite, Board Chairperson  
Susan Leslie, Vice Chairperson  
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

**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 1-11

**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 12

- September 24, 2024 – Regular In-Camera Meeting

**7. Board Chairperson – Written Report**

Pages 13-14

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)**

Pages 15-20

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)**

Pages 21-47

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.

**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 48-75

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 \(youtube.com\)](https://www.youtube.com/watch?v=...)

**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**

Pages 76-78

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

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  
Carrie McVeigh, Secretary-Treasurer

Pages 79-87

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**  
Carrie McVeigh, Secretary-Treasurer

Pages 88-92

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 93-128

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 129-130

**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 131-132

**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**

Page 133

Shannon Aldinger, Trustee

Trustee Aldinger briefly reviewed her Trustee Report with Trustees.

**B. 2024-25 Board Committees**

Pages 134-135

Michelle Waite, Chairperson

**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**

Page 136

Michelle Waite, Chairperson

**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)**

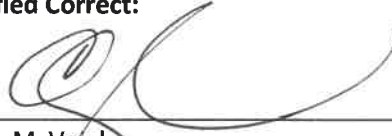
*THAT the Board of Education of School District No. 71 (Comox Valley) adjourn this meeting.*

[May Sacht/Leslie]

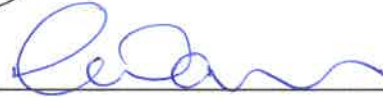
**CARRIED**

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

**Certified Correct:**

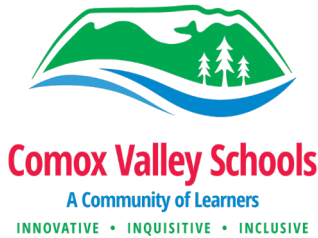


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Carrie McVeigh  
Secretary-Treasurer



\_\_\_\_\_  
Michelle Waite  
Board Chairperson





**REGULAR BOARD MEETING MINUTES**  
**Tuesday, September 24, 2024**  
**7:00 pm**

**Attendance In Person:**

**Trustees:**

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

**Guest:** Ian Heselgrave, Consultant

**Regrets:** Susan Leslie, Vice Chair

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

**Staff:**

Dr. Jeremy Morrow, Superintendent of Schools  
Carrie McVeigh, Secretary-Treasurer  
Jennifer Nelson, Assistant Secretary-Treasurer  
Candice Hilton, Director of Finance  
Jay Dixon, Associate Superintendent  
Sean Lamoureux, Associate Superintendent  
Joe Heslip, Associate Superintendent  
Josh Porter, Director of Information Technology  
Molly Proudfoot, Director of Operations  
Craig SoroChan, Manager of Communications

**1. Welcome – Donna Mitchell, Elder, K’omoks First Nation (KFN)**

**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.**

KFN Elder, Donna Michelle provided personal stories about herself, family, and partner around racism and Truth & Reconciliation. She has reached out to other organizations and government for letters of apology and would like a letter from the School District as well.

**2. Call to Order – Carrie McVeigh, Secretary-Treasurer – 7:07pm**

Thanked KFN Elder Donna for welcoming us and sharing her story and reminded everyone that Truth and Reconciliation Day does not only happen one day a year; it happens every day.

**3. Adoption of Agenda**

**Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) adopt the September 24, 2024, Board Meeting Agenda as presented with adjustments as required due to the timed agenda item.*

[May Sacht/Caton]

**CARRIED**

#### 4. Board Elections

##### A. Election of Board Chairperson

The Secretary-Treasurer called for nominations for the position of Chairperson of the Board for the first time.

Trustee Michelle Waite was nominated and let her name stand.

The Secretary-Treasurer called for nominations a second time.

Hearing none, the Secretary-Treasurer called for nominations for a third and final time.

Hearing none, the Secretary-Treasurer declared Trustee Michelle Waite Chairperson of the Board by acclamation for the ensuing year.

***The newly elected Board Chairperson assumed the Chair for the remainder of the meeting and conducted the remaining elections.***

##### B. Election of Board Vice-Chairperson

The Board Chairperson called for nominations for the position of Vice-Chairperson of the Board for a first time.

Trustee Sarah Jane Howe was nominated and let her name stand.

The Board Chairperson called for nominations a second time.

Hearing none, the Board Chairperson called for nominations a third and final time.

Hearing none, the Board Chairperson declared Trustee Sarah Jane Howe Vice Chairperson of the Board by acclamation for the ensuing year.

##### C. Election of BCSTA Provincial Council Representative and Alternate

The BCSTA Bylaws provide that each member Board shall elect one trustee as *Representative* and one trustee *Alternate Representative* to the Provincial Council.

###### a) Nominations for *Representative* to the BCSTA Provincial Council for 2024/2025

The Board Chairperson called for nominations for the position of Representative to the BCSTA Provincial Council for a first time.

Trustee Shannon Aldinger was nominated and let her name stand.

The Board Chairperson called for nominations a second time.

Hearing none, the Board Chairperson called for nominations a third and final time.

Hearing none, the Board Chairperson declared Trustee Shannon Aldinger as the Representative to the BC School Trustees Association Provincial Council by acclamation for the ensuing year.

**b) Nominations for *Alternate Representative* to the BCSTA Provincial Council for 2024/2025**

The Board Chairperson called for nominations for the position of Alternate Representative to the BCSTA Provincial Council for a first time.

Trustee Cristi May Sacht was nominated and let her name stand.

The Board Chairperson called for nominations a second time.

Hearing none, the Board Chairperson called for nominations a third and final time.

Hearing none, the Board Chairperson declared Trustee Cristi May Sacht as the Alternate Representative to the BC School Trustees Association Provincial Council by acclamation for the ensuing year.

**D. Election of BCPSEA Trustee Representative and Alternate**

The BCPSEA Bylaws provide that each member Board shall elect one trustee as *Representative Designate* and one trustee as *Alternate Designate* to the BCPSEA Representative Council.

**a) Nominations for *Representative Designate* to the BCPSEA Representative Council for 2024/2025**

The Board Chairperson called for nominations for the position of Representative Designate to the BCPSEA Representative Council for a first time.

Trustee Chelsea McCannel-Keene was nominated, and let her name stand.

The Board Chairperson called for nominations a second time.

Hearing none, the Board Chairperson called for nominations a third and final time.

Hearing none, the Board Chairperson declared Trustee Chelsea McCannel-Keene as the Representative Designate to the BC Public School Employers Association by acclamation for the ensuing year.

**b) Nominations for *Alternate Designate* to the BCPSEA Representative Council for 2024/2025**

The Board Chairperson called for nominations for the position of Alternate Designate to the BCPSEA Representative Council a first time.

Trustee Janice Caton was nominated, and let her name stand.

The Board Chairperson called for nominations a second time.

Hearing no further nominations, the Board Chairperson called for nominations a third and final time.

Hearing none, the Board Chairperson declared Trustee Janice Caton as the Alternate Designate to the BC Public School Employers Association by acclamation for the ensuing year.

**E. Destruction of Ballots**

**Motion:**

*THAT the ballots from the Board elections be destroyed.*

**N/A**

*As there were no elections (all positions were acclaimed), there were no ballots to be destroyed.*

**5. Motion to Extend the Board Meeting to 10:00 pm**

**Motion:**

*THAT the Board of Education's meeting be extended until 10:00 pm if necessary to conduct the business of tonight's meeting.*

[Caton/May Sacht]

**CARRIED UNANIMOUSLY**

**6. Board Meeting Minutes**

Pages

**Motion:**

*THAT the Board of Education of School District No. 71 (Comox Valley) adopt the June 25, 2024, Regular Public Board Meeting Minutes as presented.*

[Howe/McCannel-Keene]

**CARRIED**

**7. Unfinished Business – None**

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

Page

- June 25, 2024 – Special In-Camera Meeting
- June 25, 2024 – Regular In-Camera Meeting

**9. Board Chairperson - Verbal Report**

- The Board Chair welcomed everyone to the new space, explaining that art will be installed in due course and said that with the September school startup, the priority is the work we do for our students.
- Trustee Leslie is away and could not be nominated for any positions, she was aware of this.
- The meeting began with KFN Elder, Donna Mitchell, shared her the truth in the important work that she does and her commitment; we thank her for this.

**10. Presentations / Delegations - None**

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

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

TOPIC: TBD  
DATE: October 08, 2024  
TIME: 7:00  
LOCATION: School Board Office Boardroom: 2488 Idiens Way, Courtenay

**12. Strategic Direction**

**A. Superintendent**

**i. Superintendent District Report – Verbal**

- Reminded the importance of Truth, wearing orange shirts this evening, honouring Truth and Reconciliation and the resilience of survivors in their communities. The Superintendent read excerpts that were taken from a Truth and Reconciliation Commission of Canada report and some of his own words.
- School Startup – very positive, thank you to staff, students, and families, for prepping our schools for a successful start. Lots of behind-the-scenes work.
- Vanier – New Child Care Facility replacement for 108 children, early 2026
- Student Enrolment –growing modestly this year, will be updating existing boundary maps for new and future development, ready to meet expected growth over 5-10 years, more information in the October meeting along with a survey via an interactive feedback portal.
- Acknowledged Consent Awareness week that took place last week, consent as a foundation in all relationships and thanked the schools for their work.
- Terry Fox runs at all schools – a continued tradition of honoring his legacy.
- SD71 new Cell Phone Guidelines, align with Provincial Guidelines, aims to enhance learning by minimizing digital distractions.
- District Student Voice Council meeting – the first meeting took place last week with students from Vanier, Highland, Isfeld, Glacier View, Lake Trail,

NIDES, Cumberland, and Nala'atsi. Students were quick and thoughtful of how their experience can be improved. There will be more meetings throughout the school year.

- ii. **Draft 2024-2029 Strategic Plan** – PowerPoint & Briefing Note, Dr. Jeremy Morrow, Superintendent

Pages

The Superintendent provided a PowerPoint presentation regarding the education component of the Strategic Plan; the final draft of Values Statement, Purpose Statement, Learning Goal Statement, and Design Principles. The Superintendent answered Trustee questions.

**Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) approve the Values, Learning Goal Statement, Vision Statement, and Design Principles as a part of the Draft 2024-2029 Strategic Plan as presented in the PowerPoint.*

[May Sacht/McCannel-Keene]

**CARRIED**

**B. Secretary-Treasurer**

- i. **2023-24 Accumulated Operating Surplus (Reserve) and Internally Restricted Funds** – Briefing Note, Carrie McVeigh, Secretary-Treasurer

Pages 17-18

The Secretary-Treasurer summarized the briefing note with Trustees. The District ended the 2023-24 school year in a surplus position of \$5.2 million dollars and in accordance with Board Policy, \$2.896 million dollars of the accumulated surplus is restricted leaving an unrestricted 2.386 million dollars (reserve, contingency) which represents about 2% of annual operating expenses, maintaining between 1.5% and 3%, within Board Policy.

**Motion:**

*THAT the Board of Education of School District No. 71 (Comox Valley) receive the 2023-24 Accumulated Operating Surplus (Reserve) and Internally Restricted Funds briefing note, dated September 24, 2024, as presented.*

[Howe/Aldinger]

**CARRIED**

- vi. **Trustee Remuneration** – Briefing Note  
Carrie McVeigh, Secretary-Treasurer

Page 32

The Secretary-Treasurer as a reminder and for information only, at the October 24, 2023, Board meeting, the Board passed a motion that the Board of Education would increase the rates each subsequent July 1<sup>st</sup> by the BC Consumer Price Index, all items for the May-to-May comparison, in respect of Trustee Remuneration.

**Motion:**

*THAT the Board of Education of School District No. 71 (Comox Valley) receive the Trustee Remuneration briefing note, dated September 24, 2024, as presented.*

[Caton/May Sacht]

**CARRIED**

- ii. **2025-26 Minor Capital Plan Submission** – Briefing Note  
Molly Proudfoot, Director of Operations

Pages 19-21

The Director of Operations was seeking approval for the 2025-26 Minor Capital Plan due September 30<sup>th</sup>, as presented in the briefing note. The Director of Operations answered Trustee questions.

**Motion:**

*THAT, in accordance with Section 142 (4) of the School Act, the Board of Education of School District No. 71 (Comox Valley) approve the Minor Capital Program Submission for 2025-26, as presented and outlined in the Briefing Note dated September 24, 2024, titled “2025-26 Minor Capital Program Submission Summary”.*

[Howe/May Sacht]

**CARRIED**

- iii. **Aspen Park Project** – PowerPoint Presentation  
Molly Proudfoot, Director of Operations / Ian Heselgrave, Consultant

Consultant Ian Heselgrave provided the Board with a PowerPoint presentation regarding the Aspen Park Project that will create 11 prefabricated classrooms and 270 new spaces in the district and answered Trustee questions.

**13. Board Standing Committee Reports**

**B. Audit Committee – Timed Agenda Item – 8:00pm**

- i. **Audit Committee Board Report – September 17, 2024**

Pages 33-109

Carrie McVeigh, Secretary-Treasurer, Lenora Lee, Audit Engagement Partner, KPMG

After welcoming Lenora Lee, Lead Audit Engagement Partner at KPMG, the Director of Finance provided a PowerPoint presentation on the 2023-24 Year-End Financial Statements. The Financial Statement Discussion and Analysis was noted and is to be read with the Year-End Financial Statements.

Lenora Lee shared highlights of the Auditors Findings Report with Trustees. This report was carefully covered in the Audit Committee Meeting on September 17, 2024.

The Chairperson thanked the entire Finance and Audit teams for their work. Trustee questions were answered by the Director of Finance and the Secretary-Treasurer.

**Motion:**

*THAT the Board of Education of School District No. 71 (Comox Valley) receive the Audit Committee Board Report dated September 17, 2024, as presented; and*

*THAT the Board of Education of School District No. 71 (Comox Valley) receive KPMG LLP's Report on the Financial Statement Audit for the year ending June 30, 2024; and*

*THAT the Board of Education of School District No. 71 (Comox Valley) approve the 2023-2024 Audited Financial Statements as presented.*

[Howe/McCannel-Keene]

**CARRIED**

**12. Strategic Direction**

**B. Secretary-Treasurer**

**iv. Estimated District Enrolment and Staffing Report - Verbal Report**

Sheila Powell, Director of Human Resources and Jay Dixon, Associate Superintendent

The Associate Superintendent provided district student enrolment information and statistics. The Director of Human Resources provided an overview of information and statistics regarding staffing and answered Trustee questions.

**Meeting Break – 8:52pm to 9:02pm**

**v. 2024-2027 Multi-Year Financial Plan and Presentation**

Jennifer Nelson, Assistant Secretary-Treasurer

In addition to the 2024-2027 Multi-Year Financial Plan, the Assistant Secretary-Treasurer provided a related PowerPoint and answered Trustee questions. The plan is a Ministry requirement and will be submitted before the September 30, 2024, due date.

Pages 22-31

**Motion:**

*THAT the Board of Education of School District No. 71 (Comox Valley) receive the Multi-Year Financial Plan, dated September 24, 2024, as presented.*

[Howe/May Sacht]

**CARRIED**

The Secretary-Treasurer thanked the staff on the Business Services Team for their work.



**13. Board Standing Committee Reports**

**A. Open Committee of the Whole – None**

**C. Ad Hoc Policy Committee**

- i. **Ad Hoc Policy Committee Report to the Board – None**
- ii. **Next Ad Hoc Policy Committee Meeting: TBD**

**14. Board Business**

**A. 2024-2025 Board Work Plan**

Pages 110-134

Michelle Waite, Board Chairperson

The Board Chairperson explained how the Board Work Plan outlines the Board’s annual work (monthly) as governors of the education system and outlines how the corporate board fills its roles. It is a living planning guide and is subject to change based on the needs of the district; some items are statutory and have due dates and some may be moved. The Board Chairperson also covered Trustee professional learning and community engagement. The Trustees appreciated the work done and the Secretary-Treasurer and Superintendent shared information about the Board’s work plan.

**Motion:**

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

[Howe/McCannel-Keene]

**CARRIED**

**B. 2024-25 Board Committee of the Whole Meeting Schedule and 2024-25 Board Meetings Schedule, Michelle Waite, Board Chairperson**

Pages 135-136

**Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) approve the 2024-25 Board Committee of the Whole Meetings Schedule and 2024-25 Board Meetings Schedule as presented.*

[May Sacht/Howe]

**CARRIED**

**C. Board Performance Review - Working Session with Gordon Li, September 20-21, 2024, - Verbal Report, Michelle Waite, Board Chairperson**

Last weekend, Trustees, along with the Superintendent and Secretary-Treasurer engaged in a learning working session where they went through a Board Performance Review. SD71 was the first Board to do this review using the new format and the Board is looking forward to actioning some of the items that emerged.

**D. BCSTA Advocacy Letters – Discussion**  
Michelle Waite, Board Chairperson

The Board Chairperson shared that the BCSTA is encouraging School Boards to submit letters to local MLAs candidates on the items that are combined key items for Boards of Educations across the province. The Trustees moved the motion and then engaged in a discussion about the advocacy letters. The Board, after consideration of the feedback, will send letters.

**Motion:**

*THAT the Board of Education of School District No.71 (Comox Valley) send advocacy letters to the MLA candidates seeking election in the Electoral Areas of Courtenay-Comox and Mid Island-Pacific Rim.*

[Howe/Aldinger]

**CARRIED**

**E. Trustee Written Report: Indigenous Education Council (IEC) Meeting**  
Susan Leslie, Trustee

Pages 137-138

**15. Board Correspondence**

**A. Letter: Metis Nation British Columbia - BC's Bill 40 - The School Amendment Act and the new Provincial Ministerial Order on IECs**  
Michelle Waite, Board Chairperson

Pages 139-140

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

Questions from the public were received and answered by District staff.

**Associate Superintendent, Joe Heslip** – sang and drummed to an Indigenous song called the “The Co-ed Song”.

**17. Meeting Adjourned – 9:53pm**

**MOTION:**

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

[Howe/Caton]

**CARRIED**

**Board Approved on:**  
October 22, 2024

**Certified Correct:**

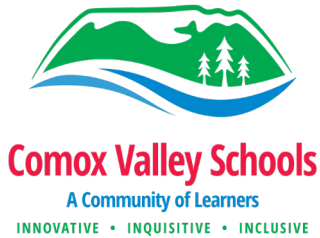
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Carrie McVeigh  
Secretary-Treasurer

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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:** October 22, 2024  
**FROM:** Office of the Secretary Treasurer  
**RE:** Record of In-Camera Meetings

---

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

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

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

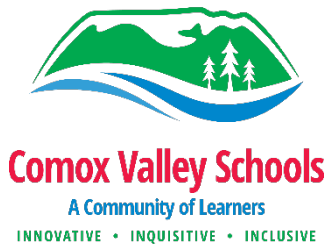
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#### **September 24, 2024 – Regular In-Camera Meeting**

1. Receipt of and updates on one personnel/legal matter, approved by the Board
2. Receipt of and updates on two land/property matters, both information for the Board
3. Receipt of and updates on one Other matter, information for the Board

The meeting was called to order at 5:42 pm and adjourned at 6:46 pm.

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We are nearly through our second month of students engaging in learning, exploring, and settling in with their peers. October has been filled with fall colours, cross-country events, and our continued efforts to promote compassionate, connected, and personalized learning for all.

We have launched a public engagement process to consider proposed changes to the catchment boundaries for Brooklyn, Valley View, Aspen Park, and Airport elementary schools for the 2025-26 school year. This initiative aims to address rising student enrolment across the district and ensure that all schools can provide safe, equitable, and accessible learning environments. Importantly, no current students will be required to switch schools due to these changes, which will apply only to future enrolments. Special considerations will be made to support families with siblings and students with inclusivity needs. Comox Valley Schools invites all parents, guardians, and community members to participate in an online Information and Interactive Feedback Portal from October 18 to November 08, 2024. Through the portal, families can view detailed boundary proposals, submit feedback, and ask questions. Feedback gathered from the portal and community events will be summarized and presented at a Committee of the Whole meeting on November 12, 2024. Final recommendations are expected to go to the Board for approval in late November.

The portal is found here: [www.comoxvalleyschools.ca/catchment-updates](http://www.comoxvalleyschools.ca/catchment-updates)

At our October 22, 2024, Regular Board meeting, we look forward to a presentation on our annual Enhancing Student Learning Report for the Comox Valley School District. As indicated in the report, “Comox Valley Schools is deeply committed to improving outcomes for all students, which is the sole focus of the Strategic Plan. We recognize that there are inequitable learning outcomes in our system that require our attention, support, and commitment to change. We are excited about the direction we are taking as we collaborate with the community to enhance support and improve outcomes for the learners entrusted in our care.”

In October, trustees from across the Island participated in learning sessions with our Vancouver Island School Trustee Association (VISTA). Although I had family commitments and was unable to attend, I have received positive feedback on several impactful and useful educational opportunities. Special thanks to Trustee Janice Caton for her work as VISTA President.

Finally, we extend our gratitude to our partner groups – DPAC, CDTA, and CUPE – for organizing an Education Forum on October 02, 2024, for the MLA candidates from the two electoral areas that encompass the Comox Valley School District. It was valuable for the candidates to have the opportunity to answer questions focused on public education, and for our community to listen to their responses, helping to better inform the important decisions we make when casting our votes.

**Gilakas'la**



1



2

# IGNITE

**Feed the Fire of Passion & Change**

**Purpose:** The conference will be youth centered with a focus on optimism and positive environmental action. The day will be full of guest speakers, Q & A, action workshops, art, music and activities. This will be an opportunity for youth around our region to connect and share their passion for environmental advocacy.

**Goal:** To empower and foster collaboration to create positive environmental change. The summit will provide a space for youth to collaborate and plan meaningful solutions for a positive future with support from our local community mentors.

3



**Luke Wallace**

- Artist, activist and speaker
- Combines ecology, songwriting and singing
- Ground experiences of the world today and distill our shared vision of the future



**Maya Willard-Stepan**

- Climate scientist & activist
- Focus on human-environment interactions & renewable energy transitions
- Aims to bridge the gap between scientific research & practical solutions for climate resilience and sustainability.



**Ulwiana Mehta-Malhotra**

- Taking environmental action to positively impact the mindsets of her generation
- Founded the 'Clothing Conscious' initiative, 'Announcements for Climate Hope' program



**Joanna Linger**

- Focus on hope and inspiring students to take meaningful action within their community
- Teacher from Claremont's Institute for Global Solutions program

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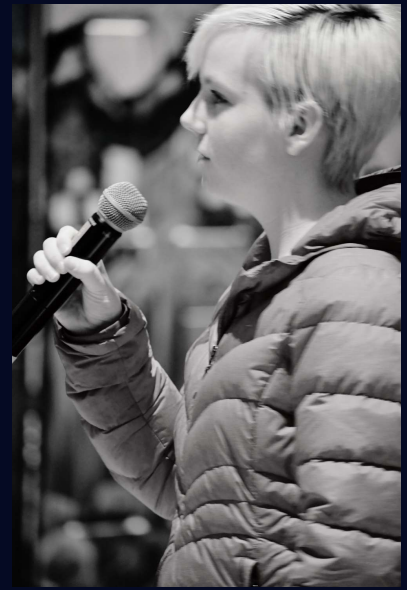


# Empowerment for IMPACT 2020



5

# Empowerment for IMPACT



6



7

## Attendees

**SD71 Secondary Students Gr. 8-12**

**Partner Districts**

- SD72- Campbell River
- SD47 - Quathet
- SD68 - Nanaimo/ Ladysmith
- SD69 - Qualicum/Parksville
- SD70 - Pacific Rim

**Community Mentors**

**Guests & Witnesses**

An illustration of the Earth from space, showing the Americas. Several green hands are shown cupping the globe from the sides, symbolizing environmental care and global unity.

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## Strategic Plan

### LEARNING GOAL STATEMENT

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

### Values

#### RELATIONSHIPS

Connection, compassion, and respect in all that we do.

#### TRUTH AND RECONCILIATION COMMITMENT

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

### Design Principles

Inclusion  
Social Emotional Learning  
Flexible Learning Environments  
Land Based Learning



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## Intention

In this time of reconciliation, our shared purpose is to hold the space to grow and strengthen our youth's hearts, empowering them with hope and agency for a more sustainable future. We hope to plant the seeds of a movement that extends far beyond the day of the event striving to ignite, rebuild, and feed the fire of passion and change.

Our focus is to walk alongside our youth fostering intergenerational knowledge through leadership and mentorship, helping them see themselves as leaders and agents of change by valuing the impact of their voices and actions. This conversation is essential, and we recognize our responsibility to support one another in our collective efforts to care for our natural world and the urgency to act now. Our intention is to carry on the knowledge from those before us and uphold this inspiration for those whom we are stewarding these lands into the future.

This Youth centered event will foster a spirit of inclusion and possibility of returning to the understanding that we are all interconnected. Through meaningful relationships we fuel passion for change and recognize our role in shaping a hopeful future together.

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# Enhancing Student Learning Report September 2024

In Review of Year 2023/2024 of Board of Education Strategic Plan, 2019-2023



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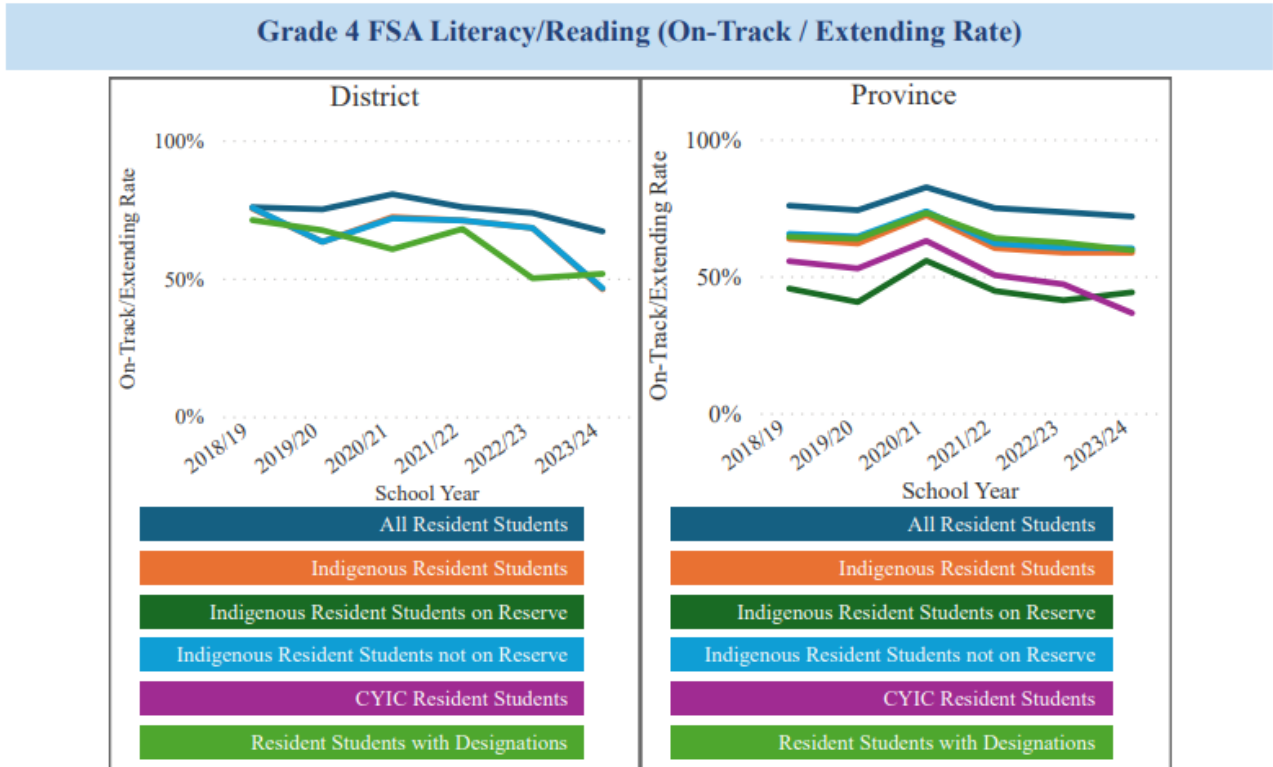
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## Section A: Reflecting on Student Learning Outcomes

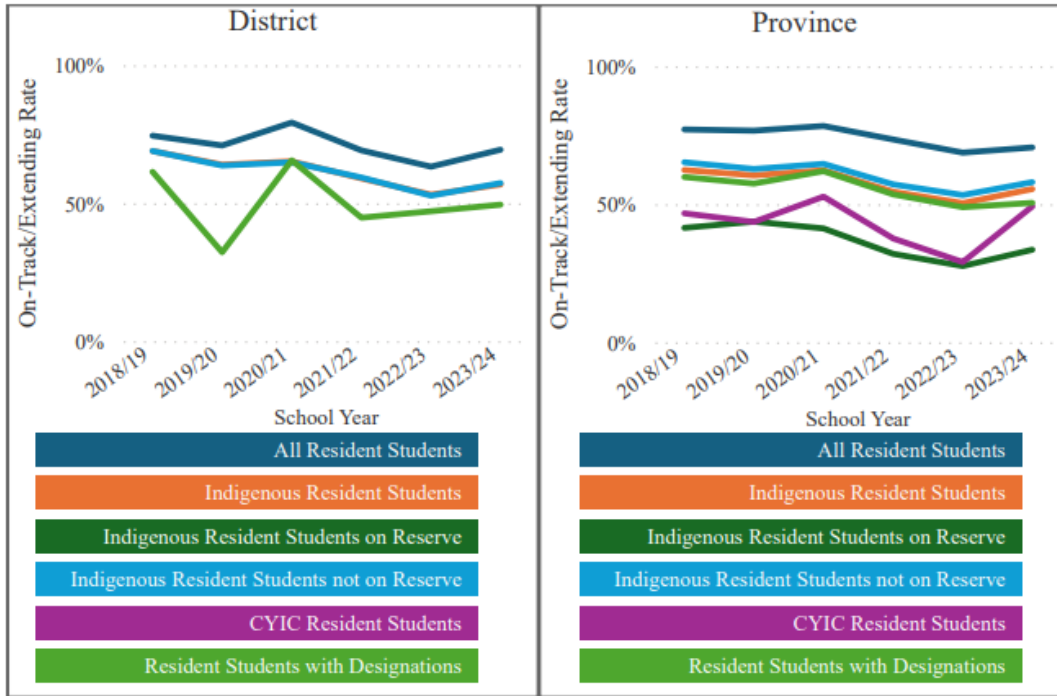
### Intellectual Development

#### Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

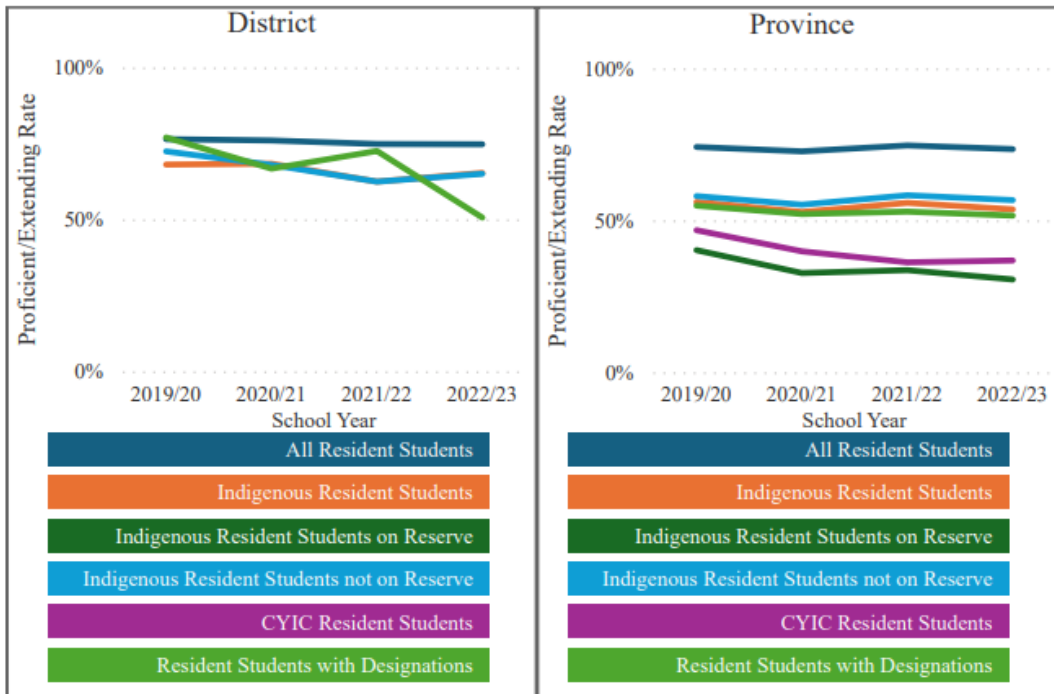


### Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

### Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)





## Analysis and Interpretation

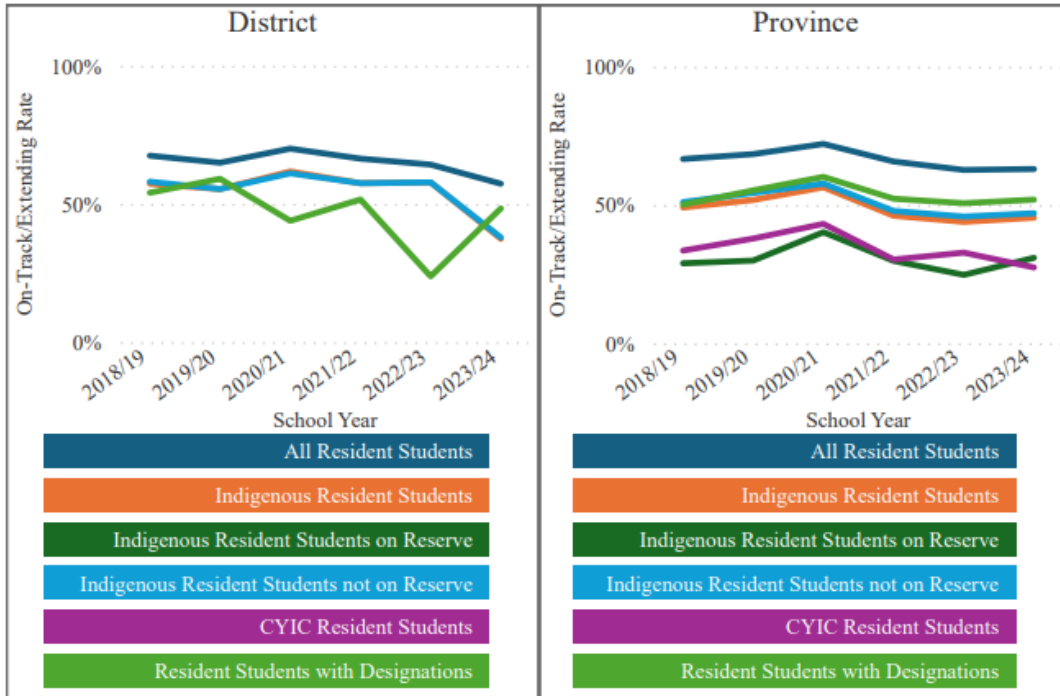
### *Outcome 1: Literacy*

- The results of the Literacy component of the Grade 4 FSA indicate that there is a downward trend across all student populations for the last 3 years, and students with unique needs and Indigenous students are experiencing a greater opportunity gap in literacy learning in comparison to peers.
- The Indigenous Resident Student Grade 4 literacy data indicates a 3-year trend downward, accompanied by a persistent gap between this priority population and All Resident Students. Particularly concerning is the larger gap appearing in 2023-2024.
- The masked Indigenous Resident Student On-Reserve - Grade 4 literacy district data illuminates that an opportunity gap exists between this priority population and Indigenous Resident Not on Reserve students in SD71.
- The results of the Literacy component of the Grade 7 FSA indicate that 69% of students are “on track” and “extending” in their proficiency, and students with unique needs and Indigenous students continue to experience a greater opportunity gap in literacy learning in comparison to peers.
- Indigenous Resident Students Not on Reserve grade 7 literacy data tracks closely with All Resident Students, indicating a moderate V shaped 3-year trend with the 2023-2024 reaching back to 2021-2022 levels.
- The masked Indigenous Resident Student On-Reserve – Grade 7 literacy data over 3 years indicates large swings in achievement due to extremely small cohort size. However, 3-year trends also indicate an opportunity gap exists between this priority population and Indigenous Resident Students Not on Reserve.
- Like previous years, the results of the Grade 10 Graduation Literacy Assessment indicate that 75% of students are “on track” and “extending” in their proficiency, and students with unique needs continue to experience a significant opportunity gap in literacy learning in comparison to peers.
- The Indigenous Grade 10 Grad Assessment for Literacy data indicates that while SD71 district data tracks higher than the provincial average, a persistent opportunity gap exists between Indigenous Resident Students Not on Reserve, and All students. Indigenous students at proficient / extending were at 65% compared to 75% for All Students.
- The 3-year trends indicate stagnant or stable achievement rates for Indigenous Resident Students Not on Reserve, slightly lower than 68% in 2020-2021.
- The masked Indigenous Resident Student On-Reserve Grade 10 Literacy Graduation Assessment data indicate much higher success rates than the provincial average, and higher rates than All Resident Students in two of the last 3 years.

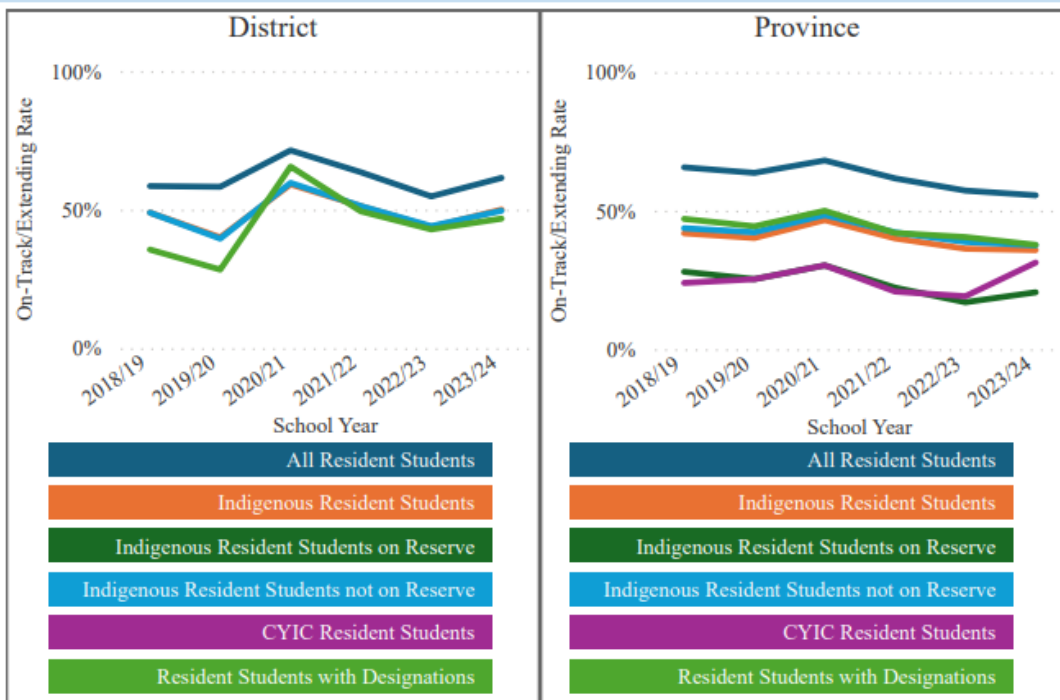
## Educational Outcome 2: Numeracy

### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

#### Grade 4 FSA Numeracy (On-Track / Extending Rate)

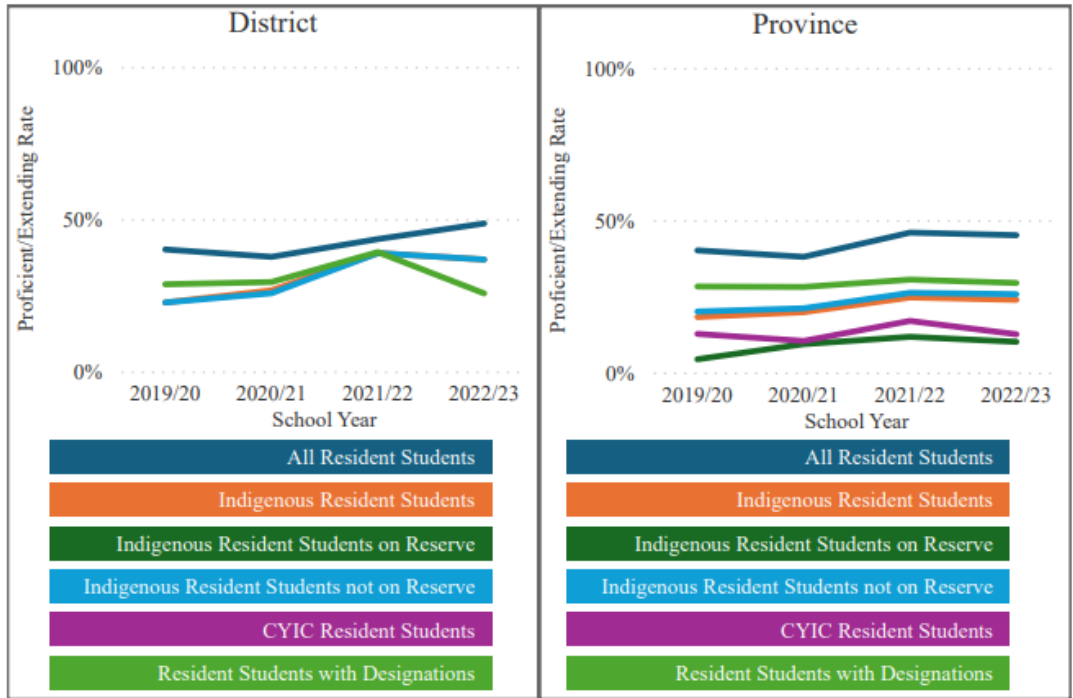


#### Grade 7 FSA Numeracy (On-Track / Extending Rate)



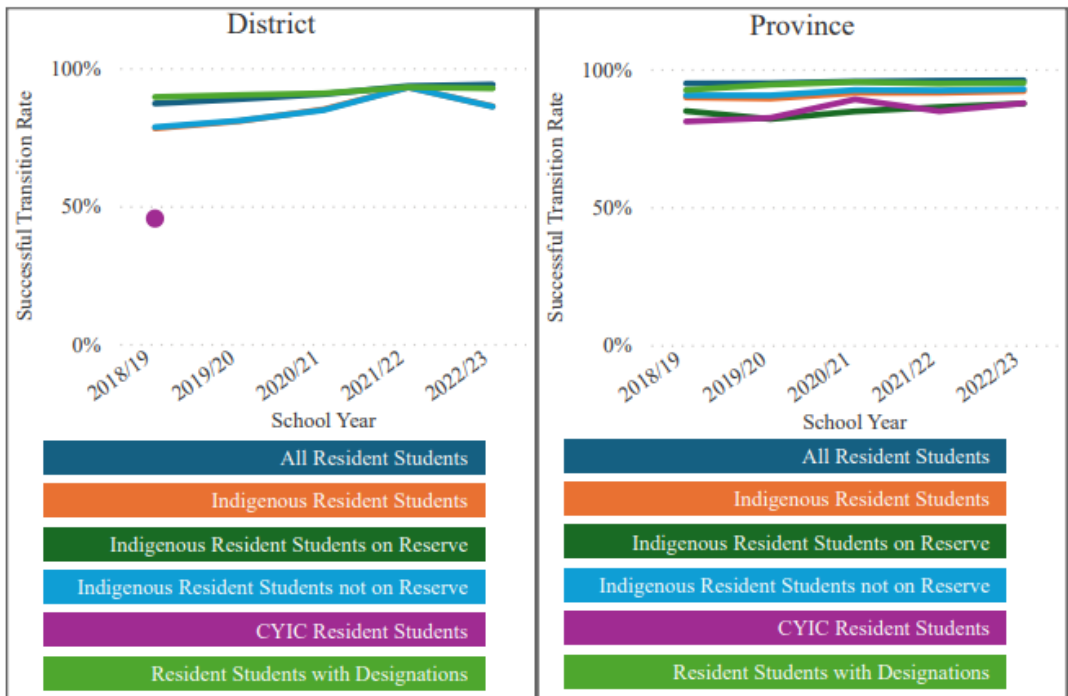
Measure 2.2: Grade 10 Numeracy Expectations

**Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)**

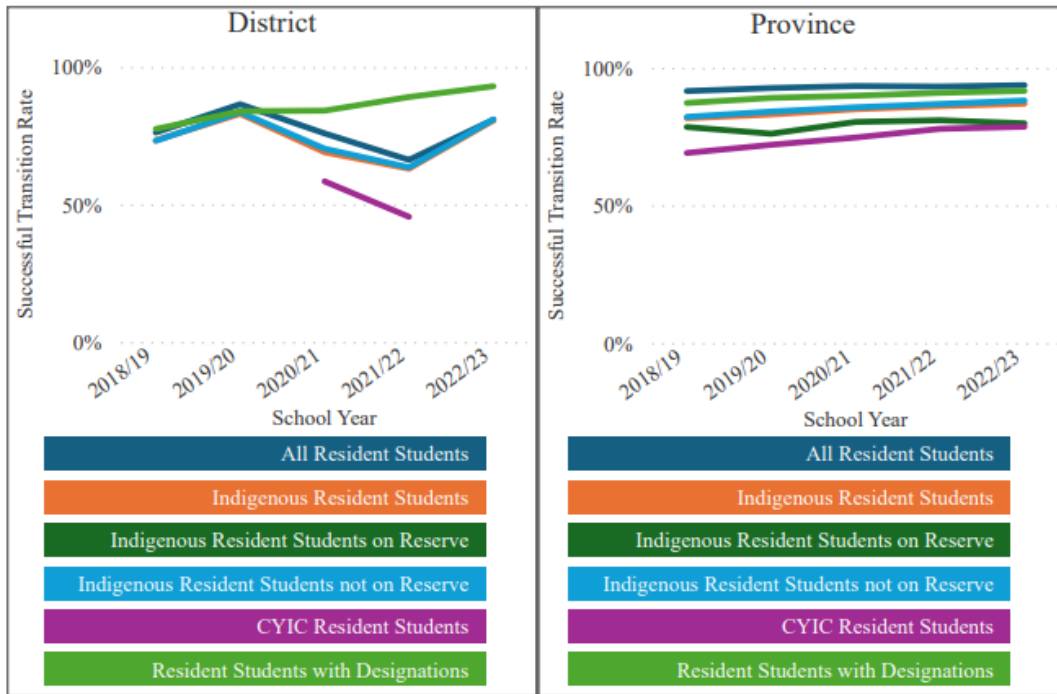


Measure 2.3: Grade-to-Grade Transitions

**Grade 10 to 11 Transition Rate**



## Grade 11 to 12 Transition Rate



## Analysis and Interpretation

### *Outcome 2: Numeracy*

- The results of the Numeracy component of the Grade 4 FSA indicate that there is a downward trend across all student populations for the last 3 years, and students with unique needs and Indigenous students are experiencing a greater opportunity gap in numeracy learning in comparison to peers.
- The Indigenous Resident Student Grade 4 numeracy data indicates a 3-year trend downward, accompanied by a persistent gap between this priority population and All Resident Students. Particularly concerning is the larger gap appearing in 2023-2024. Indigenous Off-Reserve students on track/extending were 38% compared to 57% for All Students.
- The masked Indigenous Resident Student On-Reserve - Grade 4 numeracy district data illuminates that a concerning opportunity gap exists between this priority population and Indigenous Resident Not on Reserve students in SD71.
- The results of the Numeracy component of the Grade 4 FSA indicate more students are “on track” and “extending” in their proficiency than last year’s cohort, yet students with unique needs and Indigenous students continue to experience an opportunity gap in numeracy learning in comparison to peers.
- Grade 7 Indigenous Resident Students Not on Reserve grade 7 numeracy data dropped precipitously between 2022-2023 and 2023-2024 school years, below provincial averages at 38% compared to 57% for All Students.

- The masked Indigenous Resident Student On-Reserve Grade 7 numeracy data indicate a much higher success rate than the provincial average, as well as highly fluctuating rates over the past 3 years due to cohort size.
- Although the results of the Grade 10 Graduation Numeracy Assessment indicate that more students are “on track” and “extending” in their proficiency than previous cohorts, these results continue to represent a minority of students in all populations.
- The Indigenous Grade 10 Grad Assessment for Numeracy data indicates that while SD71 district data tracks higher than the provincial average and is considerably higher than two years ago, a persistent opportunity gap exists between Indigenous Resident Students Not on Reserve, and All students. Indigenous students at proficient/extending were at 37% compared to 49% for All Students.
- The masked Indigenous Resident Student On-Reserve Grade 10 data indicate a persistent opportunity gap between this priority population and Indigenous Students Not on Reserve.

## Intellectual Development Summary

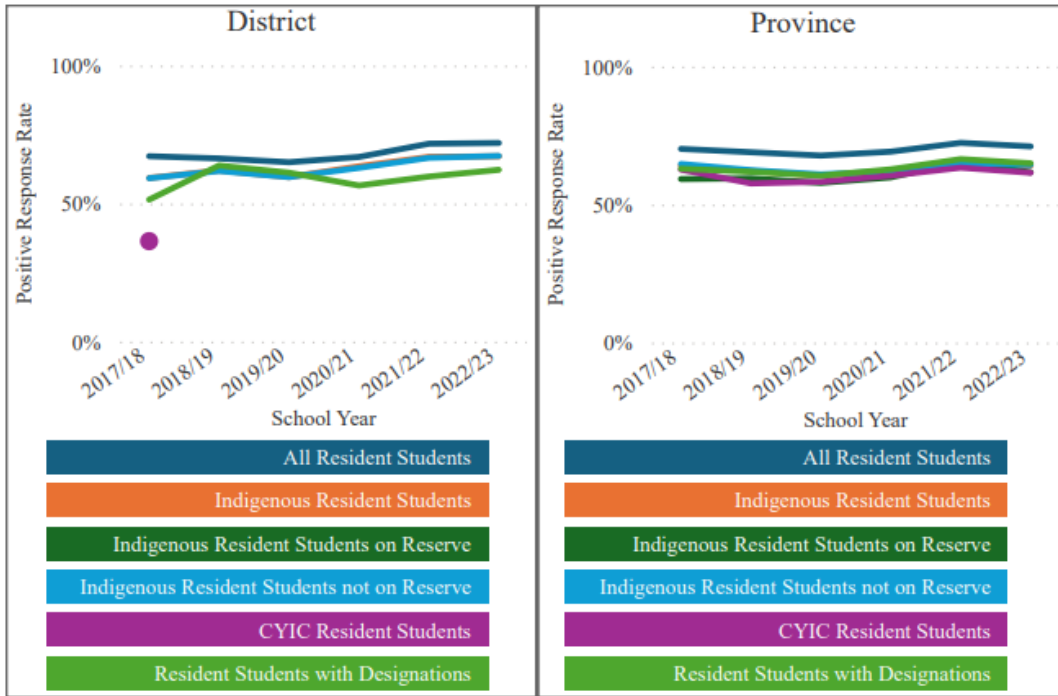
- Generally, the results of all provincial assessments indicate a continuing need for growth across all student populations and grade levels in both literacy and numeracy development.
- Aside from the Indigenous Grade 10 Graduation Assessment of Literacy outcomes for On-Reserve students, the district’s current approaches are underserving Indigenous On-Reserve and Off-Reserve students. Therefore, the district is required to collectively uncover and address the systemic barriers to success for these priority populations.
- Particularly concerning is the 3-year downward trend of Grade 4 Indigenous Resident Students in Literacy & Numeracy.
- Acknowledging that a very small cohort size greatly impacts the data reflecting Indigenous Students Living On-Reserve, aside from some promising outcome data found in grade 10 literacy and grade 7 numeracy, there remains a persistent opportunity gap experienced by this priority population.
- The analysis of the numeracy data indicates the need for collective capacity building to ensure Indigenous students are equitably served and systemic barriers are acknowledged and addressed by all SD71 staff.
- A persistent opportunity gap exists for Indigenous Students Living On-Reserve, indicating the need for greater districtwide collective attention to systemic barriers faced this priority population.

## Human and Social Development

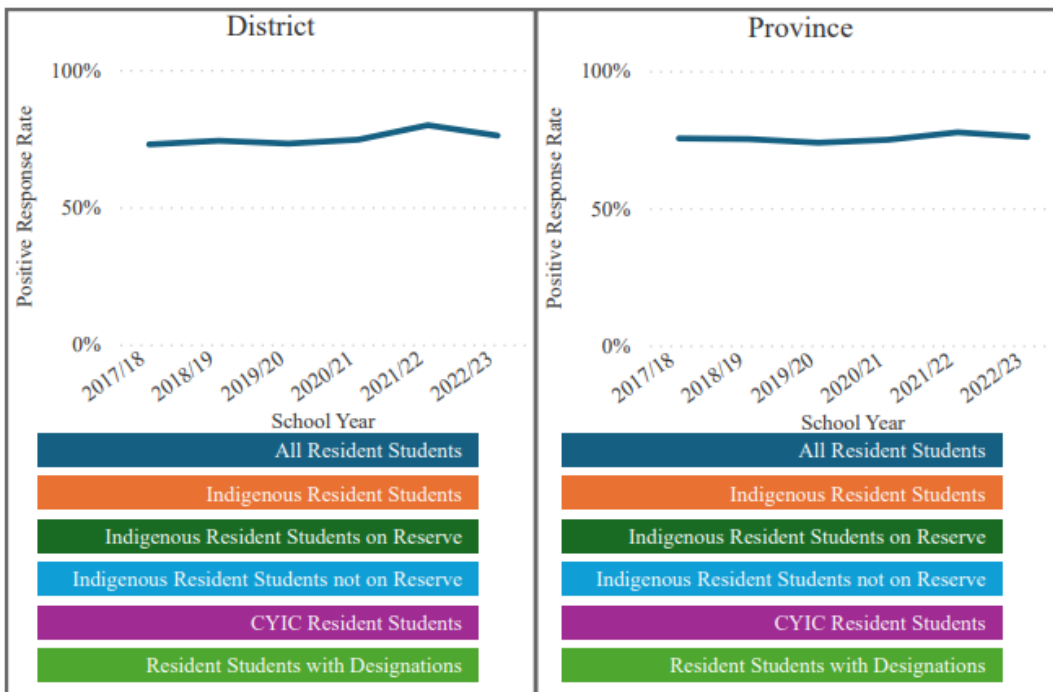
### Educational Outcome 3: Feel Welcome, Safe, and Connected

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

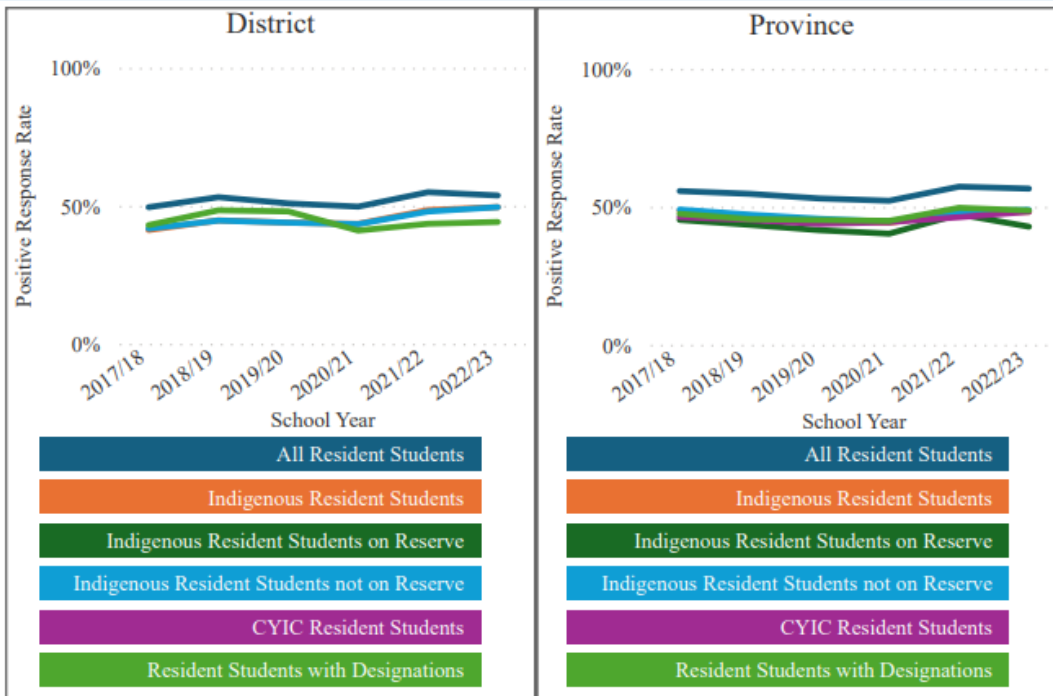
#### Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



#### Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

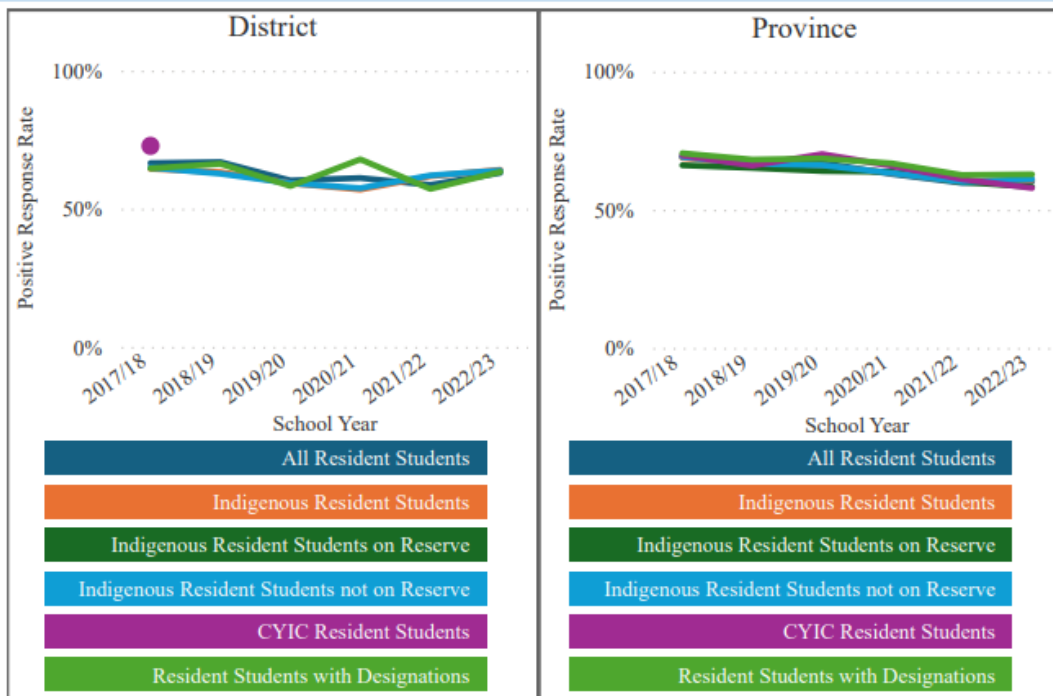


### Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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

### 2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



## Analysis and Interpretation

### Outcome 3: Students Feel Welcome, Safe, and Connected

- Presented below is data from the McCreary Report 2023, offering insights into key trends observed regarding mental health and well-being.

How students rate their mental health			
	Comox	North Island	Province
Fair, Good or Excellent	89%	87%	88%

How students felt their life was going well			
	Comox	North Island	Province
Agreed or Strongly Agreed	70%	67%	66%

- Students feel safe at school similar to the provincial average for each grade level.
- SD71 rate their mental health and how they felt their life was going above the North Island and the province of BC.
- The majority of students reported feeling hopeful for their future, with 62% feeling quite or very hopeful. 15% were not at all or only a little hopeful.
- 60% felt happy most of the time, 1% never felt happy.
- Four in five students who experienced stress felt they had handled it well.
- When considering students who feel welcome at school, the Indigenous Resident Students not living on Reserve, Grade 4, 7, & 12 data indicate a stagnant 3-year trend. While district data are above provincial levels, the gap between this priority population and All Students increased between 2020-2021 and 2022-2023 for Grades 4 & 7. There also remains a persistent gap between this priority population and All Students.
- The masked Indigenous Resident On-Reserve 3-year data trends indicate much higher results than provincial data. Further, these results are also higher than All Students data in grades 4 & 7. Unfortunately, this trend does not continue in grade 10 or 12.
- Promisingly, Grade 10 Indigenous Resident students Not Living On Reserve have trended upwards over 3 years and exceeded All Students for the first time in 2022-2023.
- When considering students who feel safe at school, the Indigenous Resident Students not living on Reserve, Grade 4, 7, & 12 data indicate a downward 3-year trend and are below All Students. Promisingly, grade 10 Indigenous students have seen a 20% increase in feeling safe in schools at 82%
- When considering students who Have a Sense of Belonging at School, the Indigenous Resident Students not living on Reserve, Grade 10 data indicates a rising 3-year trend of positive responses, from 34% to 54% (above All students for the 2022-2023 school year). However, Grades 4 & 12 indicate a concerning downward trend with double digit gaps when compared to All Students.



- The masked Indigenous Resident On-Reserve 3-year data trends indicate a concerning gap between this priority population and Indigenous Resident Students Not living on Reserve.

## Human and Social Development Summary

- Social emotional support has been a focus of SD71 Mental Health Committee through parent & family workshops and staff professional development.
- The physical plan of all schools has been reviewed for safety and belonging and the necessary changes made. These include gender neutral washrooms, gradual curbs, and hand-free entrances.
- SD71 Accessibility Committee has been created and feedback avenues available for staff, students, and community.
- District emphasis on restarting school support groups – boys’ groups, girls’ groups, GSA clubs and LGBTQ2S+.
- Implemented “Consent Awareness Week” to address and prevent Gender based violence.
- One of our focus areas moving forward is on student access to the mental health resources. There were four main reasons identified in the McCreary Report why students did not access mental health services:
  1. Thought the problem would go away
  2. Did not want their parent/guardian to know
  3. Did not know where to go
  4. Too busy to go
- SD71 needs to develop structures to identify students that do not feel they have 2 or more adults in the school that they feel connected to.
- Parental workshops designed to strengthen relationships with students. DBTA (Dialectical Behavioral Therapy), White Hatter.
- The school district trained a handful of staff on Compassionate Systems: Building on Existing Relationships (Peter Senge).
- SD71 embarked on two major initiatives that support the human and social development of our students.
  1. Pathways to Hope: Integrated Child and Youth Care Services.
    - SD71 has implemented a community based multidisciplinary team which delivers wrap-around services and supports for children and youth. The integrated team (MCFD, Health Authority and SD71) work collaboratively to address needs in a safe and secure environment.
    - SD71 has hired three ICY Counsellors - [Integrated Child & Youth Teams](#)
    - SD71 has hired two peer support workers who have started seeing students.
  2. SD71 has implemented a 3-pronged approach to supporting mental health.
    - Compassionate Systems:
      - Building on existing relationships (self-awareness, mindfulness, authentic connections).
      - Six staff trained through Stanford University.
      - Part of Sr. Leadership meetings.

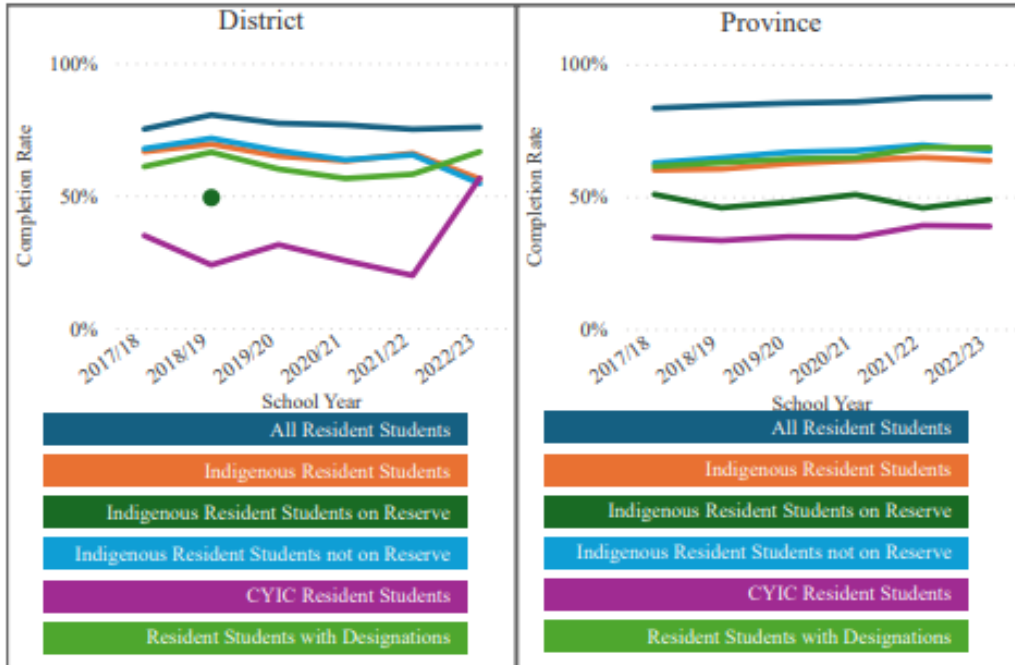
- Mental Health Literacy:
  - Consistency with the language, understanding and beliefs, management, and prevention.
  - Staff trained through UBC.
  - Analyzing the McCreary Report 2023
- Parent/Community Focus
  - Increasing the education and communication with parents and families about mental health supports
  - Focus on the families/caregiver’s capacity to understand and support their child’s mental health.
- Organizational structure changes made in support of these initiatives:
  - Assigned a district leader to lead SD71 mental health initiatives (Karma Taiji, Principal of Glacier View)
  - Assigned a district outreach counsellor to provide social emotional guidance and act as a resource for staff (Karla Lasota, Jill Kotapski)
  - Posted a Secondment for a district leader of anti-racism and equity.
  - Assigned Tara Ryan, a Vice Principal and Registered Clinical Counsellor to oversee the school counsellors and Youth and Family Workers
- SD71 developed a Mental Health webpage.
- SD71 has added PreVenture, an evidence based mental health wellness and prevention program for youth aged 12-18. PreVenture focuses on healthy coping and decision-making skills.
- [Mental Health Kits](#) were developed to support and enhance schools and teachers in educating students about the diverse range of mental health topics.
- A teacher was contracted to develop health stations that assessed learning outcomes on topics like mental health disorders, stress responses, breathing techniques, personal health choices, and Mental Health Kits.
- The Districts’ “[Work 2 Wellness](#)” program continues to be a very strong support program for all employees. The District continues to invest in the wellness of all our staff, students, and families.
- SD71 collated all the Mental Health Community Support resources found within the Comox Valley that can be utilized by schools, students, and parents. [Comox Valley Schools Mental Health Resources](#)
- [Mental Health and Wellness Support for Staff](#) included our Counsellors Corner, Social Emotional Learning, and Grief Supports.
- Existing areas for growth continue to be gaps between Indigenous students and all students for many Student Learning Survey results.
- A stagnant or downward trend in many fields requires careful consideration moving forward. We will be digging into these systemic barriers for Indigenous students through a fulsome Equity Scan this school year.
- A new area of growth will be looking into why On-Reserve students’ higher sense of belonging for grades 4 & 7 is not continued in grades 10 & 12. This will require a deeper investigation into the structures and supports available to students as they move towards their graduation trajectory.

## Career Development

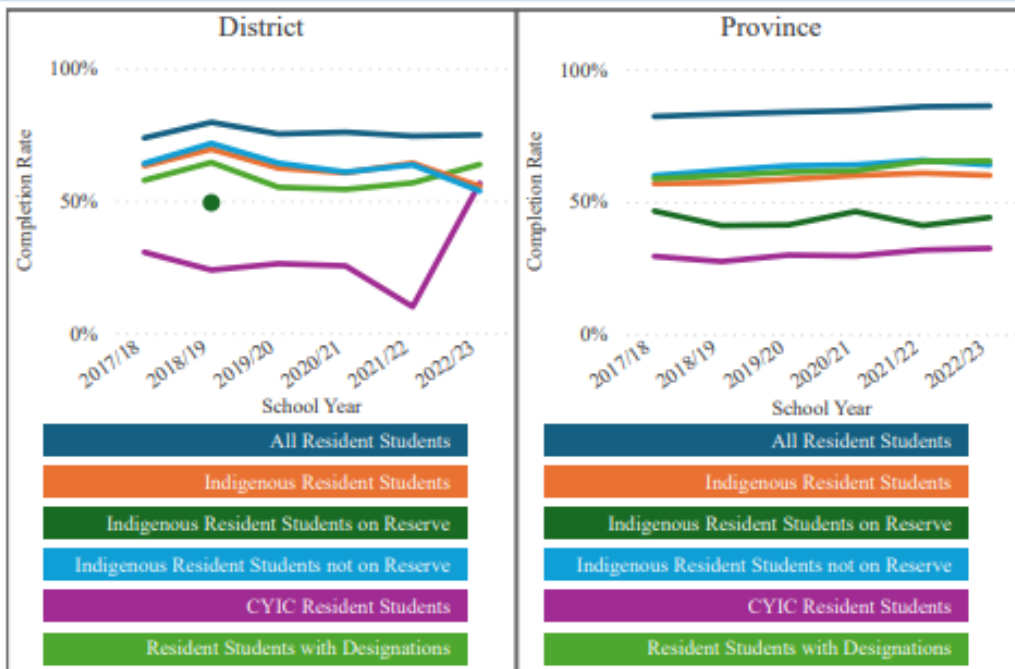
### Educational Outcome 4: Graduation

*Measure 4.1: Achieved Dogwood within 5 Years*

#### 5-Year Completion Rate (Dogwood & Adult Dogwood)



#### 5-Year Completion Rate (Dogwood Only)



## Analysis and Interpretation

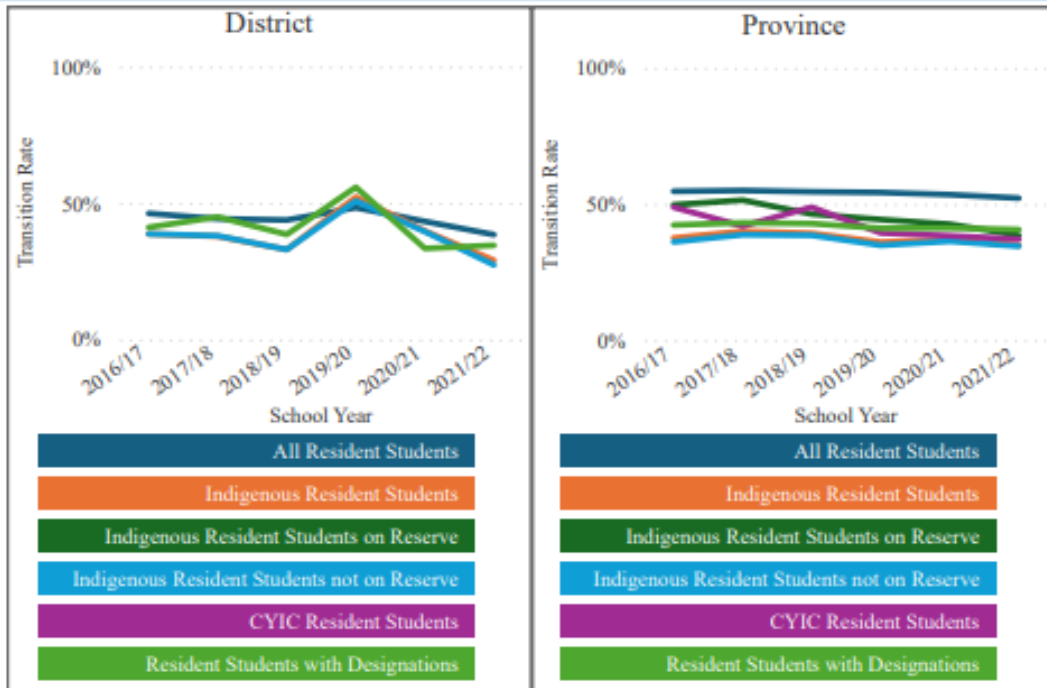
### *Outcome 4: Graduation*

- All Students show a generally increasing trend.
- Locally we are beginning to analyze data in several different ways. In 2023 SD71 invested in the hiring of a Data Analyst who has begun building a local data dashboard using Power BI. With the support of our Data Analyst our district intends to dive deeper into our success rates to help identify areas where we can begin to increase and exceed provincial averages.
- In review of the measures outlined above we are consistent to success in previous years. However, there is much work to be done.
- An observation that we have made is the increase in completion rates when we review our Online Learning school (NIDES). It is understood that due to the transient enrollment at NIDES, many students may enroll at NIDES then leave to return to their home district resulting in lower overall district completion rates for SD71.
- Once we remove the NIDES data our rates reflect what we deem is more accurate. Generally, our completion rate is consistent with an approximate rate of 90% over the past 5 years, which is in close alignment with the typical provincial range throughout British Columbia.
- The Indigenous Resident Student 5-Year Completion data indicates a 3-year trend downward (from 63% in 2020-2021 to 56% in 2022-2023), accompanied by a persistent gap between this priority population and All Resident Students hovering at 80%.
- The masked Indigenous Resident Student On-Reserve 5-Year Completion rate (Dogwood Only) data indicates higher outcomes than All Students for two of the last three years.
- The Indigenous Resident Student 6-Year Completion data indicates a small trend upward (from 75% in 2020-2021 to 77% in 2022-2023). However, a persistent gap between this priority population and All Students exists (from 83% in 2020-2021 to 85% in 2022-2023)
- It is important to note that Indigenous students constituted 38% of all adult Dogwood recipients in the 2021-2022 school year despite being approximately 16% of the student population. Furthermore, in 2022-2023, Indigenous students were more than 50% of all students in alternate programs.
- This requires an in-depth scan into the policies and practices of district schools that may be leading to these inequitable outcomes.
- This data reveals that longstanding barriers to equity persist for Indigenous learners when compared to All Students.

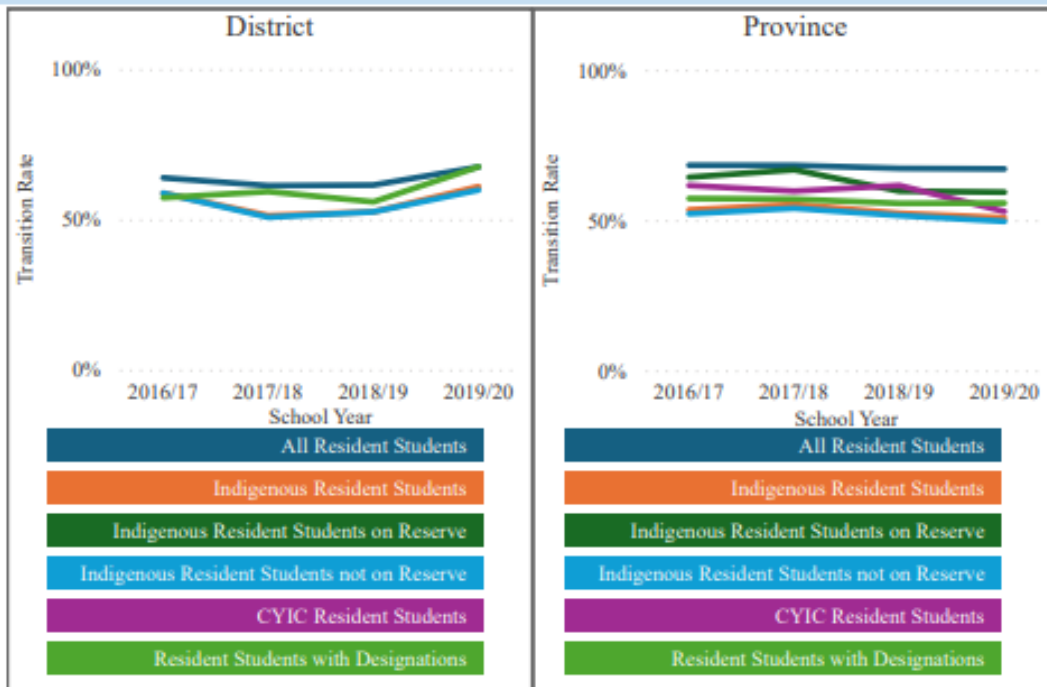
## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Post-Secondary Transitions

#### Transition Rate to BC Public PSI (Immediate)



#### Transition Rate to BC Public PSI (Within 3 Years)



## Analysis and Interpretation

### *Outcome 5: Post-Secondary Transitions*

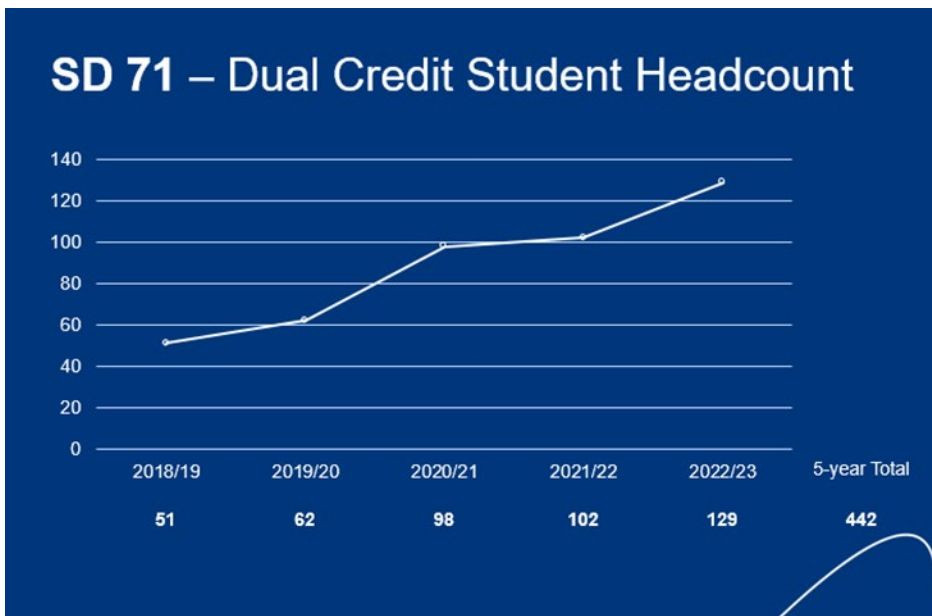
- Both district and provincial rates for all other students remain relatively high and stable over the years. This consistency suggests that the majority of students are receiving adequate support and resources to graduate on time.
- The graduation rates for resident students who immediately proceed to BC Public Post-Secondary Institutions (PSI) show a steady increase. However, recent data indicates a decrease in PSI transition rates following the pandemic closures of in-person learning at post-secondary institutions. This raises questions about the long-term effects of the post-pandemic environment on PSI rates and whether current labor demands will impact students' decisions to advance immediately to post-secondary education.
- The Comox Valley Careers Department works diligently to engage and support students in exploring pathways throughout grades 10 to 12. There is strong student interest in Dual Credit Academics, which is expected to help improve PSI transitions.
- Many students are ready to enter college and university in their grade 12 year, with some even in their grade 11 year. Presentations, tours, and college representatives at high schools provide essential support as students consider their next steps.
- Over the past three years, the department has expanded academic offerings beyond English and Psychology. Students are now taking advantage of certificate and diploma programs, either through 1-4 University Transfer classes or full-year programs within their grade 12 year.
- Student surveys and enrollment data reflect interest in programs such as Health Care Assistant, Digital Marketing, Business, and Fine Arts Diploma courses. University transfer courses, including English, Biology, Psychology, Business, and Math, remain the most popular options.
- The department maintains an excellent relationship with the trades community, supporting students interested in pursuing trades through the Youth Work in Trades.
- The Careers Program continues to work collaboratively to establish additional PSI relationships and certificate program opportunities. The Careers Program has begun working closely with K'omoks' Success Advisor and K'omoks Nation to enhance opportunities for work experience and PSI dual credit opportunities.
- Despite the improvements, there are still noticeable disparities between Indigenous students (both on and off reserve) and all other students. This highlights the need for continued focus on equity and support for Indigenous students.
- The decrease in PSI transition rates following the pandemic closures and the potential impact of labor demands on students' decisions to pursue post-secondary education are areas of concern that need to be addressed.
- The significant improvements at the district level for Indigenous students suggest that localized, targeted interventions can be highly effective.
- The rate for Indigenous Resident Students On Reserve at the district level shows a gradual increase from 2016-2017 to 2019-2020. This indicates that local efforts to support these students might be yielding positive results.
- Similarly, the provincial rate for Indigenous Resident Students On Reserve also shows an upward trend, though the increase is more modest compared to the district rate. This suggests that while there are improvements, challenges remain at the broader provincial level.
- For Indigenous Students Not On Reserve, the district rate shows a significant improvement over

the years. This could be due to targeted interventions and support systems in place for these students.

- The provincial rate for Indigenous Students Not On Reserve also shows a positive trend, suggesting that the overall educational environment for Indigenous students not on reserve may be improving.
- Due to masking, it is challenging to assess the exact transition rates to BC PSI immediately, or within 3 years.
- All Students and all priority populations indicate a 3-year downward trend in immediate transition rates to BC Public PSI.
- All Students and all priority populations indicate a 3-year upward trend in transition rates to BC Public PSI (within 3 Years).

## Career Development Summary

- In supporting career development, one of our goals in SD71 is to support as many students as possible with post-secondary learning opportunities. As seen in the chart below, courtesy of North Island College, we have continued to increase our students' post-secondary enrollment and opportunities over the past five years. More and more students are starting to see the benefits of taking Dual Credit courses and programs that support their next steps. Our goal is to continue to grow our Dual Credit student numbers and support as many indigenous students, and students with diverse needs, so that all our community members see the benefits of these Ministry supported learning opportunities.





## SD 71 – Dual Credit Enrolment by Program Area

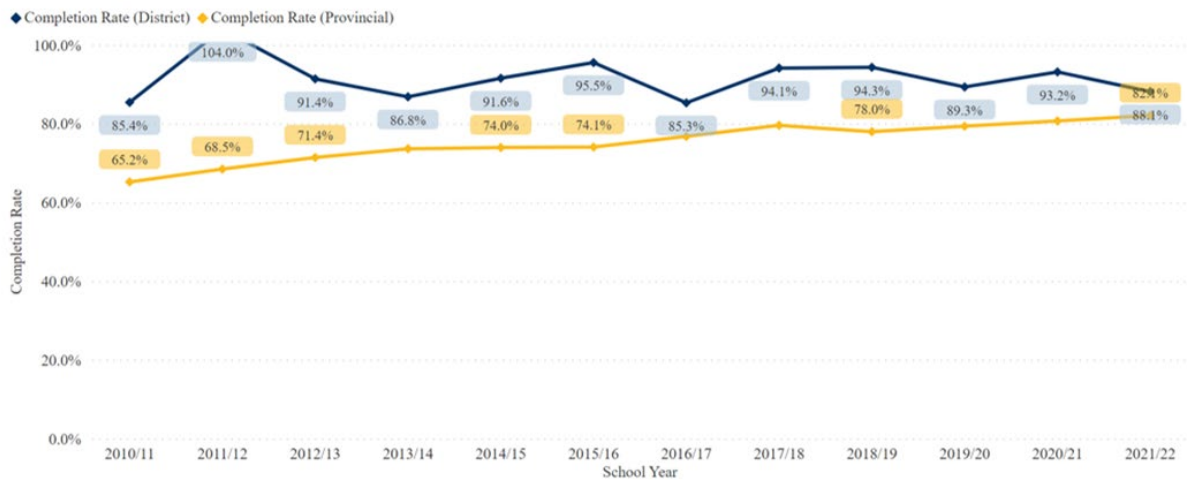
Program Area	2018/19	2019/20	2020/21	2021/22	2022/23	5-year Total
Health & Human Services		msk	msk	msk	msk	21
Trades/Technical/Apprenticeship	35	19	38	37	41	170
University Transfer						
Business 1 <sup>st</sup> Year	msk	msk	msk	10	msk	34
Computer Science		msk				msk
Digital Design + Development				msk	msk	msk
Biology & Chemistry			10	msk	msk	14
English	10	24	49	46	44	173
Humanities (English Excluded)		msk	msk		msk	msk
Math & Statistics		msk	msk	msk	msk	msk
Modern Languages			msk			msk
Social Sciences 1 <sup>st</sup> Year	msk	14	15	17	10	57
Visual Arts	msk	msk	msk	msk	msk	20
<b>University Transfer Subtotal:</b>	<b>16</b>	<b>35</b>	<b>61</b>	<b>57</b>	<b>62</b>	<b>231</b>
<b>Total Unduplicated Student Headcount*:</b>	<b>51</b>	<b>62</b>	<b>98</b>	<b>102</b>	<b>129</b>	<b>442</b>

\* Excludes 4 enrolments in other program areas

- Regarding our student numbers and Dogwood graduation rates, our district has recently hired a data analyst who has been tasked with working with the Careers team on tracking and reporting dual credit students, tracking course results, and tracking transition rates.
- Below is a 6-year completion rate chart that compares Provincial and District 71 (face to face programs), including Indigenous student, completion rates (excl. online/alternate). You will notice that SD71 completion rates are above the provincial average on a continuous basis, including our indigenous students' transition rates.

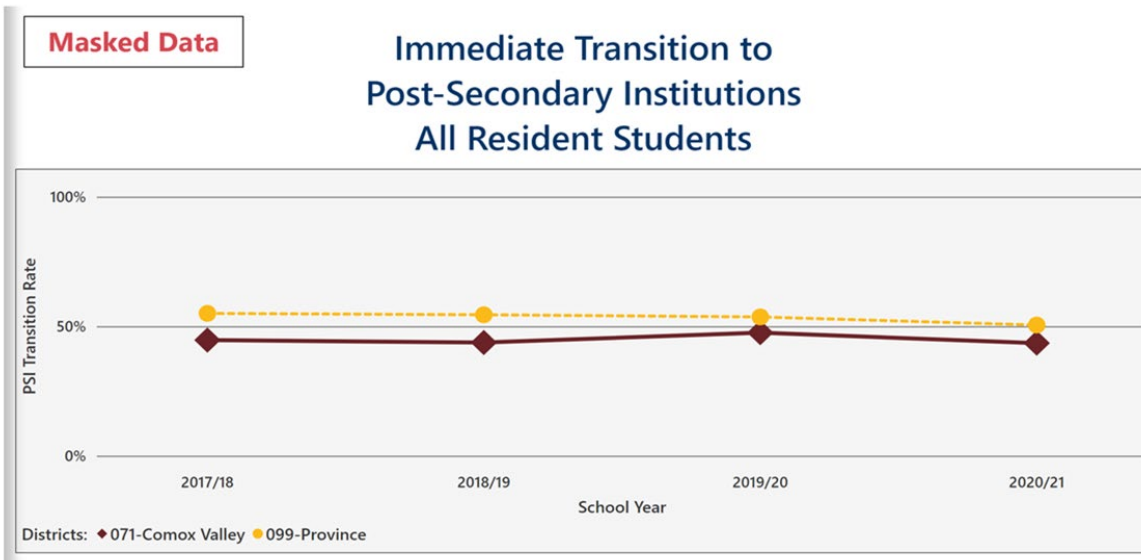
### 6 Year Completion Rate: District 71 & Province, Indigenous Students, Standard Schools (No Online/Alternate)

6 Year - Completion Rate



[Completion Rate Graph](#)
[Difference to Province](#)
[Student Data](#)
[District Data](#)
[Province Data](#)





- When looking at transition rates to post-secondary directly from secondary school our rates are slightly lower than Provincial average.
- We are working with our data analyst to establish a method for extracting post-secondary data so that we can compare these results with non-dual credit students. This is data we hope to have established this coming year for years ahead.
- The Comox Valley school district has developed a Local Educational Agreement with the K'omoks Nation with guiding principles that we follow within the Careers Department. These include communication with families and fostering positive relationships between school, home, and the student. The agreement also holds SD71 employees accountable to support the success of our K'omok's Nation learners while including and considering cultural values and traditions as we work with Indigenous students to support them in their chosen educational/career pathways. Together they support students interested in learning more about Dual Credit, as well as outreach through presentations in their classroom spaces. Students learn about all academic and trade opportunities, alongside Work Experience and Youth Work in Trades. There is also a local Vancouver Island University (VIU) collaborative program that we support, called the Guardian Program. This is a program that is widely respected and supported with youth in the Comox Valley. Students work with local Guardians and gain workforce knowledge and training days, where they can then apply to VIU to take the First Nations Stewardship Technicians Training Program.

## Section B: Moving Forward

### *Planning and Adjusting for Continuous Improvement*

#### Introduction: District Context

Comox Valley Schools is the fourth largest school district on Vancouver Island. Our district consists of the following local governments: City of Courtenay, Town of Comox, Village of Cumberland, and the Comox Valley Regional District. We are located on the beautiful traditional territories of the Pentlatch, Ei'ksan, Sahtloot, and Sasitla peoples of the K'omoks First Nation.

Comox Valley Schools (SD71) enrolls approximately 11,000 students with 1,760 students identifying as Indigenous, including thirty-one K'omoks First Nation students living on reserve.

We have fifteen elementary schools, one middle school, three secondary schools, two alternative schools, and a provincial online school. Five of our schools are developed as community schools.

We are currently the largest employer in the Comox Valley with 1,918 employees. Our annual operating budget is \$127 million.

#### Current Strategic Plan Priorities

We are very excited about the new Strategic Plan for the district, with a clear learning focus. The learning goal statement for the strategic plan is:

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

It was shaped and created through extensive community input and was written by a team of close to forty people that consisted of students, parents, Indigenous representatives, teachers, support staff, principals, trustees, and senior leadership. In addition, a significant amount of time and effort went into determining how we can measure progress in our learning goal as well as how we can best support the professional learning needs to accomplish our aspirations.

In the writing of the Strategic Plan, we did a deep dive into learning data for our district which highlighted areas where our priority learners experience different outcomes within our system. As we formally work through the Equity Scan framework this year, the work last year in the strategic planning process will form a starting point as we look at different ways to close the opportunity gaps within our system.

Furthermore, the values, purpose, and vision statement have been updated and are reflective of the desires, aspirations, and needs expressed through the strategic planning process.

## Values

### *Learning*

Centering learning in all we do.

### *Equity*

Leading with diversity as a strength and inclusion as a right.

### *Relationships*

Connection, compassion, and respect in all that we do.

### *Safety*

Learning communities where all feel safe and belong.

### *Integrity*

High ethical standards through transparency, honesty and accountability.

### *Truth and Reconciliation Commitment*

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

## Purpose Statement

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

## Vision Statement

Compassionate, connected, and personalized learning for all.

## Looking Back on the Year: Effectiveness of Implemented Strategies

During the 2023-2024 school year, the district maintained and expanded several initiatives that provided support for Indigenous students on and off reserve. While many of these initiatives have extensive qualitative data attesting to their efficacy, we have not yet utilized quantitative data to assess how effective these efforts have been at closing longstanding gaps in opportunity for Indigenous learners. The 2024/25 year will be spent scanning and assessing the impact of many strategies, including those listed below.

As part the SD71 Local Education Agreement commitment, the K'ómoks First Nation Student Success Teacher is now in their 3<sup>rd</sup> year. The teacher/advisor provided direct teaching support for all KFN students. This year she was provided a data dashboard to provide accountability in serving On and Off Reserve First Nations students.

Every school (aside from two island schools) had dedicated spaces for Indigenous Support Workers. This was a relatively new development in SD71, due to the tireless advocacy of the Indigenous Education Council (IEC).

There are Indigenous Support Workers (ISW) in every school. The district maintains a ratio of 50:1 in every site to ensure each student has adequate support. As ISW's continue to be the primary support for students, SD71 has heavily invested in recruitment and retention of 31.6FTE local Indigenous professionals, along with extensive training through a very effective Indigenous Education Coordinator. In the 2024/25 school year this Coordinator was elevated to a manager position given the scope and importance of the role.

SD71 is honored to have Ni'noxsola (Elders/Wise Ones) supporting students across the district. Further, these Elders worked alongside ISW's bringing professional development opportunities to schools and ran "girls group programs" for Priority Learners who require extra love and support. For info on our Ni'noxsola program visit, <https://www.comoxvalleyschools.ca/indigenous-education/wp-content/uploads/sites/25/2021/10/ninoxsola-info-package-revised-2021.pdf>

The district provided Indigenous Program Workers (2FTE), who worked to re-engage priority Indigenous students and families who were experiencing barriers and difficulties in attending school. These positions continue to serve as a relational link to community and families.

The district supports an Indigenous focused alternative school called Nala'atsi. This entirely Indigenous cohort of students has boasted 100% graduation rates for a few years. This is due to the culturally safe environment that Nala'atsi provides, including program delivery (embracing Indigenous epistemologies), trips out on the land, careful staffing, and creative timetable options for students. Qualitative data from students indicate that this program was vital in their achieving success in SD71. An example of this qualitative data is from a recent priority 2024 graduate who stated that they would not have made it if not for Nala'atsi. While the district is looking at expanding this program to include a "Junior Nala'atsi" (at the behest of student advocacy), we acknowledge that we also must do better to create anti-racist and culturally safe environments in all schools.

### Existing and/or Emerging Areas for Growth

The district recognizes the need for continuous improvement in all areas of literacy and numeracy learning K-12. Collective capacity building to ensure all students grow in literacy and numeracy development continues to be a focus area and in alignment with our district's new Strategic Plan.

In order to improve literacy and numeracy learning for all students and ensure equitable opportunities, the district has just completed development of the Literacy and Numeracy Frameworks to enable a collective and systemic approach to instruction and assessment of K-12 across schools. During the 2023-2024 school year, educators across the district collaborated to co-construct common Kindergarten and Grade 2 literacy assessments and numeracy assessments and diagnostics for K-8. All Kindergarten and Grade 2 teachers have received training in how to implement the new district literacy assessments, and during the 2024-2025 school year, schools and the district will collect baseline data for instructional planning and supplemental learning purposes. Additionally, schools ready to

trial the new numeracy assessments will be supported by the district to do so, with full implementation of the Grade 3 and 5 numeracy assessments planned for next school year. Development of further district literacy and numeracy assessments are ongoing. The focus for the 2024-2025 school year is on completion of the Grade 6 literacy and K-8 problem-solving (numeracy) assessments.

Each of our elementary/middle schools has a Curriculum Support Teacher who supports and collaborates with school-based colleagues to address the literacy and/or numeracy goal for their school. As a Community of Practice, the group meets regularly to discuss literacy and numeracy research, work on effective instructional and assessment strategies in support of all learners and explore ways to embed the First Peoples Principles of Learning.

An existing area of growth highlighted in the SLS data in Section A indicates that On-Reserve students in grades 10 & 12 do not enjoy the higher sense of belonging and connection of their younger peers in grades 4 & 7.

Another area for growth is addressing the 3-year downward trend of 5-year completion rates for Indigenous learners. This inequity is accompanied by a persistent gap between this priority population and All Resident Students.

An emerging area of concern is that Indigenous students were awarded more than twice the number of adult Dogwoods between 2021-2022 & 2022-2023 (7-18), whereas non-Indigenous students experienced a sizable reduction in adult Dogwoods over the same time period (54 - 30).

Another emerging area of growth is the concerning 3-year downward trend of Indigenous students not living on reserve reporting that they feel safe at school, in grades 4, 7, & 12.

### Ongoing Strategic Engagement (Qualitative Data)

The district collaborated extensively with local First Nation leadership and other Indigenous community members and students through the formation of the new strategic plan.

The district collaborated with K'ómoks First Nation through Local Education Agreement meetings throughout the 2023-2024 school year. It is recognized that much more collaboration with Rightsholders is necessary to deliver equitable service to On-Reserve students. Therefore, the following school year will include robust consultation and collaboration with K'ómoks First Nation including scheduled and ad hoc meetings. The district will also schedule Equity Scanning meetings in the community during the 2024-2025 school year to hear directly from families, leadership, and students, and action that feedback to better support KFN students.

During the development of the new Strategic Plan, it was noted that the district needed to create a fulsome engagement plan with the students whom it serves. As a result, during the 2024-2025 school year, the district will host four Student Advisory Forum sessions.

These sessions will amplify diverse student voices spanning grades 9 through 12, with representation from all secondary schools. This will provide an opportunity to collect the qualitative data required to respond to student voice.

The district collaborates through monthly meetings with the Indigenous Education Council who directs the targeted funding budget throughout the year and guides other decisions made by the district. The composition of this Council (while currently under review) reflects the diverse Indigenous student population of SD71, including local First Nations, MIK'ISIW Metis Association, and other Indigenous community members.

Moving forward, the new Indigenous Associate Superintendent, will continually outreach to K'omoks First Nation Leadership and Hereditary Chiefs to build and maintain reciprocal, and respectful relationships, ensuring that community voice, is at the forefront of the decolonizing and Indigenizing efforts of the school district. This will be done through attending local cultural events and ceremonies.

The school district humbly walks alongside and gratefully receives the corrections of Rightsholders and Indigenous community members as we work to address the systemic barriers faced by Indigenous learners and families. The Superintendent and Associate Superintendents aspire to model cultural humility for all staff as we collaborate with Rightsholders and Indigenous community members.

### Adjustment and Adaptations: Next Steps

An existing area of growth highlighted in the SLS data indicates that On-Reserve students in grades 10 & 12 do not enjoy the higher sense of belonging and connection of their younger peers in grades 4 & 7. In previous years we have not had a districtwide plan to address this gap beyond the hiring of an the K'ómoks First Nation Student Success Teacher. Moving forward this will be an area of focus for the K'ómoks First Nation Student Success Teacher, as well as the Indigenous Support Team (IST) comprised of the Principals/Vice-principals, Counsellor, Indigenous Support Worker, and Teacher, multiple times throughout the school year. Furthermore, we will reach out to K'ómoks First Nation students, and family members through our Equity Scan to hear directly from them how to make our schools safer and more welcoming for this priority population.

To address the 3-year downward trend of 5-year completion rates for Indigenous learners and persistent opportunity gap, previous strategies have been an Indigenous Education Support Teacher at .387fte in one of the large high schools. This was a new position in 2023-2024 supported by the Indigenous Education Council and was a partnership between Indigenous Education and School Based funds. In future years we are looking at expanding this strategy with other high schools across the district.

Given the increase in Indigenous students' adult Dogwoods doubling between 2021-2022 & 2022-2023, senior leaders will work with Principals and Vice-Principals to investigate and address possible early streaming towards an adult Dogwood for Indigenous learners. Further, the district is in the process of developing accessible Power BI data dashboards,

and subsequently will build the capacity of Principals/Vice-principals to ensure collective responsibility for Indigenous student success.

The 3-year downward trend of Indigenous students not living on reserve reporting that they ***feel safe at school***, in grades 4, 7, & 12 is concerning. One current strategy to address this has been a Ni'noxsola program of Elders in residence at schools. These Elders have been extremely well received across all grades with Indigenous students. In future years we would like to expand this program as we have received rich qualitative data indicating how appreciated their presence has been for the students whom we serve.

Lastly, the district has amplified the impact and scope of the Indigenous Education Department through the new appointments of the Associate Superintendent of Indigenous Education, Vice-Principal of Indigenous Education, and Manager of Indigenous Education.

### Alignment for Successful Implementation

Alignment and coherence will be a central theme to our work in the district this year. While we engage in the Equity Scan process along with the new Strategic Plan, we need to do the work of aligning our departmental and operational plans, school plans, budget process, as well as our professional growth plans for leaders in our district. The work alignment this year is significant and requires the action and commitment from all areas of our district.

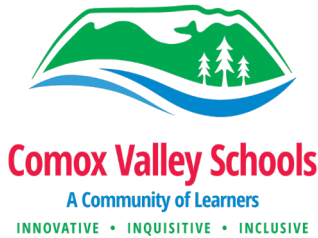
During the formation of the new Strategic Plan a commitment was made to ensure that a committee worked through this year to ensure that a comprehensive professional learning plan was developed to support the adult learning required to embrace the design principals in the Strategic Plan. Some money has been set aside to begin this work of supporting the professional learning plan.

We are committed to a cycle of continuous improvement and the alignment and coherence of our plans will be critical in improving outcomes for students. The new Strategic Plan focuses our efforts, and each member of our district is critical in the work of supporting students.

### Conclusion

Comox Valley Schools is deeply committed to improving outcomes for all students which is the sole focus of the Strategic Plan. We recognize that there are inequitable learning outcomes in our system that require our attention, support, and commitment to change. We are excited about the direction we are taking as we collaborate with community to enhance support and improve outcomes for the learners entrusted in our care.





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**TO:** Board of Education **DATE:** October 22, 2024  
**FROM:** Joe Heslip Associate Superintendent  
**RE:** **SD71 Equity Scan**

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**Purpose**

Beginning in 2016, the Ministry of Education created an Equity Scan Framework and vision to support school districts in identifying promising practices as well as barriers that are impacting Indigenous student achievement and success, in response to the (OAG) report on Aboriginal Education (2015), the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Calls to Action.

A number of dimensions are explored in the Equity Scan process. First, the Student Learning Profile is looked at for key indicators of achievement and student learning trajectories. Then, the scan allows for reflection on the Policy and Governance in school districts and communities that have an impact on results for Indigenous learners. Third, the scan looks at the Pedagogical Core and the experience of learners in relation to curriculum, the presence of relevant cultural experiences and values placed on Indigenous Worldviews and Perspectives. Finally, but perhaps most important, the scan looks at human and educator bias as part of the Learning Environment.

Educator beliefs about a student’s potential academic achievement influence daily classroom decisions and actions (Miller and Satchwell, 2006). The Office of the Auditor General pointed to this phenomenon in the November 2015 Audit of the Education of Indigenous Students in the B.C. Public School System by citing the “racism of low expectations”. The Equity Scan Toolkit will enable SD71 to inquire into the four key dimensions as they relate to the way Indigenous students, families and communities are served by our educational system.

The Equity Scan project will define and formalize a process for SD71 to enter into a genuine and meaningful assessment dialogue regarding the experience of education for Indigenous learners and to respond strategically to create conditions for success.

**Additional Information**

In April of 2021, Equity in Action Project lead, Joe Heslip facilitated an Equity in Action orientation meeting in SD71. Since then, a partial equity scan has been conducted. The Indigenous Education Council (IEC) has subsequently requested a more fulsome scan be conducted throughout SD71, whereby Indigenous voices are amplified and honoured throughout the process. It is essential to be self-reflective, open and responsive to the voice of community, families, and the students that are served by our schools.



### **Current Steps**

Associate Superintendent has spent the past 8 weeks building relationship with community, and has reached out to K'ómoks First Nation, the Indigenous Education Council, Indigenous staff, and students. Associate Superintendent has requested a hearing with KFN Chief and Council to present on the Equity Scan on November 7th.

### **Next Steps**

Formal requests for Equity Scan Planning Committee (ESPC) participation and permissions to be requested of KFN Chief and Council, and the IEC as soon as possible. Once the ESPC has been agreed upon, and meetings scheduled throughout 2024/25 school year, the Equity Scan workplan will be implemented as per Indigenous community direction.

### **Recommendation**

That the Board of Information receive the SD71 Equity Scan briefing note, dated October 22, 2024, as presented.

Respectfully submitted,

*Joe Heslip*

Associate Superintendent

# BOE Equity Presentation

October 22



**Comox Valley Schools**

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

# A Belief in All Learners

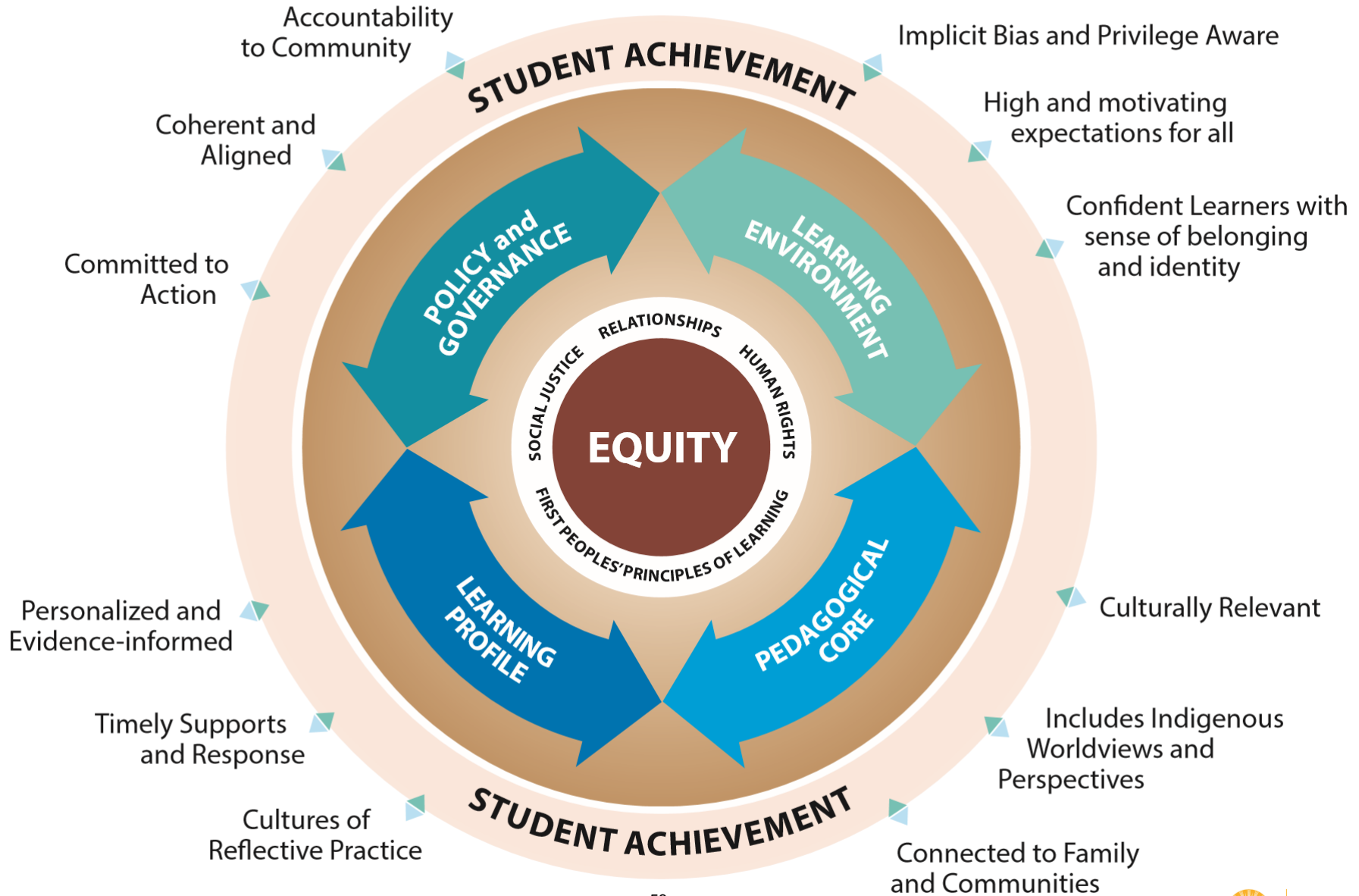


- “In the education system, racism can take the form of educators having low expectations for students based on preconceptions or biases stemming from social attitudes. This is the concept of the racism of low expectations, and we were told about it in our interviews with ministry staff, district staff, and members of Aboriginal communities.”

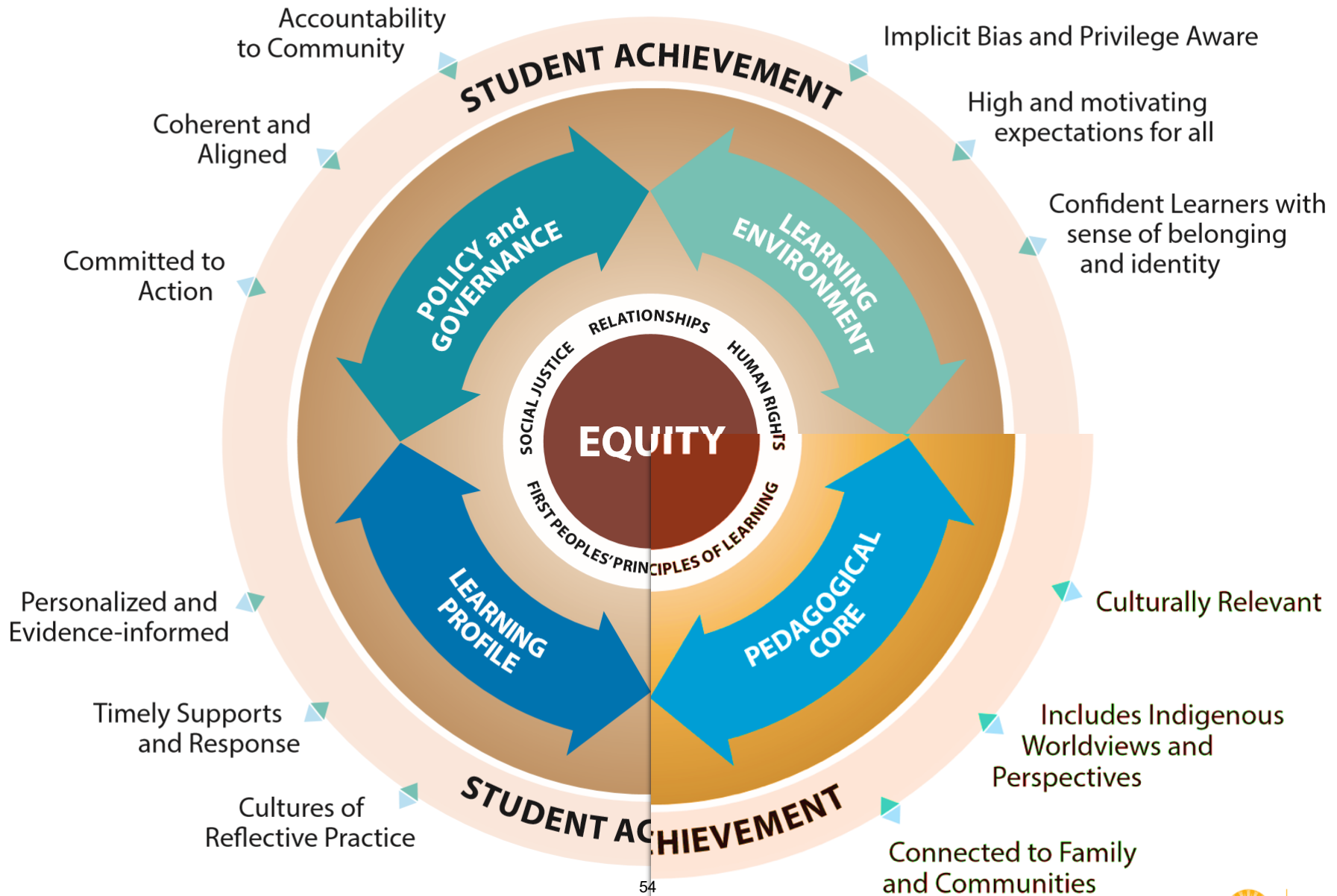


# Equity in Action: 4 Pillars

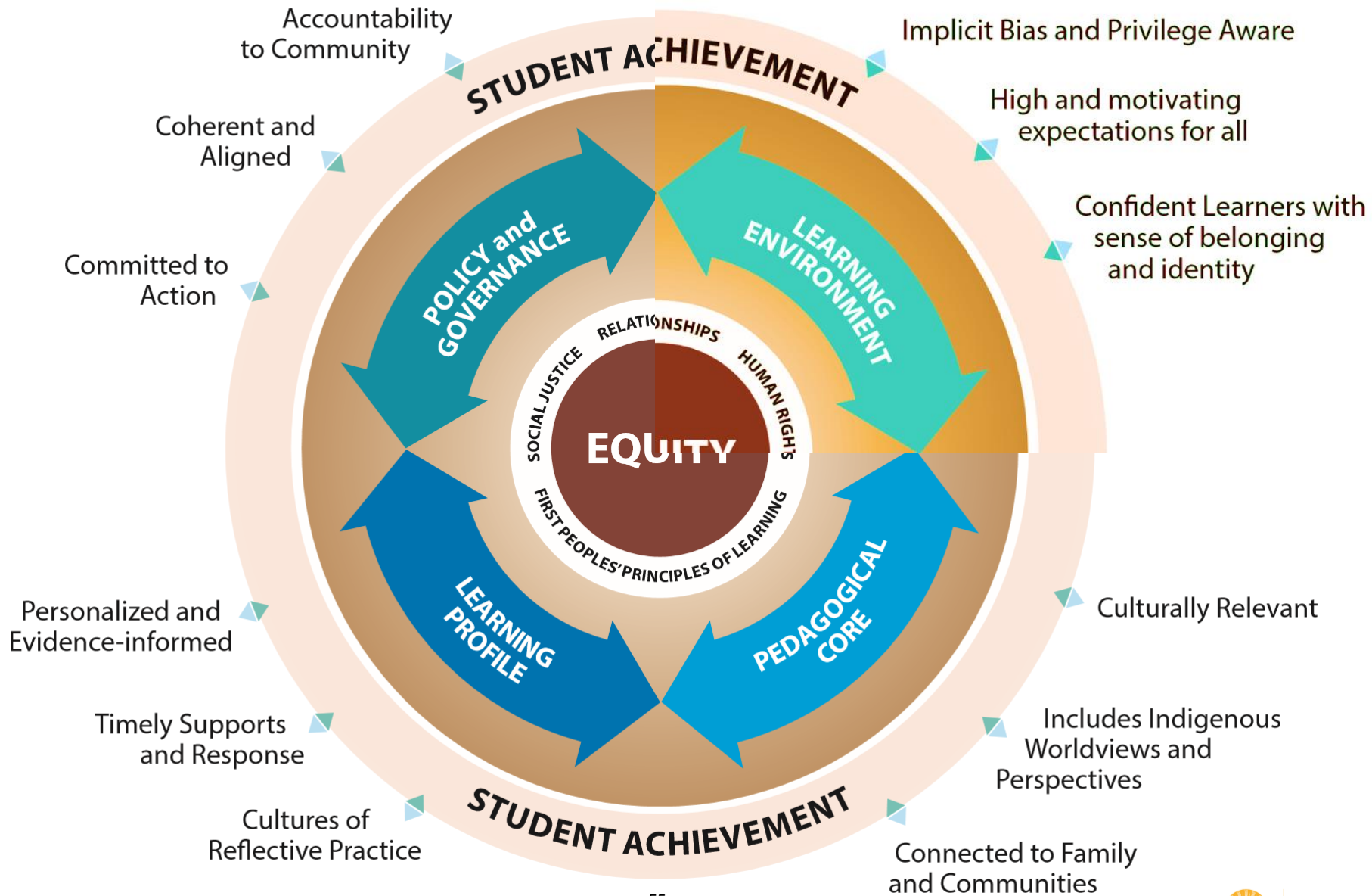
# Indigenous Student Success



# Indigenous Student Success

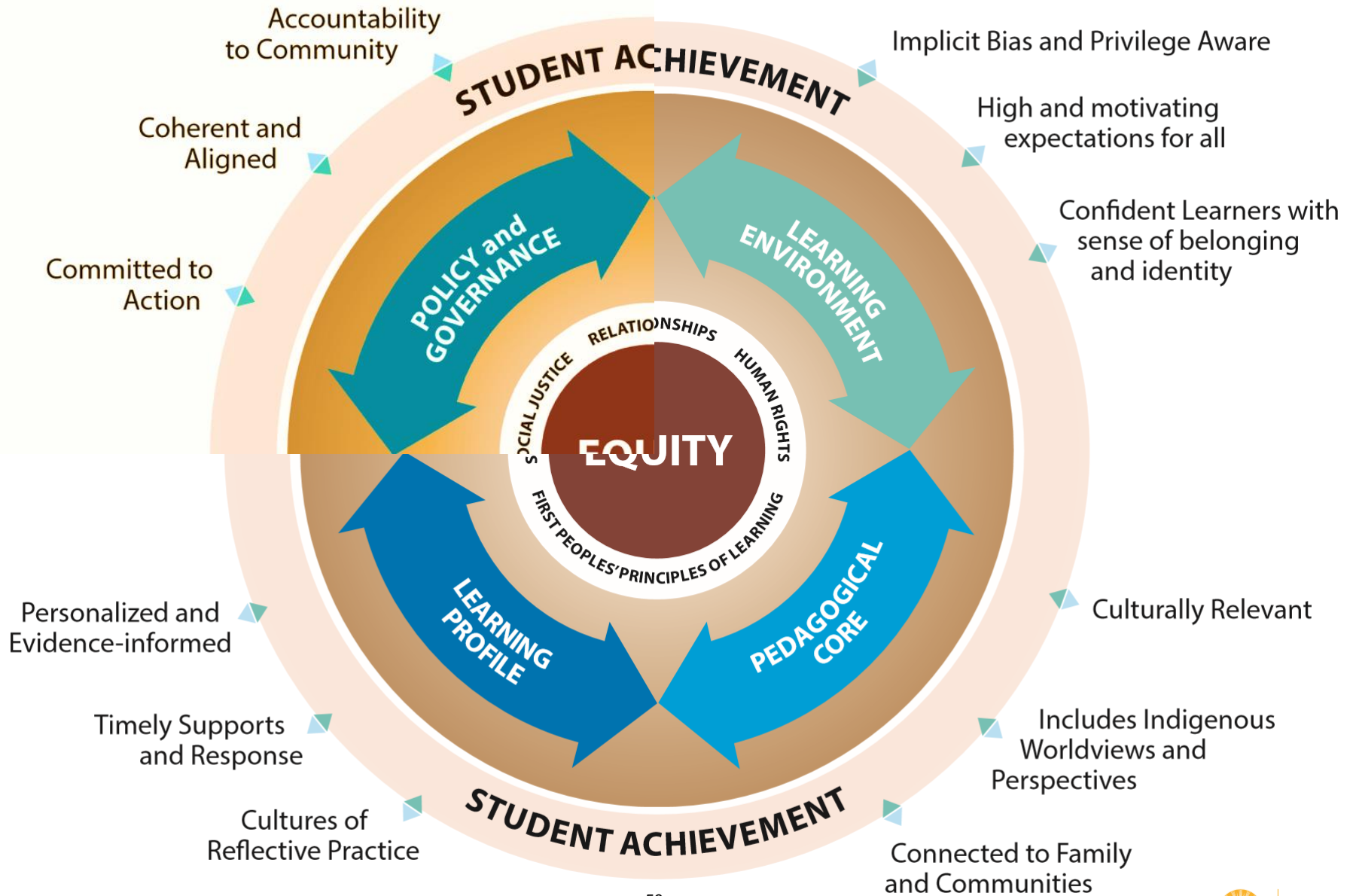


# Indigenous Student Success



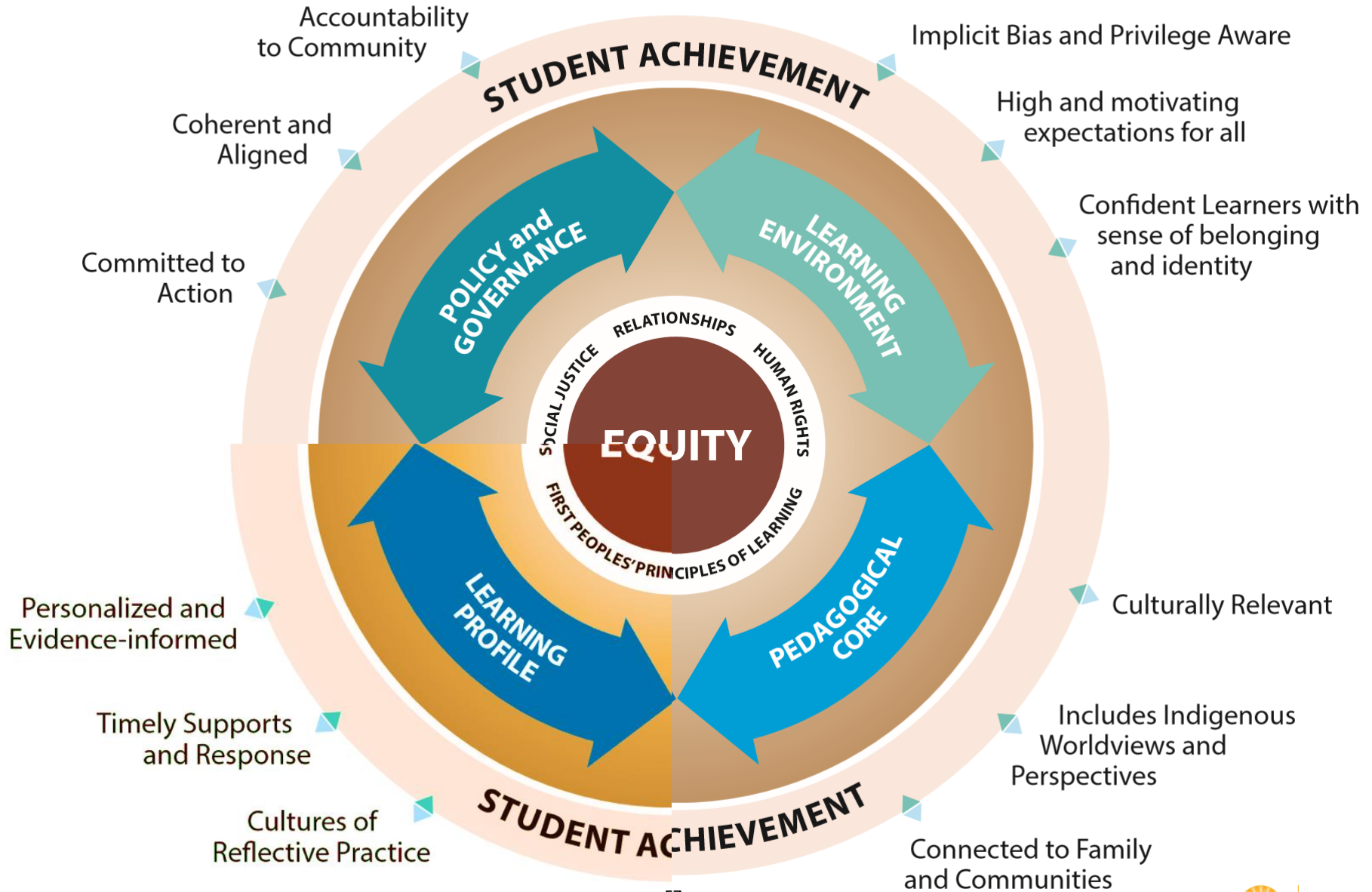


# Indigenous Student Success

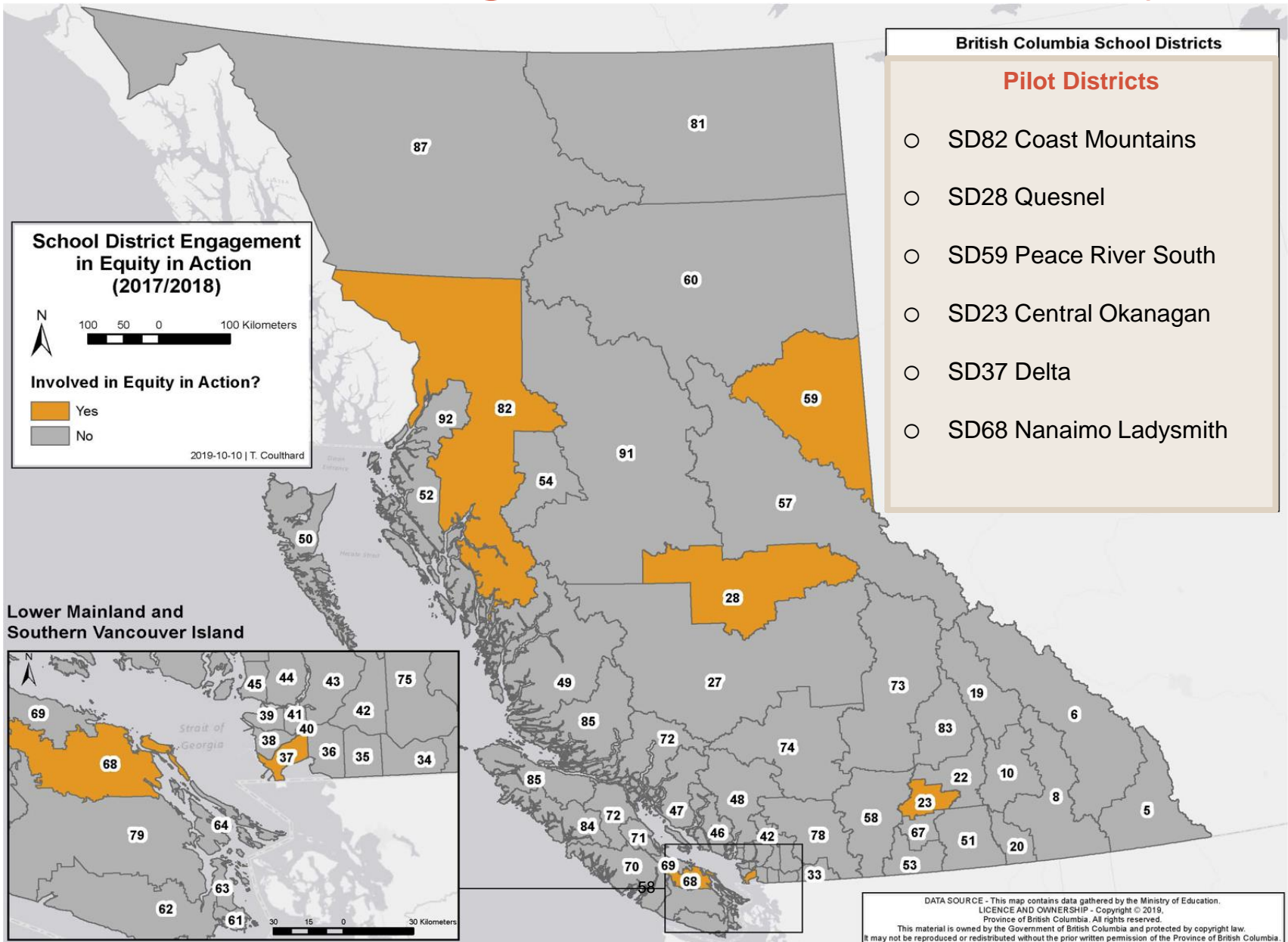




# Indigenous Student Success



# Expanding the Focus for Equity

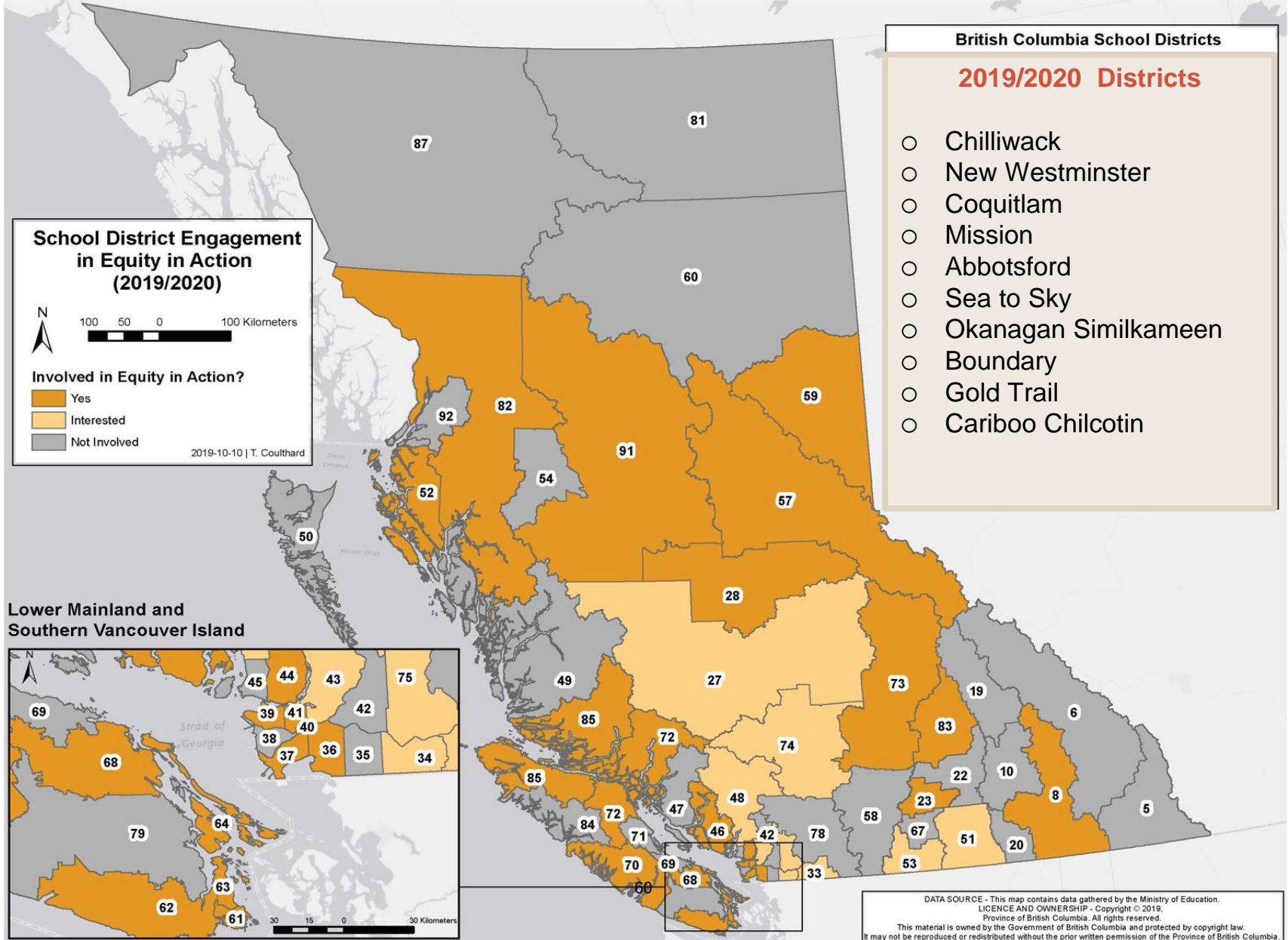


# Expanding the Focus for Equity

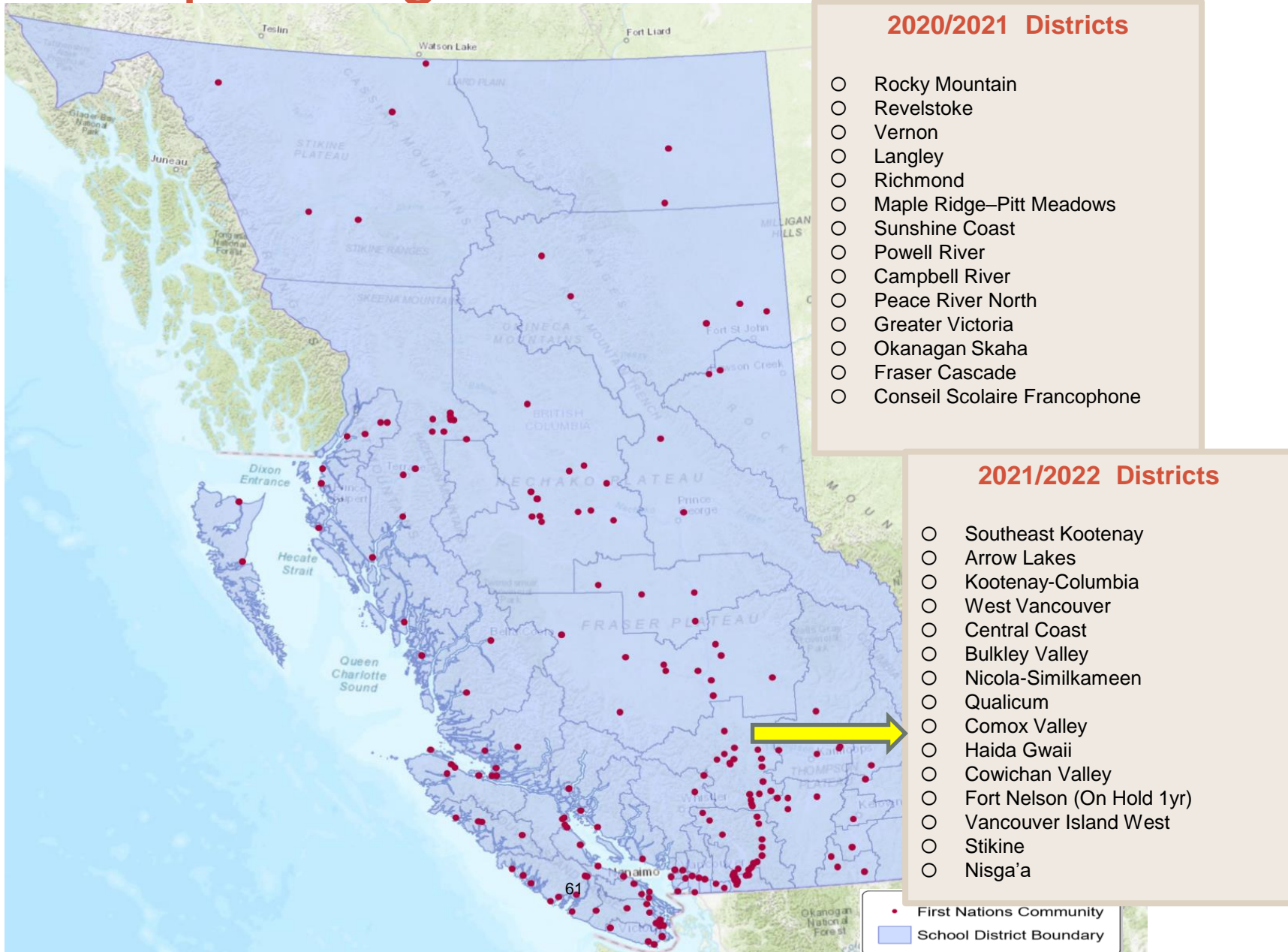




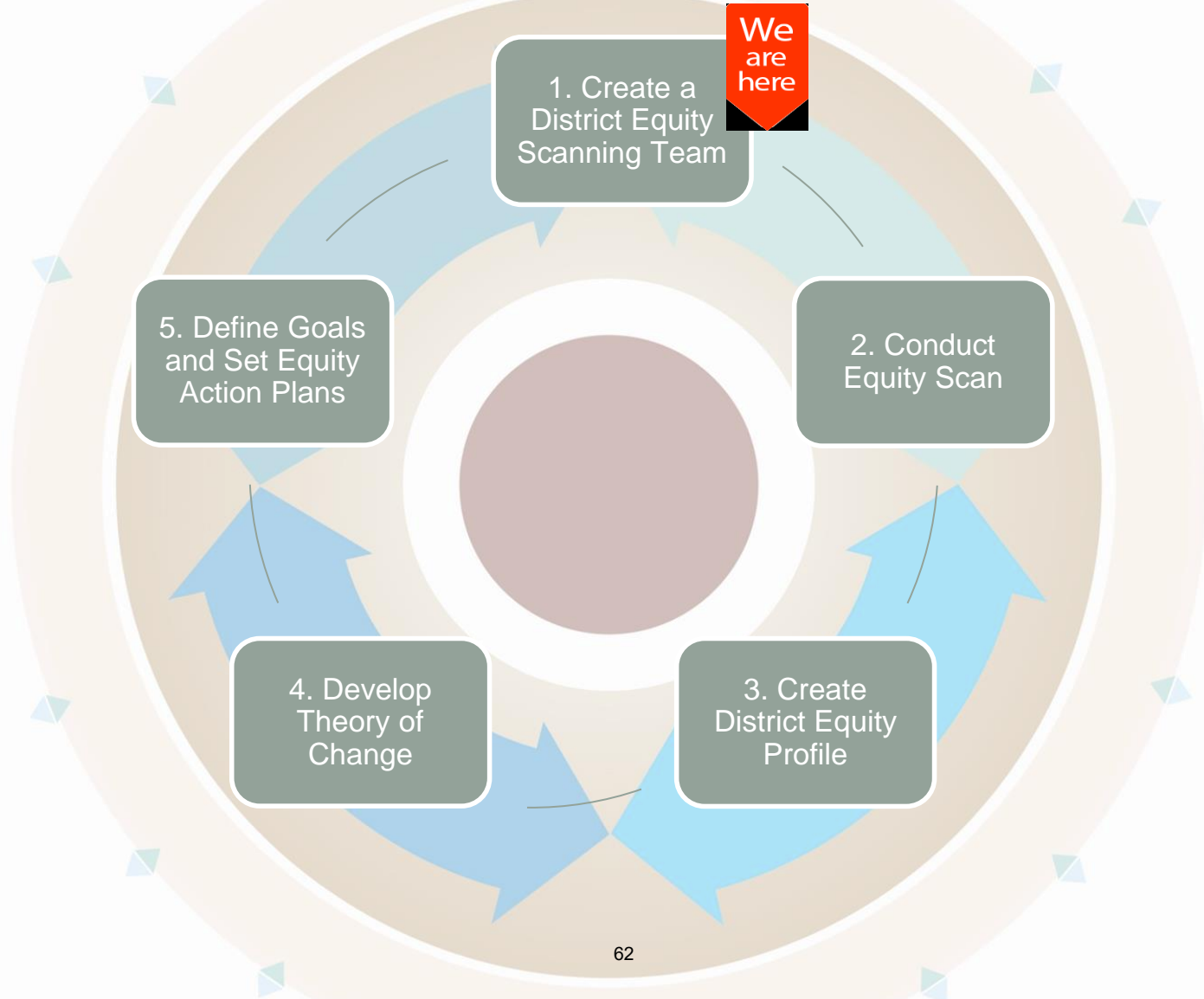
# Expanding the Focus for Equity



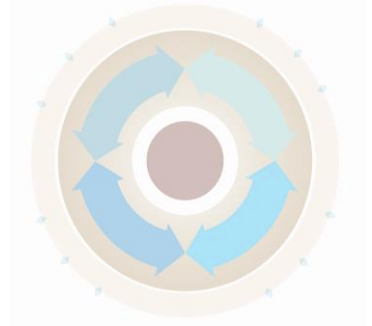
# Expanding the Focus for Equity



# Framework for Equity



# Equity Scan Teams



- Unique to each district
- Inclusive and broad community representation. “Who isn’t here that should be?”
- Guide the process and work collaboratively to determine Action Plans and Goals
- A place for candour and truths

1. Create a  
District Equity  
Scanning Team

# Conduct The Equity Scan



- Equity Scanning is about going deeply into the culture and norms of the district.
- Questions and rubrics are designed to be points of inquiry that Equity Teams work through.
- Will indicate areas of strength and areas of concern to be addressed.

2. Conduct  
Equity Scan



# District Equity Profile



- The main work of Equity Teams.
- The result of broad and meaningful consultation and inquiry.
- A “Makes Sense” inventory of where we are.
- Sets the stage for Action Plan and areas of growth.

3. Create  
District Equity  
Profile

# Theory of Change



- Articulate what findings have emerged through this scanning process that will contribute to growth and progress in your district.
- A statement of intentional strategies, actions and goals identified for action to address systemic barriers that may exist.

4. Develop  
Theory of  
Change

# Equity Action Plan



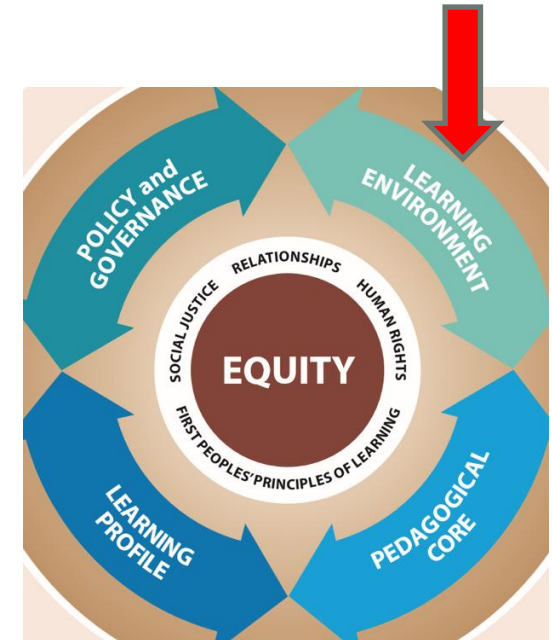
- The final expression of Equity Scan.
- Makes a commitment to growth and change.
- Is an honest and courageous document that is accessible to all partners.
- Addresses the inputs gathered during scanning.

5. Define Goals  
and Set Equity  
Action Plans

# Workbook Questions - Samples

## Learning Environment

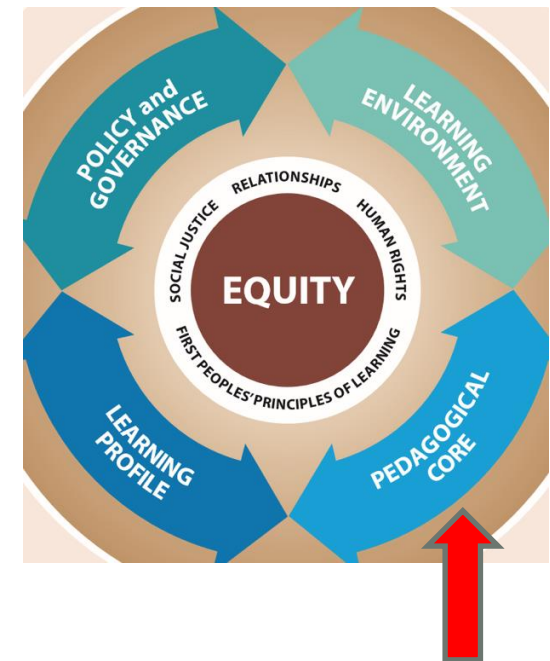
- How are families and communities made to feel welcome and valued as part of the learning environment?
- What are the stories told about the schools and district at the community level?



# Workbook Questions - Samples

## Pedagogical Core

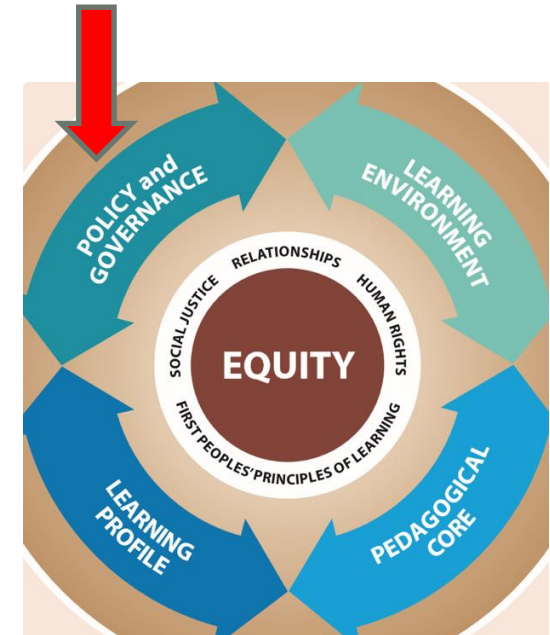
- How are Indigenous Worldviews and Perspectives incorporated into the daily experience of Learners?
- Are issues of implicit bias and racism raised and addressed as possibly impacting the nature of Instruction, assessment and learning for Indigenous learners?



# Workbook Questions - Samples

## Policy and Governance

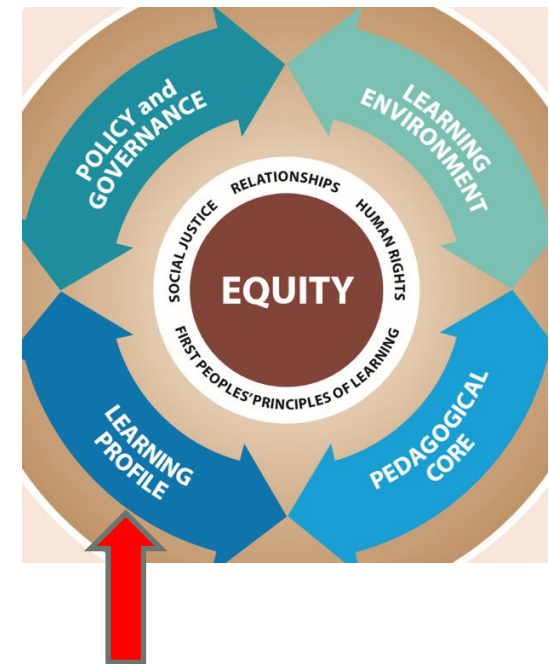
- Does your district have an Indigenous parent, family and community engagement policy or strategy?
- Does your district have specific policy related to access to Indigenous language and cultural programs?



# Workbook Questions - Samples

## Learning Profile

- Are multiple points of data considered when assessing the abilities and learning needs of Indigenous learners. Eg. Are Ministry, district, school and classroom assessments considered together
- **What systems are in place for keeping track of achievement for Indigenous learners** and how is the responsibility for responding understood?



# 8 Key Themes



- **Commitment and Tenacity**
- **Collective Responsibility**
- **Truth at the Center**
- **Connection to Community**
- **Bias & Privilege Awareness**
- **Respect for IWVP**
- **Evidence Informed**
- **ProD Collaborative Culture**



**Student Voice – (Learning Environment / Pedagogical Core)**

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

**Indigenous Community Voices – (Learning Environment / Pedagogical Core)**

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

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

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

**Teachers and Support Staff (Pedagogical Core / Learning Environment)**

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

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

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

**Trustees & Superintendent– ( Policy and Governance)**

1. Syeyutsus Policy Review
2. Anti-Indigenous Racism Policy Review / Creation?<sup>73</sup>
3. Roberts Rules / Alternative Approaches



Gilakas'la

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[Joe.Heslip@sd71.bc.ca](mailto:Joe.Heslip@sd71.bc.ca)



**Comox Valley Schools**

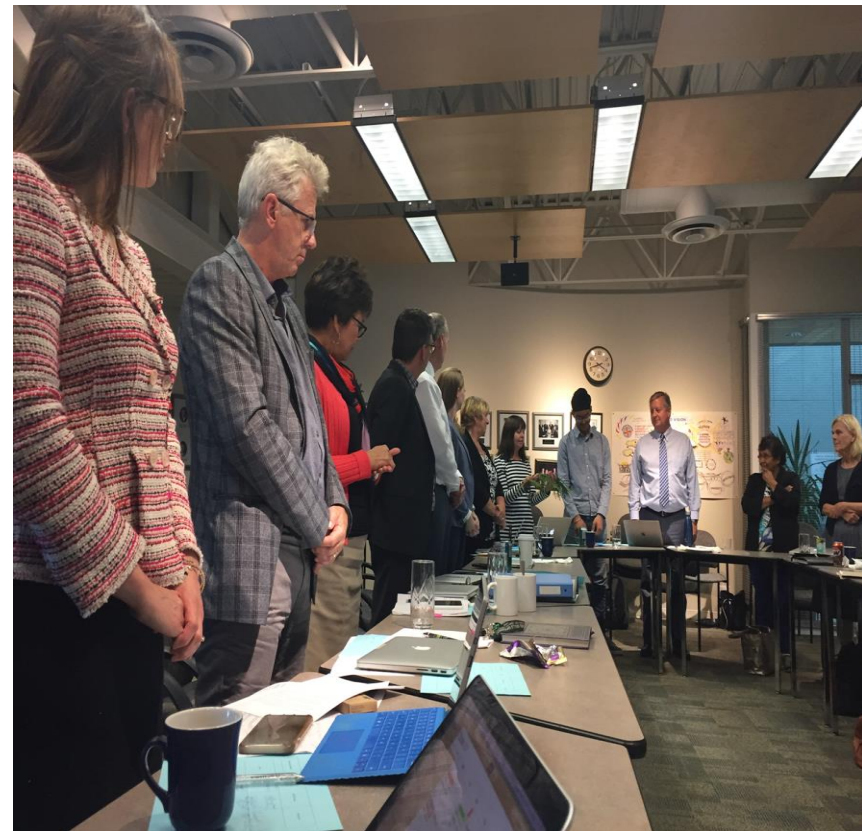
A Community of Learners

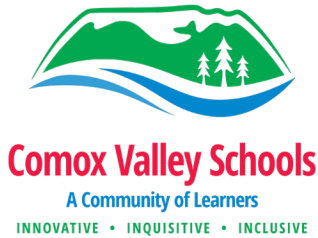
INNOVATIVE • INQUISITIVE • INCLUSIVE

## Advice From Equity Districts

**“Don’t be defensive. Open yourself up to possibilities and be honest about what you find. It will be heart-wrenching, but identifying the systemic barriers is the first step to addressing them”**

Saanich





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**TO:** Board of Education **DATE:** October 22, 2024  
**FROM:** Jay Dixon, Associate Superintendent / Molly Proudfoot, Director of Operations  
**RE:** Proposed Catchment Boundary Adjustments

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### **Purpose**

To inform the Board about the proposed catchment boundary adjustments for Brooklyn, Valley View, Aspen Park, and Airport elementary schools, including key considerations, engagement plans, and expected impacts. The boundary adjustments aim to manage enrollment growth equitably across these schools, ensuring sustainable access to resources and high-quality learning environments.

### **Background and Analysis**

In recent years, Comox Valley, especially the Comox and East Courtenay areas, has experienced notable population growth. This increase has led to enrollment pressures, with some schools reaching or exceeding capacity while others still have room to accommodate additional students. As part of the district's long-term strategy, proposed adjustments aim to balance student numbers and optimize facility use starting in the 2025-2026 school year.

As part of the boundary review research, staff reviewed projections, spoke with local municipalities, and used their local knowledge to assess the need for school boundary adjustments. Staff feel confident that the proposed adjustments are grounded in a thorough review of the population growth within the identified communities.

### **Key Points**

#### **1. Proposed Boundary Adjustments**

- **Brooklyn Elementary:** Current boundary includes potential future developments on Pritchard Road past Cambridge Road, adding to the school's enrollment pressure. Adjustments would move any new students from that development to Airport Elementary, where there is capacity.
- **Airport Elementary:** Any students eventually living in the new development on Pritchard Road past Cambridge Road would attend Airport Elementary. Students living near Aspen Road and Idiens Way would attend Aspen Park.
- **Aspen Park Elementary:** Will shift its catchment to reduce long commutes for families, especially those near new apartment complexes close to Superstore. Set to increase its capacity by 11 classrooms by September 2025, accommodating future students from new developments nearby, particularly off Aspen Road and Idiens Way.

- **Valley View Elementary:** Minor boundary shifts to include apartments near Superstore, reducing the distance for families who currently commute long distances.

## 2. Rationale for Changes

- **Growth-Driven Need:** Population increases, alongside planned developments, necessitate the realignment of boundaries to prevent overcrowding and ensure equitable access to facilities and resources.
- **Infrastructure Capacity:** Current strain on resources at certain schools, with reliance on portable classrooms, highlights the need for balanced enrollment.
- **Transportation and Accessibility:** Realignment considers walkability, reduced commuting times, and safer travel routes, minimizing the need for additional busing services.

## 3. Community Engagement Process

- **Feedback Portal (Oct 18 – Nov 8, 2024):** Launch of an online interactive portal where families can review the proposals, ask questions, and submit feedback. **Link:** [Catchment Update Webpage](#)
- **Final Review and Recommendations (Nov 12 – Nov 26, 2024):** Community feedback will be reviewed at a Committee of the Whole meeting, with final recommendations to be presented to the Board for potential approval on November 26.

## 4. Impact on Students and Families

- **Minimal Disruption:** Changes apply to new enrollments starting in 2025. Current students will remain in their existing schools, with accommodations for siblings and students with inclusivity needs, unless the families wish to move their children to their new catchment school.
- **Flexibility for Families:** Families preferring to keep siblings together can request cross-boundary transfers for younger children, subject to review.

## 5. Communications and Outreach Strategy

- **Information Hub:** The district's website will serve as the main platform for updates and feedback collection, linking to detailed maps, Q&A, and feedback submission.
- **Social Media and Local Media:** Bi-weekly posts and advertisements will promote engagement and inform the public of important dates.
- **Parent Advisory Council (PAC):** PAC and DPAC representatives will disseminate information and encourage feedback through school-specific networks. There will be a Hybrid PAC meeting on October 23, 2024, at 7:00 pm being held at Brooklyn Elementary School, where representatives from the four impacted schools will be invited.

## Next Steps and Timeline

- **October 18, 2024:** Public engagement launched via the online portal.
- **November 12, 2024:** Committee of the Whole reviews feedback.
- **November 26, 2024:** Final Board review for potential approval.

## Conclusion

The proposed boundary adjustments align with Comox Valley Schools' goals of managing growth sustainably and supporting balanced enrollment across schools. These changes represent proactive, long-term planning to maintain equitable, accessible education in response to ongoing population growth. The district seeks Board support to proceed with the engagement and review process, ensuring that the community's voices shape the final adjustments.

The proposed adjustments and approach to community engagement for the proposed boundary adjustments are in alignment with the Board's values: Equity, Relationships, Safety and Integrity; all of which support learners.

Of note, Staff are mindful that Indigenous learners are not impacted by the boundary adjustments. As a reminder, in 2023 the Legislative Assembly of British Columbia brought forward Bill 40, which included changes to the School Act. Section 74.2 was enacted, which "allows a first nation, a treaty first nation or the Nisga'a Nation to designate a school of choice in a school district."

Link: [Catchment Update Webpage](#)

## Recommendation:

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

Respectfully submitted,

Jay Dixon

Jay Dixon  
Associate Superintendent

Molly Proudfoot

Molly Proudfoot  
Director of Operations



**Comox Valley Schools**

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

## Comox Valley Schools

School District No. 71  
Office of the Secretary-Treasurer

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

October 10, 2024

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

Dear Mr. Davison:

This will confirm that the Board of Education of School District No. 71 (Comox Valley) is aware of the total compensation paid to executive staff during the 2023-2024 fiscal year and further, that we verify the amount of compensation paid was within the compensation plan as approved by the Board and reported to the Public Sector Employers' Council Secretariat.

Yours truly,

Michelle Waite  
Board Chair  
School District No. 71 (Comox Valley)

# Public Sector Executive Compensation Disclosure Report 2023-2024 School District No. 71 (Comox Valley)

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

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

## Compensation Philosophy

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

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

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

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

Inherent in the compensation philosophy are the following core principles:



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

## Labour Market Comparators

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

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

The following considerations guide articulation of the relevant labour market:

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

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

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

The Board’s executive and exempt staff salary structure was developed on a total compensation basis, consistent with governance and technical best practice, as part of the BCPSEA Sectoral

Exempt Staff Compensation Review Project conducted with the approval of the PSEC Secretariat. This comprehensive market review ensured development of an executive and exempt staff salary structure for each of the province's 60 public school districts in alignment with each district's relevant comparator labour market and internal organizational structure. This approach includes:

- Consideration of all components of the total rewards model.
- Consideration of the relevant labour market for compensation comparison purposes.
- Linking pay ranges to neutral, relevant factors (e.g., job content (specific duties/responsibilities), required skill level, required competencies, required qualifications).
- Ensuring appropriate relationships exist between positions in the district's organizational hierarchy.
- Considering the ways in which appropriate organizational and individual performance measures may be linked to the administration of the compensation system.

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

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

## Cash Compensation

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

- **Annual base salary**  
Annual base salary is considered in the context of the total compensation package.
- **Vehicle provisions**  
Due to the diverse geography of the district and the need to visit schools and other district worksites, the Board provides a monthly vehicle allowance to the Superintendent and other senior management positions. The monthly vehicle allowance is set at a level competitive with the vehicle allowances provided to Superintendents and other senior managers in districts of similar size and geography.
- **Non-cash Compensation**  
The non-cash elements of the total compensation package include:
  - **Health and welfare benefits** such as basic medical, extended medical, dental, group life, short-term and long-term disability, employee and family assistance program, etc. consistent with such benefits as offered in the K-12 sector generally.
  - **Pension benefits** through either the Teachers' Pension Plan or the Municipal Pension Plan.
  - **Paid time off** including an annual vacation entitlement of 25-30 days. Pursuant to the Public Sector Employers Act, carry forward of unused accumulated vacation is not permitted. If, however, the individual employment contract does allow for carry

forward of unused accumulated vacation, then such vacation may be carried forward for one year only and at the end of that year, the unused accumulated vacation must be used in full, paid out, or a combination of the two.

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

## Compensation Administration

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

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

- **Annual base salary administration**

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

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

## Accountability

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

- the *Public Sector Employers Act*, which establishes the legislative policy framework for exempt staff compensation administration in the public sector
- the BCPSEA exempt staff compensation management plan (Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*), which is an approved compensation plan under the *Public Sector Employers Act*
- compensation mandates/direction facilitated by the PSEC Secretariat from time to time. Any adjustments to exempt staff compensation levels must align with the parameters of the prevailing compensation mandate/direction.

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

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

# EXECUTIVE COMPENSATION DISCLOSURE

School District 71 (Comox Valley)

Summary Compensation Table at 2024

Name and Position	Salary	Holdback/Bonus/ Incentive Plan Compensation	Benefits	Pension	All Other Compensation (expanded below)	2023/2024 Total Compensation	Previous Two Years Totals Total Compensation	
							2022/2023	2021/2022
Jeremy Morrow, Superintendent of Schools	\$ 226,049	-	\$ 6,235	\$ 25,897	\$ 9,725	\$ 267,906		
Vivian Collyer, Associate Superintendent	\$ 186,253	-	\$ 5,976	\$ 21,471	\$ 10,355	\$ 224,055		
Jay Dixon, Associate Superintendent	\$ 186,841	-	\$ 5,976	\$ 21,471	\$ 9,767	\$ 224,055	\$ 201,441	
Brenda Lynn Hooker, Secretary Treasurer	\$ 31,348	-	\$ 233	\$ 2,918	\$ 8,192	\$ 42,691	\$ 238,795	\$ 191,803
Russell Horswill, Acting Secretary Treasurer	\$ 119,874	-	-	-	\$ 9,967	\$ 129,841		
Sean Lamoureux, Associate Superintendent	\$ 187,836	-	\$ 5,852	\$ 21,471	\$ 8,772	\$ 223,931	\$ 201,512	
Geoff Manning, Assistant Superintendent	\$ 38,847	-	\$ 2	\$ 5,328	\$ 34,547	\$ 78,724	\$ 253,430	\$ 190,882
Carrie McVeigh, Secretary-Treasurer	\$ 70,446	-	\$ 1,288	\$ 6,558	\$ 2,400	\$ 80,692		

# EXECUTIVE COMPENSATION DISCLOSURE

**Summary Other Compensation Table at 2024**

Name and Position	All Other Compensation	Severance	Vacation Payout	Paid Leave	Vehicle / Transportation Allowance	Perquisites / Other Allowances	Other
Jeremy Morrow, Superintendent of Schools	\$ 9,725	-	-	\$ 3,125	\$ 6,600	-	-
Vivian Collyer, Associate Superintendent	\$ 10,355	-	-	\$ 3,755	\$ 6,600	-	-
Jay Dixon, Associate Superintendent	\$ 9,767	-	-	\$ 3,167	\$ 6,600	-	-
Brenda Lynn Hooker, Secretary Treasurer	\$ 8,192	-	\$ 7,092	-	\$ 1,100	-	-
Russell Horswill, Acting Secretary Treasurer	\$ 9,967	-	-	-	-	-	\$ 9,967
Sean Lamoureux, Associate Superintendent	\$ 8,772	-	-	\$ 2,172	\$ 6,600	-	-
Geoff Manning, Assistant Superintendent	\$ 34,547	-	\$ 24,864	\$ 8,308	\$ 1,375	-	-
Carrie McVeigh, Secretary-Treasurer	\$ 2,400	-	-	-	\$ 2,400	-	-

## EXECUTIVE COMPENSATION DISCLOSURE

### Notes

Jeremy Morrow, Superintendent of Schools	<b>General Note:</b> Employee started on August 1, 2023. New Superintendent to the organization.
Vivian Collyer, Associate Superintendent	<b>General Note:</b> Employee was promoted to Associate Superintendent on July 1, 2023. Employee received a 20% increase as a result of their promotion to the position of Associate Superintendent effective July 1, 2023.
Jay Dixon, Associate Superintendent	<b>General Note:</b> Employee was promoted to Associate Superintendent on July 1, 2023. Employee received a 20% increase as a result of their promotion to the position of Associate Superintendent effective July 1, 2023.
Brenda Lynn Hooker, Secretary Treasurer	<b>General Note:</b> Resignation date is August 31, 2023
Russell Horswill, Acting Secretary Treasurer	<b>Other Note:</b> Reimbursement for travel and accommodation.
Sean Lamoureux, Associate Superintendent	<b>General Note:</b> Employee was promoted to Associate Superintendent on July 1, 2023. Employee received a 20% increase as a result of their promotion to the position of Associate Superintendent effective July 1, 2023.
Geoff Manning, Assistant Superintendent	<b>General Note:</b> Employee Promoted to Assistant Superintendent (permanent) on July 1, 2023. Resigned on August 31st to take a job offer as Superintendent in another district. Vacation paid out on termination.
Carrie McVeigh, Secretary-Treasurer	<b>General Note:</b> Employee started on March 4, 2024. New Employee to the Organization.



# The Board of Education of School District No. 071 (Comox Valley) Pay transparency report

Comox Valley Schools is committed to working towards an equitable workplace for everyone. This report highlights some of the work we still need to do with regards to collecting gender identities and ensuring people are compensated in an equitable manner.

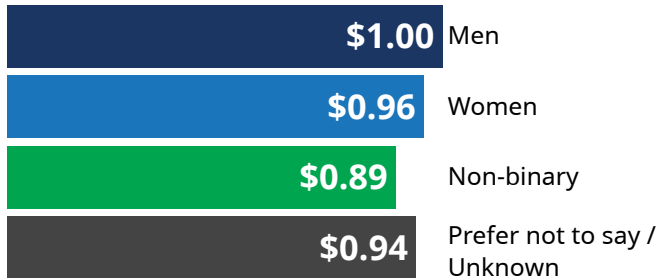
## Employer details

<b>Employer:</b>	The Board of Education of School District No. 071 (Comox Valley)
<b>Address:</b>	607 Cumberland Rd, Courtenay, BC
<b>Reporting Year:</b>	2024
<b>Time Period:</b>	July 1, 2023 - June 30, 2024
<b>NAICS Code:</b>	61 - Educational services
<b>Number of Employees:</b>	1000 or more



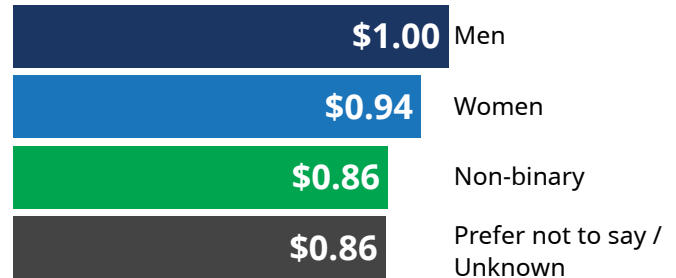
## Hourly pay

### Mean hourly pay gap<sup>1</sup>



In this organization women's average hourly wages are 4% less than men's and non-binary people's average hourly wages are 11% less than men's. For every dollar men earn in average hourly wages, women earn 96 cents and non-binary people earn 89 cents in average hourly wages.

### Median hourly pay gap<sup>2</sup>



In this organization women's median hourly wages are 6% less than men's and non-binary people's median hourly wages are 14% less than men's. For every dollar men earn in median hourly wages, women earn 94 cents and non-binary people earn 86 cents in median hourly wages.

#### Explanatory notes

1. "Mean hourly pay gap" refers to the differences in pay between gender groups calculated by average pay. Hourly pay does not include bonuses and overtime.
2. "Median hourly pay gap" refers to the differences in pay between gender groups calculated by the mid range of pay for each group. Hourly pay does not include bonuses and overtime.



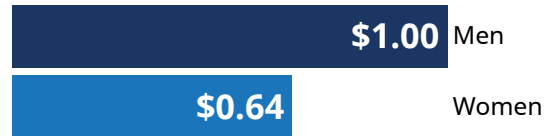
## Overtime pay

### Mean overtime pay<sup>3</sup>



In this organization women's average overtime pay is 21% less than men's. For every dollar men earn in average overtime pay, women earn 79 cents in average overtime pay. \*

### Median overtime pay<sup>4</sup>



In this organization women's median overtime pay is 36% less than men's. For every dollar men earn in median overtime pay, women earn 64 cents in median overtime pay. \*

### Mean overtime paid hours<sup>5</sup>

Difference as compared to reference group (Men)

Women	-2
-------	----

In this organization the average number of overtime hours worked by women was 2 less than by men. \*

### Median overtime paid hours<sup>6</sup>

Difference as compared to reference group (Men)

Women	-1
-------	----

In this organization the median number of overtime hours worked by women was 1 less than by men. \*

### Percentage of employees in each gender category receiving overtime pay



#### Explanatory notes

3. "Mean overtime pay" refers to overtime pay when averaged for each group.
4. "Median overtime pay" refers to the middle point of overtime pay for each group.
5. "Mean overtime paid hours" refers to the average number of hours of overtime worked for each group.
6. "Median overtime paid hours" refers to the middle point of number of overtime hours worked for each group.



## Bonus pay

### Mean bonus pay <sup>7</sup>

This measure cannot be displayed because there is insufficient data to meet disclosure requirements.

### Median bonus pay <sup>8</sup>

This measure cannot be displayed because there is insufficient data to meet disclosure requirements.

### Percentage of employees in each gender category receiving bonus pay

This measure cannot be displayed because there is insufficient data to meet disclosure requirements.



## Percentage of each gender in each pay quartile <sup>9</sup>

Upper hourly pay quartile (highest paid) †



Upper middle hourly pay quartile †



Lower middle hourly pay quartile †



Lowest hourly pay quartile (lowest paid) †



■ Men  
■ Women

In this organization, women occupy 71% of the highest paid jobs and 80% of the lowest paid jobs.

† This pay quartile was reduced to suppress gender categories consisting of less than ten (10) employees.

### Data constraints

The school district has made significant efforts to collect gender information from its employees. Participation in this data collection is voluntary, and a notable portion of employees (NTD%) chose not to respond. Consequently, the school district has supplemented the missing gender information with birth sex data from the previous year's EDAS records, while ensuring the preferences of those who responded are preserved. This approach has been adopted for the purposes of this report. Moving forward, the school district plans to collect and utilize gender information for the 2025 reporting year.

### Explanatory notes

7. "Mean bonus pay" refers to bonus pay when averaged for each group.
8. "Median bonus pay" refers to the middle point of bonus pay for each group.
9. "Pay quartile" refers to the percentage of each gender within four equal sized groups based on their hourly pay.

\* In accordance with the Pay Transparency Act and reporting rules designed to protect the anonymity and privacy of respondents, one or more gender categories has been excluded due to insufficient numbers to meet disclosure requirements.

# SAFETY

## Background

The District promotes and actively sustains a safe working and learning environment for all students and employees.

## Procedures

1. It shall be the responsibility of management (every Director and Officer of the District) to:
  - 1.1. Provide and maintain District land and premises that are being used as a workplace in a manner that ensures the health and safety of persons at or near the workplace;
  - 1.2. Provide to the employer or prime contractor at the workplace the information known to the District that is necessary to identify and eliminate or control hazards to the health or safety of persons at the workplace;
  - 1.3. Comply with Part 3 Occupational Health and Safety Regulation, and (Workers' Compensation Act/Amendment Act (WCAA) 1998 Chapter 50), and
  - 1.4. Develop work procedures conducive to an environment free from industrial accident and disease.
2. It shall be the responsibility of each Supervisor to ensure that his/her employees are trained in proper work procedures and to enforce the adherence by employees to proper work methods and all pertinent regulations.
3. It shall be the duty of each employee to follow proper work procedures, to observe all regulations and employer's instructions pertinent to his work, and to cooperate in attaining the objective of an environment free from industrial accident and disease.
4. In cases of multiple employers occupying the workplace, the District's officer in charge shall:
  - 4.1. Ensure activities relating to health and safety are coordinated;
  - 4.2. Do everything reasonable to establish a system to ensure compliance with Part 3 Occupational Health and Safety Regulation, and Workers' Compensation Act, and Part 3 of WCAA regulations, and
  - 4.3. Ensure knowledge of the various employer's supervisors.
5. Responsibilities
  - 5.1. District management is responsible for the following:
    - 5.1.1. Ensuring that a District safety program is developed and maintained;
    - 5.1.2. Ensuring provisions are made for instruction and supervision of employees in the safe performance of their work;
    - 5.1.3. Evaluating, on an annual basis, the Occupational Health and Safety Program;
    - 5.1.4. Reviewing reports and statistics regarding the safety program.

- 5.2. The Health and Safety ~~Manager~~~~Officer~~ is responsible for the following:
  - 5.2.1. ~~Ensuring~~~~Conducting~~ inspections and audits are conducted throughout the District;
  - 5.2.2. Assisting in accident investigations as needed;
  - 5.2.3. Investigating serious incidents;
  - 5.2.4. Ensuring that all accident investigation reports required for insurance purposes or by the Workers' Compensation Board or the Ministry of Education are completed and filed by the designated personnel in a timely fashion, and that any non-conformance with this Administrative Procedure is reported to management;
  - 5.2.5. Developing, coordinating, and providing safety training programs for staff;
  - 5.2.6. Advising on the development of District safety policies and developing program objectives to be presented to management;
  - 5.2.7. Acting as a resource in dealing with safety problems;
  - 5.2.8. ~~Coordinating~~~~conducting~~, with the District Health and Safety Committee, an annual evaluation of the Occupational Health and Safety Program.
- 5.3. Administrative officers and other supervisory staff are responsible for the following:
  - 5.3.1. Conducting inspections of their area of responsibility;
  - 5.3.2. Investigating ~~incidents~~~~accidents~~ which occur within their area of responsibility;
  - 5.3.3. Ensuring that their staff have been trained in the safe performance of their work;
  - 5.3.4. Meeting with their staff on a regular basis to review safety matters;
  - 5.3.5. Ensuring that site first aid requirements are met;
  - 5.3.6. Responding to staff safety concerns.
- 5.4. Employees other than District management, administrative officers, and supervisory staff are responsible for the following:
  - 5.4.1. Observing established safe work practices;
  - 5.4.2. Reporting all ~~inciaeei~~ accidents and injuries to the appropriate Supervisor;
  - 5.4.3. Reporting any unsafe conditions to their Supervisor;
  - 5.4.4. At the direction of their Supervisor, attending safety training sessions provided by the District.
- 5.5. The following must be present at each work site in the District:
  - 5.5.1. A copy of the District Safety Manual; District Safety Program
  - 5.5.2. A copy of the Occupational Health and Safety Regulation and Workers' Compensation Act~~Board Industrial Health and Safety Regulations~~;
  - 5.5.3. A notice board accessible to all staff and posted with the following:
    - 5.5.3.1. Site first-aid procedures;
    - 5.5.3.2. Site fire and emergency procedures;
    - 5.5.3.3. Members and minutes of the site Joint Occupational~~District's~~ Health and Safety Committee meetings;



5.5.3.4. The Workers' Compensation Board ~~“Notice to Workers’ Workers~~  
placard; Any other item circulated for posting by the ~~Joint Occupational~~  
Health and Safety Committee or Health and ~~Sa~~Safety Manager~~fety-~~  
Officer.

Reference: Sections 17, 20, 22, 65, 85 School Act  
Health Act  
Safety Standards Act  
Workers' Compensation Act  
Communicable Diseases Regulation  
Occupational Health and Safety Regulation

Adopted: February 28, 2006  
Revised: June 25, 2019  
~~Revised: September, September 2023~~  
Revised: October 2024

# SAFETY

## Background

The District promotes and actively sustains a safe working and learning environment for all students and employees.

## Procedures

1. It shall be the responsibility of management (every Director and Officer of the District) to:
  - 1.1. Provide and maintain District land and premises that are being used as a workplace in a manner that ensures the health and safety of persons at or near the workplace;
  - 1.2. Provide to the employer or prime contractor at the workplace the information known to the District that is necessary to identify and eliminate or control hazards to the health or safety of persons at the workplace;
  - 1.3. Comply with Part 3 Occupational Health and Safety Regulation, and Workers' Compensation Act, and
  - 1.4. Develop work procedures conducive to an environment free from industrial accident and disease.
2. It shall be the responsibility of each Supervisor to ensure that his/her employees are trained in proper work procedures and to enforce the adherence by employees to proper work methods and all pertinent regulations.
3. It shall be the duty of each employee to follow proper work procedures, to observe all regulations and employer's instructions pertinent to his work, and to cooperate in attaining the objective of an environment free from industrial accident and disease.
4. In cases of multiple employers occupying the workplace, the District's officer in charge shall:
  - 4.1. Ensure activities relating to health and safety are coordinated;
  - 4.2. Do everything reasonable to establish a system to ensure compliance with Part 3 Occupational Health and Safety Regulation, and Workers' Compensation Act, and
  - 4.3. Ensure knowledge of the various employer's supervisors.

## 5. Responsibilities

- 5.1. District management is responsible for the following:
  - 5.1.1. Ensuring that a District safety program is developed and maintained;
  - 5.1.2. Ensuring provisions are made for instruction and supervision of employees in the safe performance of their work;
  - 5.1.3. Evaluating, on an annual basis, the Occupational Health and Safety Program;
  - 5.1.4. Reviewing reports and statistics regarding the safety program.
- 5.2. The Health and Safety Manager is responsible for the following:
  - 5.2.1. Ensuring inspections and audits are conducted throughout the District;
  - 5.2.2. Assisting in accident investigations as needed;
  - 5.2.3. Investigating serious incidents;
  - 5.2.4. Ensuring that all accident investigation reports required for insurance purposes or by the Workers' Compensation Board or the Ministry of Education are completed and filed by the designated personnel in a timely fashion, and that any non-conformance with this Administrative Procedure is reported to management;
  - 5.2.5. Developing, coordinating, and providing safety training programs for staff;
  - 5.2.6. Advising on the development of District safety policies and developing program objectives to be presented to management;
  - 5.2.7. Acting as a resource in dealing with safety problems;
  - 5.2.8. Coordinating, with the District Health and Safety Committee, an annual evaluation of the Occupational Health and Safety Program.
- 5.3. Administrative officers and other supervisory staff are responsible for the following:
  - 5.3.1. Conducting inspections of their area of responsibility;
  - 5.3.2. Investigating incidents which occur within their area of responsibility;
  - 5.3.3. Ensuring that their staff have been trained in the safe performance of their work;
  - 5.3.4. Meeting with their staff on a regular basis to review safety matters;
  - 5.3.5. Ensuring that site first aid requirements are met;
  - 5.3.6. Responding to staff safety concerns.
- 5.4. Employees other than District management, administrative officers, and supervisory staff are responsible for the following:
  - 5.4.1. Observing established safe work practices;
  - 5.4.2. Reporting all incidents and injuries to the appropriate Supervisor;
  - 5.4.3. Reporting any unsafe conditions to their Supervisor;
  - 5.4.4. At the direction of their Supervisor, attending safety training sessions provided by the District.
- 5.5. The following must be present at each work site in the District:
  - 5.5.1. A copy of the District Safety Manual; District Safety Program
  - 5.5.2. A copy of the Occupational Health and Safety Regulation and Workers' Compensation Act;

- 5.5.3. A notice board accessible to all staff and posted with the following:
  - 5.5.3.1. Site first-aid procedures;
  - 5.5.3.2. Site fire and emergency procedures;
  - 5.5.3.3. Members and minutes of the site Joint Occupational Health and Safety Committee meetings;
  - 5.5.3.4. The Workers' Compensation Board **Notice to Workers** placard;
  - 5.5.3.5. Any other item circulated for posting by the Joint Occupational Health and Safety Committee or Health and Safety Manager.

Reference: Sections 17, 20, 22, 65, 85 School Act  
Health Act  
Safety Standards Act  
Workers' Compensation Act  
Communicable Diseases Regulation  
Occupational Health and Safety Regulation

Adopted: February 28, 2006  
Revised: June 25, 2019  
Revised: September 2023  
Revised: October 2024

**Administrative Procedure 160 – Appendix B**

**FIRST AID**

1. First Aid Attendant

1.1. Each work site will have designated employees holding valid first aid certification that meets at least the minimum requirements of the *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities) sections 3.14, 3.15, 3.16, 3.17*.

1.2. The *Occupational Health and Safety Regulation* requires employers to assess time demands and levels of training required to provide first aid coverage not only for staff but for others, as well, such as students. For this reason, the District requires the minimum level of first aid certification at each site to be a WorkSafeBC approved **B**asic **F**irst **A**id **C**ertificate i.e. replacing the an-Occupational First Aid (OFA) Level 1-or equivalent certificate.

**Commented [YA1]:** The OHS Reg doesn't require a dual certification for FAAs. Currently FAAs in the District holds a single certificate. Hence change to OHS requirement.

Elementary schools:	Two first aid attendants Each holding a <b>B</b> asic <b>F</b> irst <b>A</b> id <b>C</b> ertificate ( <u>replacing OFA Level 1-or equivalent</u> )
Middle schools: (<50 employees)	Two first aid attendants Each holding <b>B</b> asic <b>F</b> irst <b>A</b> id <b>C</b> ertificate ( <u>replacing OFA Level 1-or equivalent</u> )
Middle schools: (>50 employees)	Three first aid attendants Two holding a <b>B</b> asic <b>F</b> irst <b>A</b> id <b>C</b> ertificate ( <u>replacing OFA Level 1-or its equivalent</u> ). PLUS one attendant with <b>I</b> ntermediate <b>F</b> irst <b>A</b> id <b>C</b> ertificate ( <u>replacing OFA Level 2-or equivalent</u> )
Secondary schools	Four first aid attendants Two holding <b>B</b> asic <b>F</b> irst <b>A</b> id <b>C</b> ertificate ( <u>replacing OFA Level 1-or its equivalent</u> ) PLUS two attendants with <b>I</b> ntermediate <b>F</b> irst <b>A</b> id <b>C</b> ertificate ( <u>replacing OFA Level 2-or equivalent</u> )
Maintenance shop	Two first aid attendants One holding a <b>B</b> asic <b>F</b> irst <b>A</b> id <b>C</b> ertificate ( <u>replacing OFA Level 1-or equivalent</u> ) PLUS one attendant with <b>I</b> ntermediate <b>F</b> irst <b>A</b> id <b>C</b> ertificate ( <u>replacing OFA Level 2-or equivalent</u> )
Sandwich Alternate School	One <b>I</b> ntermediate (OFA Level 2) first aid attendant, or during absence of the <del>Intermediate first OFA Level 2-attendant</del> aid attendant, a <b>B</b> asic first aid attendant (OFA Level 1) <b>B</b> asic (OFA Level 1) first aid kit on site, with specific procedures on how to transport to hospital
Other School District 71 sites such as assessment center, District office with 1-20 employees	One first aid attendant (and an alternate) Each holding a <b>B</b> asic <b>F</b> irst <b>A</b> id <b>C</b> ertificate ( <u>replacing OFA Level 1-or equivalent</u> ) PLUS <b>B</b> asic (OFA Level 1) first aid kit on site, with specific procedures on how to transport to hospital

SD71 sites with between 21 and <50 employees	Two first aid attendants Each holding a <u>Basic First Aid Certificate (replacing OFA Level 1-or-equivalent)</u> PLUS <u>Basic (OFA Level 1) first aid kit on site, with specific procedures on how to transport to hospital</u>
SD71 sites with 50 or more employees	Two first aid attendants One holding a <u>Basic First Aid Certificate (replacing OFA Level 1-or-equivalent)</u> PLUS one attendant with <u>intermediate First Aid Certificate (OFA Level 2 - equivalent)</u> Dressing Station must be available on site.

The general guideline is: if staff numbers are between 7 and 50 adults, Basic First Aid Certificate (OFA Level 1) ~~(basic) first aid~~ is required by WorkSafeBC, and if staff numbers exceed 50 adults, Intermediate First Aid Certificate (OFA Level 2) ~~(intermediate) first aid~~ is required

- 1.3. Each Principal is responsible for ensuring that first aid coverage and certification are maintained at their site.
- 1.4. All first aid attendants will post their valid first aid certificate(s) at their respective work sites. They will also send a copy of their new or updated certification to their Manager, or Principal, hrhelpdesk@sd71.bc.ca and to the District Health and Safety Manager for record-keeping, along with any receipts required for reimbursement of course fees. The Health and Safety Manager will also review all course requests in agreement with the District's recommended course providers and acceptable courses, and approve as appropriate, prior to employees booking their courses.
- 1.5. In addition to providing first aid services to staff and students, it is the District's responsibility to maintain site treatment records of all injuries reported by employees. The first aid attendant will be the employer's designate to complete and maintain these records as per *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities) s. 3.19 and s. 3.21*. Reporting of student injuries are required by the Schools Protection Branch and are to be reported on the Student Incident Form ONLY (i.e. these reports are not required in first aid records).

Commented [TM2]: Where is this form located? Helpful to provide a link so people can access.

Commented [IH3R2]: Agreed.

## 2. Equipment

- 2.1. Each site with 50 or fewer employees will have a Basic (OFA level 1) first aid kit on site. This is to meet the requirement for ~~ana BasicOFA Level 1~~ first aid attendant.
- 2.2. In addition to the appropriate first aid kit), each facility with more than 50 employees will maintain, on site, all equipment and/or supplies as required by the Workers Compensation Act [RSBC 2019] Chapter 1 – Part 2 (Occupational Health and Safety). See also OHS Guideline G3.16(1.1): Basic requirements to meet schedule 3-A.
- 2.3. It is the responsibility of the District and its designate(s) (i.e. first aid attendants, in this case), to ensure that the first aid equipment and supplies at each site are kept stocked and properly maintained to meet site-specific levels of coverage, as per Workers

[Compensation Act \[RSBC 2019\] Chapter 1 – Part 2 \(Occupational Health and Safety\)](#).  
See also [OHS Guideline G3.16\(1.1\): Basic requirements to meet schedule 3-A](#).

2.4. Principals and managers are responsible for supplying first aid kits and replacement items.

3. Facilities

3.1. For ill or injured staff or students, each site must have a bed available in a room that has enough space to allow ease of access and treatment. The facility must also meet the requirements of *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities) s. 3.15 and 3.16* as applied to the different levels of coverage.

4. Procedures

4.1. In accordance with *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities) s. 3.17*, each work site Manager and School Principal is responsible for the development of site-specific written procedures so staff and students will know how to obtain first aid treatment in the event of injury or illness.

4.2. Each Principal will also review annually, with staff, the procedures for obtaining first aid treatment.

5. Drills

5.1. In accordance with *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities) s. 3.17.(4)*, each work site Manager and School Principal must ensure that at least once each year and whenever the procedures change, drills are conducted to ensure that  
 (a) the procedures are effective, and  
 (b) workers, first aid attendants and other persons authorized to call for transportation for injured workers are capable of fulfilling their roles and responsibilities.

**Commented [YA4]:** 5.1.(b) are a requirement in the proposed amendments to Part 3 in the OHS Reg coming out in 2023.

6. Treatment and Transportation of Injured Employees

6.1. Ill or injured employees are to receive first aid at their respective work sites. If it is determined that medical attention is required, the patient is to be transported by ambulance to the nearest hospital. In the event first aid is required at a site with no first aid attendant, the patient is to be transported to hospital by ambulance rather than being returned to their usual work site (in accordance with *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities) s. 3.17 and 3.21*).

7. Vehicles

7.1. Each District vehicle will be equipped with a vehicle first aid kit.

7.2. Through the District employees designated below, it is the District's responsibility to ensure that vehicle first aid kits are present and stocked.

Vehicle	Designate responsible



Maintenance vehicles	Vehicle drivers
District mini-buses	District mechanic or other maintenance employee responsible for checking mini- buses prior to pick-up

8. Field Trips and Athletic Events

- 8.1. First aid fanny packs shall be taken on all one-day field trips and kept available at athletic events held on school grounds. The District requires a procedure in place to address first aid issues that might arise during these field trips or events.
- 8.2. School groups on extended field trips (over 24 hours) shall take with them extended first aid kits which shall be supplied by the School administration.

9. Public Assemblies, Staff Meetings, Open Houses

- 9.1. The assessment for these types of assemblies indicates that a procedure is to be in place at the school or site to identify access to the first aid kit, along with procedures for transportation to hospital if required. But whenever possible, a Basic (OFA Level 1) first aid attendant is to be in attendance.

10. First Aid Training

- 10.1. Employees who volunteer as first aid attendants are responsible for enrolling in and completing the District recommended training courses to maintain their required certification, and for reviewing these requirements with the District Health and Safety Manager before enrolling for training. The District will provide reimbursement for such training costs.
- 10.2. Employees not designated as first aid attendants who wish to pursue first aid training are to notify their Supervisor. Supervisors will send these requests to the Health and Safety Manager, who will make recommendations to the Secretary-Treasurer regarding reimbursement of training costs.

11. Dispensing of Medications

- 11.1. First aid attendants are responsible for the dispensing of medications if required, but only after stringent controls have been laid out by employees or the students' family doctors. Training and written permission is required. Adhere to Administrative Procedure 316 – Management of Health Conditions and Medical Emergencies in all these cases.

12. Reimbursement and/or Compensation effective September 1, 2005

- 12.1. Course and recertification fees for approved staff will be reimbursed upon verification of successful completion of the course. Whenever possible, courses will be taken outside normal working hours. Intermediate First Aid (OFA Level 2) certification will now require a twone-dayweek commitment of regular time to complete the course.

- 12.2. Compensation for all assigned first aid attendants who are members of CUPE Local 439, CDTA, PVPA and ESSPA, will be as follows:

12.2.1. Support staff designated as "Basic First Aid Occupational First Aid Level 4

**Commented [TM5]:** Considering linking to AP, so folks have access to the procedure.

**Commented [YA6R5]:** Again, original doc. Structure. I'll let District review decide if they want to link.

**Commented [YA7]:** HR and/or Finance should review this section.

**Commented [YA8]:** Is this CUPE compensation still valid?

**Commented [IH9R8]:** You need to check the latest CUPE agreement

~~Attendants~~ First Attendants replacing OFA Level 1, will be assigned an additional fifteen (15) minutes per day at pay grade ~~10~~-2 in order to perform first aid duties.

12.2.2. Support staff designated as Intermediate First Aid Occupational First Aid Level 2 Attendants replacing OFA Level 2, will be assigned an additional 24 minutes per day at Pay Grade 9-2 in order to perform first aid duties.

12.2.3. For attendance at training required outside normal working hours, vacation credits apply as per Article 25.07 of the CUPE Local 439 collective agreement.

12.3. Compensation for all assigned first aid attendants who are members of the CDTA will be as follows:

Commented [YA10]: HR/Finance to confirm.

12.3.1. Teaching staff designated as Basic First Aid Occupational First Aid Level 4 Attendants replacing OFA Level 1 will be paid an additional \$682.50 per annum (\$68.25 per month) for performing first aid duties.

12.3.2. Teaching staff designated as Intermediate Occupational First Aid Level 2 Attendants replacing OFA Level 2 will be paid an additional \$1730.00 per annum (\$173.00 per month) for performing first aid duties.

12.3.3. For attendance at required training that is outside normal working hours, time in lieu (up to two days for Intermediate level 1 and up to five OFA days for level 2) will be provided. If the required training is taken during regular working hours, a teacher on call will be provided if needed.

12.4. Compensation for all assigned first aid attendants who are members of the PVPA will be as follows:

Commented [YA11]: HR/Finance to confirm

12.4.1. Principals or vice-principals designated Basic First Aid Attendants replacing OFA Level 1 Occupational First Aid Level 1 Attendants will be paid an additional \$682.50 per annum (\$56.87 per month) for performing first aid duties.

12.4.2. Principals or vice-principals designated Intermediate First Aid Attendants replacing OFA Level 2 Occupational First Aid Level 2 Attendants will be paid an additional \$1730.00 per annum (\$144.16 per month) for performing first aid duties.

12.4.3. For attendance at required training that is outside normal working hours, time in lieu (up to two days for Intermediate OFA level 2 level 1 and up to five days for level 2) will be provided. For required training attended during regular working hours, a teacher on call will be provided if needed.

12.5. Compensation for all assigned first aid attendants who are members of the ESSPA will be as follows:

12.5.1. Excluded staff members designated Basic First Aid Attendants replacing OFA Level 2 Occupational First Aid Level 1 Attendants will be paid an additional \$682.50 per annum (\$56.87 per month) for performing first aid duties.

12.5.2. Excluded staff members designated Intermediate First Aid Attendants replacing OFA Level 2 Occupational First Aid Level 2 Attendants will be paid an additional \$1730.00 per annum (\$144.16 per month) for performing first aid

duties.

12.5.3. For attendance at required training that is outside normal working hours, vacation credits (*up to two days for Intermediate OFA level 2/level 1 and up to five days for level 2*) will be provided.

12.6. Number of designated staff members or volunteers is to be limited to clause 1.2 requirements.

12.7. Staff volunteering as first aid attendants will serve the three-year term of their certificate. Should staff move to another job site within their three-year certificate validity, and there is a first aid vacancy at their new work site, it is expected that the balance of their volunteer service will be recognized. Vacancies will be posted on an annual basis or as they arise.

**Commented [YA12]:** Certificates are now have 3 years validity.

12.8. The Health and Safety Manager will advise Pprincipals of first aid course so that positions can be posted, volunteers arranged, and appropriate training provided for the required coverage at their respective sites.

Reference: Sections 17, 20, 22, 65, 85 School Act  
Health Act  
Safety Standards Act  
Workers' Compensation Act  
Communicable Diseases Regulation  
Occupational Health and Safety Regulation

Adopted: February 28, 2006  
Revised: June 25, 2019  
Revised: March/January 2023, August 2024

## FIRST AID

1. First Aid Attendant

- 1.1. Each work site will have designated employees holding valid first aid certification that meets at least the minimum requirements of the *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities) sections 3.14, 3.15, 3.16, 3.17*).
- 1.2. The *Occupational Health and Safety Regulation* requires employers to assess time demands and levels of training required to provide first aid coverage not only for staff but for others, as well, such as students. For this reason, the District requires the minimum level of first aid certification at each site to be a WorkSafeBC approved Basic First Aid Certificate i.e. replacing the Occupational First Aid (OFA) Level 1.

Elementary schools:	Two first aid attendants Each holding a Basic First Aid Certificate (replacing OFA Level 1)
Middle schools: (<50 employees)	Two first aid attendants Each holding Basic First Aid Certificate (replacing OFA Level 1)
Middle schools: (>50 employees)	Three first aid attendants Two holding a Basic First Aid Certificate (replacing OFA Level 1). PLUS one attendant with Intermediate First Aid Certificate (replacing OFA Level 2)
Secondary schools	Four first aid attendants Two holding Basic First Aid Certificate (replacing OFA Level 1) PLUS two attendants with Intermediate First Aid certificate (replacing OFA Level 2)
Maintenance shop	Two first aid attendants One holding a Basic First Aid Certificate (replacing OFA Level 1) PLUS one attendant with Intermediate First Aid Certificate (replacing OFA Level 2)
Sandwich Alternate School	One Intermediate (OFA Level 2) first aid attendant, or during absence of the Intermediate first aid attendant, a Basic first aid attendant (OFA Level 1) Basic (OFA Level 1) first aid kit on site, with specific procedures on how to transport to hospital
Other School District 71 sites such as assessment center, District office with 1-20 employees	One first aid attendant (and an alternate) Each holding a Basic First Aid Certificate (replacing OFA Level 1) PLUS Basic (OFA Level 1) first aid kit on site, with specific procedures on how to transport to hospital

SD71 sites with between 21 and <50 employees	Two first aid attendants Each holding a Basic First Aid Certificate (replacing OFA Level 1) PLUS Basic (OFA Level 1) first aid kit on site, with specific procedures on how to transport to hospital
SD71 sites with 50 or more employees	Two first aid attendants One holding a Basic First Aid Certificate (replacing OFA Level 1) PLUS one attendant with Intermediate First Aid Certificate (OFA Level 2 ) Dressing Station must be available on site.

The general guideline is: if staff numbers are between 7 and 50 adults, Basic First Aid Certificate (OFA Level 1) is required by WorkSafeBC, and if staff numbers exceed 50 adults, Intermediate First Aid Certificate (OFA Level 2) is required

- 1.3. Each Principal is responsible for ensuring that first aid coverage and certification are maintained at their site.
- 1.4. All first aid attendants will post their valid first aid certificate(s) at their respective work sites. They will also send a copy of their new or updated certification to their Manager, or Principal, hrhelpdesk@sd71.bc.ca and to the District Health and Safety Manager for record-keeping, along with any receipts required for reimbursement of course fees. The Health and Safety Manager will also review all course requests in agreement with the District's recommended course providers and acceptable courses, and approve as appropriate, prior to employees booking their courses.
- 1.5. In addition to providing first aid services to staff and students, it is the District's responsibility to maintain site treatment records of all injuries reported by employees. The first aid attendant will be the employer's designate to complete and maintain these records as per *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities) s. 3.19 and s. 3.21*. Reporting of student injuries are required by the Schools Protection Branch and are to be reported on the Student Incident Form ONLY (i.e. these reports are not required in first aid records).

## 2. Equipment

- 2.1. Each site with 50 or fewer employees will have a Basic (OFA level 1) first aid kit on site. This is to meet the requirement for a Basic first aid attendant.
- 2.2. In addition to the appropriate first aid kit), each facility with more than 50 employees will maintain, on site, all equipment and/or supplies as required by the [Workers Compensation Act \[RSBC 2019\] Chapter 1 – Part 2 \(Occupational Health and Safety\)](#). See also [OHS Guideline G3.16\(1.1\): Basic requirements to meet schedule 3-A](#).
- 2.3. It is the responsibility of the District and its designate(s) (i.e. first aid attendants, in this case), to ensure that the first aid equipment and supplies at each site are kept stocked and properly maintained to meet site-specific levels of coverage, as per [Workers Compensation Act \[RSBC 2019\] Chapter 1 – Part 2 \(Occupational Health and Safety\)](#). See also [OHS Guideline G3.16\(1.1\): Basic requirements to meet schedule 3-A](#).
- 2.4. Principals and managers are responsible for supplying first aid kits and replacement items.

### 3. Facilities

- 3.1. For ill or injured staff or students, each site must have a bed available in a room that has enough space to allow ease of access and treatment. The facility must also meet the requirements of *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities) s. 3.15 and 3.16* as applied to the different levels of coverage.

### 4. Procedures

- 4.1. In accordance with *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities) s. 3.17*, each work site Manager and School Principal is responsible for the development of site-specific written procedures so staff and students will know how to obtain first aid treatment in the event of injury or illness.
- 4.2. Each Principal will also review annually, with staff, the procedures for obtaining first aid treatment.

### 5. Drills

- 5.1. In accordance with *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities) s. 3.17.(4)*, each work site Manager and School Principal must ensure that at least once each year and whenever the procedures change, drills are conducted to ensure that
  - (a) the procedures are effective, and
  - (b) workers, first aid attendants and other persons authorized to call for transportation for injured workers are capable of fulfilling their roles and responsibilities.

### 6. Treatment and Transportation of Injured Employees

- 6.1. Ill or injured employees are to receive first aid at their respective work sites. If it is determined that medical attention is required, the patient is to be transported by ambulance to the nearest hospital. In the event first aid is required at a site with no first aid attendant, the patient is to be transported to hospital by ambulance rather than being returned to their usual work site (in accordance with *Workers Compensation Act Occupational Health and Safety Regulation Part 3 (Rights and Responsibilities) s. 3.17 and 3.21*).

### 7. Vehicles

- 7.1. Each District vehicle will be equipped with a vehicle first aid kit.
- 7.2. Through the District employees designated below, it is the District's responsibility to ensure that vehicle first aid kits are present and stocked.

Vehicle	Designate responsible
Maintenance vehicles	Vehicle drivers
District mini-buses	District mechanic or other maintenance employee responsible for checking mini-buses prior to pick-up

## 8. Field Trips and Athletic Events

- 8.1. First aid fanny packs shall be taken on all one-day field trips and kept available at athletic events held on school grounds. The District requires a procedure in place to address first aid issues that might arise during these field trips or events.
- 8.2. School groups on extended field trips (over 24 hours) shall take with them extended first aid kits which shall be supplied by the School administration.

## 9. Public Assemblies, Staff Meetings, Open Houses

- 9.1. The assessment for these types of assemblies indicates that a procedure is to be in place at the school or site to identify access to the first aid kit, along with procedures for transportation to hospital if required. But whenever possible, a Basic (OFA Level 1) first aid attendant is to be in attendance.

## 10. First Aid Training

- 10.1. Employees who volunteer as first aid attendants are responsible for enrolling in and completing the District recommended training courses to maintain their required certification, and for reviewing these requirements with the District Health and Safety Manager before enrolling for training. The District will provide reimbursement for such training costs.
- 10.2. Employees not designated as first aid attendants who wish to pursue first aid training are to notify their Supervisor. Supervisors will send these requests to the Health and Safety Manager, who will make recommendations to the Secretary-Treasurer regarding reimbursement of training costs.

## 11. Dispensing of Medications

- 11.1. First aid attendants are responsible for the dispensing of medications if required, but only after stringent controls have been laid out by employees or the students' family doctors. Training and written permission is required. Adhere to Administrative Procedure 316 – Management of Health Conditions and Medical Emergencies in all these cases.

## 12. Reimbursement and/or Compensation effective September 1, 2005

- 12.1. Course and recertification fees for approved staff will be reimbursed upon verification of successful completion of the course. Whenever possible, courses will be taken outside normal working hours. Intermediate First Aid (OFA Level 2) certification will now require a two-day commitment of regular time to complete the course.
- 12.2. Compensation for all assigned first aid attendants who are members of CUPE Local 439, CDTA, PVPA and ESSPA, will be as follows:
  - 12.2.1. Support staff designated as “Basic First Aid First Attendants” replacing OFA Level 1, will be assigned an additional fifteen (15) minutes per day at pay grade 1-2 in order to perform first aid duties.
  - 12.2.2. Support staff designated as “Intermediate First Aid Attendants” replacing OFA Level 2, will be assigned an additional 24 minutes per day at Pay Grade 9-2 in order to perform first aid duties.

- 12.2.3. For attendance at training required outside normal working hours, vacation credits apply as per Article 25.07 of the CUPE Local 439 collective agreement.
- 12.3. Compensation for all assigned first aid attendants who are members of the CDTA will be as follows:
- 12.3.1. Teaching staff designated as “Basic First Aid Attendants” replacing OFA Level 1, will be paid an additional \$682.50 per annum (\$68.25 per month) for performing first aid duties.
- 12.3.2. Teaching staff designated as “Intermediate First Aid Attendants” replacing OFA Level 2 will be paid an additional \$1730.00 per annum (\$173.00 per month) for performing first aid duties.
- 12.3.3. For attendance at required training that is outside normal working hours, time in lieu (*up to two days for Intermediate OFA level 2*) will be provided. If the required training is taken during regular working hours, a teacher on call will be provided if needed.
- 12.4. Compensation for all assigned first aid attendants who are members of the PVPA will be as follows:
- 12.4.1. Principals or vice-principals designated “Basic First Aid Attendants” replacing OFA Level 1 will be paid an additional \$682.50 per annum (\$56.87 per month) for performing first aid duties.
- 12.4.2. Principals or vice-principals designated “Intermediate First Aid Attendants” replacing OFA Level 2, will be paid an additional \$1730.00 per annum (\$144.16 per month) for performing first aid duties.
- 12.4.3. For attendance at required training that is outside normal working hours, time in lieu (*up to two days for Intermediate OFA level 2*) will be provided. For required training attended during regular working hours, a teacher on call will be provided if needed.
- 12.5. Compensation for all assigned first aid attendants who are members of the ESSPA will be as follows:
- 12.5.1. Excluded staff members designated “Basic First Aid Attendants” replacing OFA Level 2, will be paid an additional \$682.50 per annum (\$56.87 per month) for performing first aid duties.
- 12.5.2. Excluded staff members designated “Intermediate First Aid Attendants” replacing OFA Level 2, will be paid an additional \$1730.00 per annum (\$144.16 per month) for performing first aid duties.
- 12.5.3. For attendance at required training that is outside normal working hours, vacation credits (*up to two days for Intermediate OFA level 2*) will be provided.
- 12.6. Number of designated staff members or volunteers is to be limited to clause 1.2 requirements.



- 12.7. Staff volunteering as first aid attendants will serve the three-year term of their certificate. Should staff move to another job site within their three-year certificate validity, and there is a first aid vacancy at their new work site, it is expected that the balance of their volunteer service will be recognized. Vacancies will be posted on an annual basis or as they arise.
- 12.8. The Health and Safety Manager will advise Principals of first aid course so that positions can be posted, volunteers arranged, and appropriate training provided for the required coverage at their respective sites.

Reference: Sections 17, 20, 22, 65, 85 School Act  
Health Act  
Safety Standards Act  
Workers' Compensation Act  
Communicable Diseases Regulation  
Occupational Health and Safety Regulation

Adopted: February 28, 2006  
Revised: June 25, 2019  
Revised: March 2023, August 2024

## ACCIDENT OR INCIDENT REPORTING AND INVESTIGATION

1. Accident or Incident Reporting—All Employees
  - 1.1. **Immediately after an occurrence, staff** will report verbally to the appropriate Supervisor any accident/incident or work-related injury involving themselves.
  - 1.2. Staff will follow up with the completion of an incident report form **using the Prismatic Safety Management System (PSMS)**.
  - 1.3. Should there be a requirement for first aid, the First-Aid Attendant will fill out the **First-Aid Report Form, using the Prismatic Safety Management System**.
  - 1.4. Staff will also report, as soon as possible after an occurrence, any **near miss, accident, or incident** that does not involve injury, but which involves theft, property damage, a chemical spill, or a release of a hazardous substance.
  - 1.5. All accidents or incidents involving District-owned or leased vehicles or personal vehicles used on approved District business must be verbally reported as soon as possible to the appropriate Supervisor by the staff person involved. Motor Vehicle accidents must also be reported in the Prismatic Safety Management System.
  - 1.6. Any violence in the workplace affecting an employee will require the same reporting and investigation requirements of this Administrative Procedure as well as the development of a **Positive Behaviour Support plan and/or Employee Risk Reduction Plan** as described in Administrative Procedure 354 – **Physical Restraint and Seclusion**.
2. Accident or Incident Reporting – All Students and Volunteers
  - 2.1. Should there be a requirement for first aid, the First-Aid attendant will attend to the student or volunteer injury.
  - 2.2. All accidents or incidents involving a student will require the *Incident Report Form* from the British Columbia Schools Protection Program Risk Management to be filled out on the website address <http://www.incident-request.org>
    - 2.2.1. Principals are to **complete, review and submit the Incident Report Form directly to the School Protection Program**.

- 2.3. In addition to the reporting and investigating requirements outlined in this Administrative Procedure, procedures pertaining to the Administrative Procedures 352 – Police Interviewing of Students, Administrative Procedures 354 – Physical Restraint and Seclusion, Administrative Procedures 355 – Student Behaviour and Discipline, Administrative Procedures 355 Appendix – Student Behaviour Suspensions, Administrative Procedures 357 – Possession or Use of Weapons, apply.

### 3. Accident or Incident Investigation

- 3.1. After receiving notification of any accident or incident involving an employee, an investigative team comprised of the site supervisor, the employee, and a worker representative is to immediately conduct an investigation of the incident using the **incident investigation module in Prismatic Safety Management System**. All site Joint Occupational Health and Safety Committees (JOHSC) will review the incident investigation reports, **to determine the main cause, unsafe conditions, acts, or procedures that contributed to the occurrence of the incident** at their monthly meetings.
- 3.2. **Principals or Vice Principal and site managers, through the Prismatic Safety Management System, will review the incident and investigation report forms, identify, and notify the District Health and Safety Manager of any serious unsafe condition that may cause immediate danger after securing the incident location**
- 3.3. The incident investigation for an employee shall determine:
  - 3.3.1. the place, date, and time of the incident;
  - 3.3.2. the names and job titles of persons injured;
  - 3.3.3. the names of any witnesses;
  - 3.3.4. a brief description of the incident;
  - 3.3.5. a statement of the sequence of events which preceded the incident;
  - 3.3.6. identification of any unsafe conditions, acts or procedures which contributed in any manner to the incident;
  - 3.3.7. recommended corrective actions to address the reoccurrence of similar incidents, and
  - 3.3.8. the names of the persons who investigated the incident.
- 3.4. **All incident reporting, investigation, and WorkSafeBC claims forms submission are completed in the Prismatic Safety Management System.**
- 3.5. Any Supervisor who requires assistance or advice in conducting an accident/incident investigation is to contact the district Health and Safety Manager.

#### 4. Violence in the Workplace Process

- 4.1. All violence in the workplace incidents involving staff shall be communicated immediately to the site supervisor. **Staff must also report all workplace related incidents in the Prismatic Safety Management System.**
- 4.2. All violence in the workplace incidents involving students will be placed on the students file and follow the student. Action plans will include a student positive behaviour support plan **and/or employee risk reduction plan**, and a communication plan with affected employees as per Administrative Procedure 175 – Violence in the Workplace.
- 4.3. Staff shall report accidents/incidents involving themselves with students or adults **using the Prismatic Safety Management System and the site JOHSC must be involved in the investigation of the violent incident for both the employee and/or the student.**
- 4.4. **Supervisors can request the assistance of Inclusive Education resources in the investigations of ministry designated students who present complex, and recurring student behaviour to staff in the workplace.**
- 4.5. **The Principal will complete the Individual Risk Assessment (IRA) Form to determine if an Employee Risk Reduction plan is required for the Student. Note: If the incident in question involves student threat making behaviour and not physical contact or aggression, the Violence Threat Risk Assessment Protocol must be implemented in place of completing a IRA Form.**

#### 5. Debriefing of Incident

- 5.1. The Supervisor and worker representative who undertook the incident investigation will follow up with the first-aid **attendant (if applicable)** and the injured individual to ensure the well-being of the concerned worker and will review the incident collectively in a constructive way, recommending corrective actions and/or procedures to help prevent the reoccurrence of similar incidents.

#### 6. Serious Incidents

- 6.1. The Supervisor must immediately report any serious incident to the Superintendent or Secretary-Treasurer, the Director of Human Resources, and the District Health and Safety **Manager** when the incident involves one of the following circumstances:
  - 6.1.1. any incident causing serious injury (e.g., resulting in hospitalization);
  - 6.1.2. any incident involving a District-owned or leased vehicle or personal vehicle used on approved District business resulting in damage of \$1,000.00 or more;
  - 6.1.3. any incident causing property damage or \$1,000.00 or more;
  - 6.1.4. any spill of any hazardous material

6.1.5. any incident that has the potential to cause critical injury or damage.

## 7. Steps to Incident Reporting

### 7.1. STEP 1 First-Aid Treatment and Reporting

- 7.1.1. The injured employee or student/volunteer reports to the first-aid attendant, as soon as possible.
- 7.1.2. The injured employee reports the incident to their immediate supervisor.
- 7.1.3. If the incident involves violence in the workplace, **after seeking first-aid, staff will report verbally to the supervisor, and complete the incident report form in the Prismatic Safety Management System.**
- 7.1.4. The first-aid attendant **must** complete a - *First Aid Report* in **Prismatic Safety Management System for all first-aid treatment to injured employees.**
- 7.1.5. The first-aid attendant records any first-aid treatment to a student or volunteer into the first-aid logbook and completes the *Incident Report Form* from the Schools Protection Program Risk Management for any injured student.

### 7.2. STEP 2

- 7.2.1. **The injured employee, if fit to do so, will complete the *Incident Report Form* in Prismatic.**
- 7.2.2. **If unable to immediately report their incident, the injured/concerned employee's supervisor may start the incident report in Prismatic. The Prismatic Safety Management System will notify the employee by email to complete and sign the incident report.**
- 7.2.3. **The Incident Investigation Section is to be completed by the investigating team comprising the immediate site supervisor/administrator, the employee, and a worker representative from the site JOHSC.**

### 7.3. STEP 3

- 7.3.1. Should the incident involve violence in the workplace, a student positive behaviour support plan and/or employee risk reduction plan as described in Administrative Procedure 354 – Physical Restraint and Seclusion is to be developed as part of the recommendation for corrective action section of the *Incident Report and Investigation*. Should the incident involve a **ministry designated student, The District Principal of Inclusive Education can be** involved in the development of the Student Behaviour support plan.
- 7.3.2. The filing and communication of safety plans is as per Administrative Procedure **354 – Physical Restraint and Seclusion. A copy of the safety plans must be** filed with appropriate parties **and placed in the student file.**

## 7.4 STEP 4

7.3.3. The Prismatic Safety Management System Software is used to manage all aspects of the District's Occupational Health and Safety Program, including:

- Incident reporting and Investigations
- First-Aid reporting
- Hazard reporting
- Workplace site inspections, and
- JOSHC meetings

7.3.4. All incidents are required to be reported and forms completed within 24 hours of the incident.

7.3.5. All investigations are required to be completed and submitted within 48 hours of reporting the incident.

7.3.6. The District Health and Safety Manager will review completed incident and investigation forms in Prismatic and submit all required documentation to WorkSafeBC.

Reference: Sections 17, 20, 22, 65, 85 School Act  
Health Act  
Safety Standards Act  
Workers' Compensation Act  
Communicable Diseases Regulation  
Occupational Health and Safety Regulation

Adopted: November 28, 2006  
Revised: June 25, 2019  
Revised: September 18, 2023  
Revised: October 22, 2024

## **ACCIDENT OR INCIDENT REPORTING AND INVESTIGATION**

1. Accident or Incident Reporting—All Employees
  - 1.1. Immediately after an occurrence, staff will report verbally to the appropriate Supervisor any accident/incident or work-related injury involving themselves.
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  - 1.3. Should there be a requirement for first aid, the First-Aid Attendant will fill out the First-Aid Report Form, using the Prismatic Safety Management System.
  - 1.4. Staff will also report, as soon as possible after an occurrence, any near miss, accident, or incident that does not involve injury, but which involves theft, property damage, a chemical spill, or a release of a hazardous substance.
  - 1.5. All accidents or incidents involving District-owned or leased vehicles or personal vehicles used on approved District business must be verbally reported as soon as possible to the appropriate Supervisor by the staff person involved. Motor Vehicle accidents must also be reported in the Prismatic Safety Management System.
  - 1.6. Any violence in the workplace affecting an employee will require the same reporting and investigation requirements of this Administrative Procedure as well as the development of a Positive Behaviour Support plan and/or Employee Risk Reduction Plan as described in Administrative Procedure 354 – Physical Restraint and Seclusion.
2. Accident or Incident Reporting – All Students and Volunteers
  - 2.1. Should there be a requirement for first aid, the First-Aid attendant will attend to the student or volunteer injury.
  - 2.2. All accidents or incidents involving a student will require the *Incident Report Form* from the British Columbia Schools Protection Program Risk Management to be filled out on the website address <http://www.incident-request.org>
    - 2.2.1. Principals are to complete, review and submit the Incident Report Form directly to the School Protection Program.

- 2.3. In addition to the reporting and investigating requirements outlined in this Administrative Procedure, procedures pertaining to the Administrative Procedures 352 – Police Interviewing of Students, Administrative Procedures 354 – Physical Restraint and Seclusion, Administrative Procedures 355 – Student Behaviour and Discipline, Administrative Procedures 355 Appendix – Student Behaviour Suspensions, Administrative Procedures 357 – Possession or Use of Weapons, apply.

### 3. Accident or Incident Investigation

- 3.1. After receiving notification of any accident or incident involving an employee, an investigative team comprised of the site supervisor, the employee, and a worker representative is to immediately conduct an investigation of the incident using the incident investigation module in Prismatic Safety Management System. All site Joint Occupational Health and Safety Committees (JOHSC) will review the incident investigation reports, to determine the main cause, unsafe conditions, acts, or procedures that contributed to the occurrence of the incident at their monthly meetings.
- 3.2. Principals or Vice Principal and site managers, through the Prismatic Safety Management System, will review the incident and investigation report forms, identify, and notify the District Health and Safety Manager of any serious unsafe condition that may cause immediate danger after securing the incident location
- 3.3. The incident investigation for an employee shall determine:
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  - 3.3.6. identification of any unsafe conditions, acts or procedures which contributed in any manner to the incident;
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  - 3.3.8. the names of the persons who investigated the incident.
- 3.4. All incident reporting, investigation, and WorkSafeBC claims forms submission are completed in the Prismatic Safety Management System.
- 3.5. Any Supervisor who requires assistance or advice in conducting an accident/incident investigation is to contact the district Health and Safety Manager.



#### 4. Violence in the Workplace Process

- 4.1. All violence in the workplace incidents involving staff shall be communicated immediately to the site supervisor. Staff must also report all workplace related incidents in the Prismatic Safety Management System.
- 4.2. All violence in the workplace incidents involving students will be placed on the students file and follow the student. Action plans will include a student positive behaviour support plan and/or employee risk reduction plan, and a communication plan with affected employees as per Administrative Procedure 175 – Violence in the Workplace.
- 4.3. Staff shall report accidents/incidents involving themselves with students or adults using the Prismatic Safety Management System and the site JOHSC must be involved in the investigation of the violent incident for both the employee and/or the student.
- 4.4. Supervisors can request the assistance of Inclusive Education resources in the investigations of ministry designated students who present complex, and recurring student behaviour to staff in the workplace.
- 4.5. The Principal will complete the Individual Risk Assessment (IRA) Form to determine if an Employee Risk Reduction plan is required for the Student.  
**Note:** If the incident in question involves student threat making behaviour and not physical contact or aggression, the Violence Threat Risk Assessment Protocol must be implemented in place of completing a IRA Form.

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#### 6. Serious Incidents

- 6.1. The Supervisor must immediately report any serious incident to the Superintendent or Secretary-Treasurer, the Director of Human Resources, and the District Health and Safety Manager when the incident involves one of the following circumstances:
  - 6.1.1. any incident causing serious injury (e.g., resulting in hospitalization);
  - 6.1.2. any incident involving a District-owned or leased vehicle or personal vehicle used on approved District business resulting in damage of \$1,000.00 or more;
  - 6.1.3. any incident causing property damage or \$1,000.00 or more;
  - 6.1.4. any spill of any hazardous material

6.1.5. any incident that has the potential to cause critical injury or damage.

## 7. Steps to Incident Reporting

### 7.1. STEP 1 First-Aid Treatment and Reporting

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- 7.1.2. The injured employee reports the incident to their immediate supervisor.
- 7.1.3. If the incident involves violence in the workplace, after seeking first-aid, staff will report verbally to the supervisor, and complete the incident report form in the Prismatic Safety Management System.
- 7.1.4. The first-aid attendant must complete a - *First Aid Report* in Prismatic Safety Management System for all first-aid treatment to injured employees.
- 7.1.5. The first-aid attendant records any first-aid treatment to a student or volunteer into the first-aid logbook and completes the *Incident Report Form* from the Schools Protection Program Risk Management for any injured student.

### 7.2. STEP 2

- 7.2.1. The injured employee, if fit to do so, will complete the *Incident Report Form* in Prismatic.
- 7.2.2. If unable to immediately report their incident, the injured/concerned employee's supervisor may start the incident report in Prismatic. The Prismatic Safety Management System will notify the employee by email to complete and sign the incident report.
- 7.2.3. The Incident Investigation Section is to be completed by the investigating team comprising the immediate site supervisor/administrator, the employee, and a worker representative from the site JOHSC.

### 7.3. STEP 3

- 7.3.1. Should the incident involve violence in the workplace, a student positive behaviour support plan and/or employee risk reduction plan as described in Administrative Procedure 354 – Physical Restraint and Seclusion is to be developed as part of the recommendation for corrective action section of the *Incident Report and Investigation*. Should the incident involve a ministry designated student, The District Principal of Inclusive Education can be involved in the development of the Student Behaviour support plan.
- 7.3.2. The filing and communication of safety plans is as per Administrative Procedure 354 – Physical Restraint and Seclusion. A copy of the safety plans must be filed with appropriate parties and placed in the student file.

## 7.4 STEP 4

- 7.3.3. The Prismatic Safety Management System Software is used to manage all aspects of the District's Occupational Health and Safety Program, including:
- Incident reporting and Investigations
  - First-Aid reporting
  - Hazard reporting
  - Workplace site inspections, and
  - JOSHC meetings
- 7.3.4. All incidents are required to be reported and forms completed within 24 hours of the incident.
- 7.3.5. All investigations are required to be completed and submitted within 48 hours of reporting the incident.
- 7.3.6. The District Health and Safety Manager will review completed incident and investigation forms in Prismatic and submit all required documentation to WorkSafeBC.

Reference: Sections 17, 20, 22, 65, 85 School Act  
Health Act  
Safety Standards Act  
Workers' Compensation Act  
Communicable Diseases Regulation  
Occupational Health and Safety Regulation

Adopted: November 28, 2006  
Revised: June 25, 2019  
Revised: September 18, 2023  
Revised: October 22, 2024

## SAFETY INSPECTIONS

### 1. District Workplace Inspections

1.1. Each Site Joint Occupational Health & SafetyBase Committee (JOHSC) must ensure that regular inspections are made of all workplaces, including buildings, structures, grounds, excavations, tools, equipment, machinery, and work methods and practices, at intervals that will prevent the development of unsafe working conditions. These monthly inspection records will be completed and kept on site using the Inspection module in the Prismatic Safety Management System.

1.1.1. Machinery, toolstools, and equipment must be inspected in accordance with the manufacturer's recommendations or as otherwise specified by the relevant provisions of the Workers' Compensation Board.

### 2. Site Inspections

#### 2.1. Scheduled Site Inspections

2.1.1. Regular inspections will be carried out by the Site JOHSC Committees or their representatives.

#### 2.2. Special Site Inspections

2.2.1. A special inspection must be made when required by malfunction or major accident.

~~2.2.1~~2.2.2. If emergency action is required to correct a condition which constitutes an immediate threat to workers, only those qualified and properly instructed workers necessary to correct the unsafe condition may be exposed to the hazard. Every possible effort must be made to control the hazard while this is being ~~done~~done or waiting for qualified workers to arrive to clear the hazard.

### 3. Vehicle and Mobile Equipment Inspections

3.1. All District vehicles shall be given regular mechanical inspections in accordance with requirements of the Motor Vehicle Branch Commercial Vehicle Inspection Program.

3.2. All District minibuses shall be given pre- and post-trip inspections by their drivers, per their Class 4 licensing requirement.

3.3. All District Elevated Lifts will be inspected as per manufacturer's instructions.

#### 4. Inspections by Outside Agencies

4.1. District buildings, equipment, and procedures are subject to inspection by a number of regulatory bodies, including the fire department or fire commissioner, ~~WorkSafeBC~~~~ers~~ ~~Compensation Board~~, gas inspector, electrical inspector, public health inspector, building inspector, Ministry of Environment, and Motor Vehicle Branch and Risk Management Branch.

4.1.1. Representatives of these organizations, provided they properly identify themselves, may enter onto District property at any time during regular operating hours. They may have access to any location, equipment, personnel, or records relevant to their area of jurisdiction.

4.2. District staff who are uncertain as to how to deal with inspections are advised to contact the Health and Safety ~~Off~~~~ice~~~~ficer~~ for guidance.

4.3. Any written reports resulting from inspections are to be forwarded to the Health and Safety ~~Office~~~~Officer~~ without delay.

~~4.3.1.~~ All Site Based Inspections will be posted at the site. All copies will be kept in the Prismatic Safety Management System. ~~forwarded to the District Health and Safety Officer for main record keeping.~~

4.3.1.

4.3.2. In order to complete and document regular inspections, Safety Audit Forms (Inspection Forms) and Work Orders in eBase will have to be filled out as required to correct the outstanding safety issues.

Reference: Sections 17, 20, 22, 65, 85 School Act  
Health Act  
Safety Standards Act  
Workers' Compensation Act  
Communicable Diseases Regulation  
Occupational Health and Safety Regulation

Adopted: March 15, 2005

Revised: June 25, 2019

~~Revised: ———September 2023~~

~~Revised October ———July 2024~~

## **SAFETY INSPECTIONS**

### **1. District Workplace Inspections**

1.1. Each Site Joint Occupational Health & Safety Committee (JOHSC) must ensure that regular inspections are made of all workplaces, including buildings, structures, grounds, excavations, tools, equipment, machinery, and work methods and practices, at intervals that will prevent the development of unsafe working conditions. These monthly inspection records will be completed and kept on site using the Inspection module in the Prismatic Safety Management System.

1.1.1. Machinery, tools, and equipment must be inspected in accordance with the manufacturer's recommendations or as otherwise specified by the relevant provisions of the Workers' Compensation Board.

### **2. Site Inspections**

#### **2.1. Scheduled Site Inspections**

2.1.1. Regular inspections will be carried out by the Site JOHS Committees or their representatives.

#### **2.2. Special Site Inspections**

2.2.1. A special inspection must be made when required by malfunction or major accident.

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Adopted: March 15, 2005  
Revised: June 25, 2019  
Revised: September 2023  
Revised: October 2024

# VIOLENCE IN THE WORKPLACE

## Background

The District is committed to a working and learning environment free of violence, while developing and maintaining programs that effectively contribute to the personal safety and security of all employees.

All members of the school community are to be provided a safe, caring, orderly, secure, welcoming, and inclusive learning and working environment.

## Definition

*Violence* means the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker and includes any threatening statement or behaviour which gives a worker reasonable cause to believe that the worker is at risk of injury.

## Procedures

### 1. Employee Training

1.1. It is the responsibility of all supervisory staff to ensure employees under their supervision are provided training in the following:

- 1.1.1. Recognition of violence and the potential for violence;
- 1.1.2. Procedures to minimize risks of violence in the workplace;
- 1.1.3. Appropriate responses to violent situations.

1.2. Training information, materials, and other resources are available from the offices of the managers of Inclusive Education, and Health and Safety.

### 2. Reporting of Violent Incidents

2.1. Any incident involving violence shall be reported verbally to the appropriate Supervisor and reported in Prismatic Safety Management System as soon as possible after the occurrence.

2.2. The Supervisor, a member of the site Joint Occupational Health and Safety Committee, and a Behavioural Specialist from Inclusive Education will assist with investigating certain high risk incidents involving Students violence in the workplace and will make recommendations regarding corrective action.

Reference: Sections 20, 22, 65, 85, 177 School Act  
BC Human Rights Code  
Workers' Compensation Act  
Occupational Health and Safety Regulation  
Ministerial Order 276/07 Provincial Standards for Codes of Conduct Order



Collective Agreements

Adopted: November 23, 1999

Revised: June 25, 2019, September 2022, August 2024

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Revised: June 25, 2019  
Revised: September 2022  
Revised: October 22, 2024

**Open Committee of the Whole Meeting  
Report to the Board  
October 08, 2024**

**In Attendance at Meeting:**

**Trustees:**

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

**Staff:**

Dr. Jeremy Morrow, Superintendent  
Carrie McVeigh, Secretary Treasurer  
Dr. Vivian Collyer, Associate Superintendent  
Joe Heslip, Associate Superintendent  
Josh Porter, Director of Information Technology  
Molly Proudfoot, Director of Operations  
Thea Cockerton, Food Services Coordinator  
Candace Jesson, Temporary Executive Assistant

**Regrets:** Susan Leslie, Trustee, Janice Caton, Trustee

**Guests:** Trish Morgan, Assistant Senior Manager of Recreation Services and Jennifer Zbinden, Senior Manager of Recreation Services, Comox Valley Regional District (virtually), Darin Harding, HCMA Architecture + Design (virtually)

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

**A. 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.**

**B. Call to Order**

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

**C. Adoption of Agenda**

*THAT the Board of Education of School District No. 71 (Comox Valley) approve the agenda as presented.*

[Howe/McCannel-Keene]

**CARRIED**

## D. Presentations / Delegations

### 1. Comox Valley Regional District (CVRD)

Pages 1- 18

- a) **Arena #3 Feasibility Study**, Darin Harding, HCMA Architecture + Design and Trish Morgan, Assistant Senior Manager of Recreation Services, CVRD

The Secretary-Treasurer introduced Trish Morgan and Darin Harding who together, provided an Arena #3 project overview via PowerPoint. Trish Morgan answered Trustee questions.

**Artificial Turf Field Update**, Trish Morgan, Assistant Senior Manager of Recreation Services, CVRD

Trish Morgan provided a PowerPoint presentation regarding the Artificial Turf Update. A motion was moved at the May 30, 2023, Public Board meeting on the topic. Trish Morgan answered Trustee questions.

## E. Information Items

### 1. Feeding Futures Update - Briefing Notes

Pages 19-23

Carrie McVeigh, Secretary-Treasurer and Thea Cockerton, Food Services Coordinator

The Chairperson introduced Thea Cockerton, Food Services Coordinator to her first Board meeting. The Secretary -Treasurer briefly reviewed the two briefing notes written by the Food Services Coordinator. Both the Food Services Coordinator and Secretary-Treasurer answered Trustee questions. Trustees provided input and public comments were received. The Trustees, Secretary-Treasurer, and the public commented on the excellent work and approachable attitude that the Food Services Coordinator has been providing in this role.

### 2. Local Education Agreement Update – PowerPoint Presentation and Attachments, Joe Heslip, Associate Superintendent

Pages 24-50

The Associate Superintendent reviewed his presentation and attachments with Trustees. The Superintendent and Trustees commented and thanked the Associate Superintendent for his tenacity on the impactful work he is doing for Indigenous Education and all of the students in the District. The Associate Superintendent and Superintendent answered Trustee and public questions.

## F. Adjournment – 8:43 pm

*THAT the Board of Education of School District No. 71 (Comox Valley) adjourn the meeting at 8:43 pm.*

[Howe/May Sacht]

**CARRIED**

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

**Date:** Thursday, October 10, 2024  
**Time:** 2:00 pm – 3:00 pm  
**Venue:** SBO, Boardroom, Room 145

**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, Senior Executive Assistant

**1. WELCOME AND LAND ACKNOWLEDGEMENT**

Chair, Chelsea McCannel-Keene welcomed the Policy Committee and called the meeting to order at 2:05 pm.

*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.*

**2. REVIEW THE REPORT TO THE BOARD JUNE 19, 2024**

The committee reviewed the June 19, 2024, Report to the Board.

**3. ADOPTION OF AGENDA**

**Motion:**

*THAT the Ad Hoc Policy Committee of School District No.71 (Comox Valley) moved to amend the Agenda by adding the new topic, "Ad Hoc Policy Committee Process" under Item 5A., New Business.*

[Aldinger/McCannel-Keene]

**CARRIED**

**4. OLD BUSINESS**

**A. Policy 1 – Foundational Statements** – Draft to be created at a future meeting.

- E. Policy 4 – Trustee Code of Conduct** – draft attached; the Secretary-Treasurer provided a newer draft hard-copy at the meeting.

The Secretary-Treasurer spoke to the draft Policy 4 - Trustee Code of Conduct, noting that it meets with new BCSTA requirements, reflects the new Strategic Plan, including Indigenous Ways of Knowing and Being. The sections that reference Trustee sanctions and duties will be added back.

There was a discussion around Conflict of Interest, as the 2019 version of Policy 4 – Appendix A included it but was removed in 2019. It was noted that the new Draft Policy 4 – Trustee Code of Conduct includes Conflict of Interest and that BCPSEA had some clear information around Conflict of Interest.

It was decided that Appendix A would be uploaded to SharePoint for the Trustees of the Ad Hoc Policy Committee to edit.

Trustees verbally provided edits to the draft Policy 4 - Trustee Code of Conduct. The Secretary-Treasurer make the edits and load it to SharePoint for the Ad Hoc Committee Trustees to edit.

The next Scheduled policy meeting was set for Wednesday, October 30, 2024, from 4:00 pm – 5:30 pm.

- B. Policy 8 – Board Committees** - attached is the original Policy 8 before changes in March 2023. A discussion took place at the July 2024 Board Working Sessions.
- C. Policy 17 – Sexual Orientation & Gender Identity** – to be reviewed and updated at a future meeting.
- D. Policy 24 – Equity & Non-Discrimination** – to be reviewed and updated at a future meeting.

## **5. NEW BUSINESS**

### **A. Ad Hoc Policy Committee Process**

A discussion encompassing where the Ad Hoc Committee is at in the committee process and how to move forward took place. Trustee McCannel-Keene will update the format of the policy and send it to the Secretary-Treasurer. The Secretary-Treasurer will work on a draft and upload it to SharePoint for the committee Trustees to review and edit.

## **6. RECOMMENDATIONS TO THE BOARD OF EDUCATION**

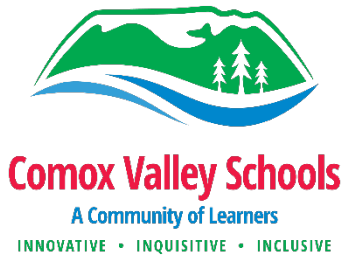
- A.** *That The Board of Education of School District No. 71 (Comox Valley) receive the Policy Committee Board Report dated October 10, 2024.*

## **7. FUTURE MEETING DATES**

**Date:** Wednesday, October 30, 2024

**Time:** 4:00 pm – 5:30 pm

## **8. ADJOURNMENT – 3:15 pm**



# Comox Valley Schools

School District No. 71

## GENDER-BASED VIOLENCE COMMITTEE TRUSTEE REPORT October 22, 2024

### Background:

At the June 21, 2022, Regular Board Meeting, the Board of Education of School District No. 71 (Comox Valley) unanimously passed a motion to establish a district wide committee to address the issues of gender-based violence among students.

At the 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.

### Work to Date:

The committee has met twice (June 2024 and October 2024).

Committee members have reviewed district policies and administrative procedures that relate to gender-based violence and are now reviewing exemplars from the few other school districts with such policies as well as a sample from post-secondary institutions. Committee members have reached out to district counselors to schedule meetings. Committee members have 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 is considering possible opportunities to engage student voice as well as opportunities for staff, parents, and community to provide feedback to the committee.

We expect our report to the Board of Education and Superintendent to include key themes and findings, identification of gaps and opportunities in the areas of policy, education, awareness and prevention, and response procedures and protocols.

The committee next meets on November 06, 2024.

Respectfully,

Shannon Aldinger, Trustee and Sarah Jane Howe, Trustee



## Board Committees 2024-2025

### Board Standing Committees

<b>Ad Hoc Policy Committee</b>	Board Chairperson: Michelle Waite Trustee: Chelsea McCannel-Keene 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>	Trustee: Janice Caton

Meets as needed	
<b>District Parent Advisory Committee</b>	<p>Two Trustee Representatives on a rotating basis – lead contact is the Board Chairperson</p> <p>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 &amp; Vice Chairperson</p>
<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 Council</b>	Trustee: Janice Caton Alternate (Fall): Michelle Waite Alternate (Fall): Chelsea McCannel-Keene Alternate (Winter): Shannon Aldinger Alternate (Spring): Sarah Jane Howe

## Trustee School Liaisons 2024-2025

SCHOOL	TRUSTEE
Airport Elementary	Janice Caton
Arden Elementary	Sarah Jane Howe
Aspen Park Elementary	Susan Leslie
Brooklyn Elementary	Susan Leslie
Courtenay Elementary	Shannon Aldinger
Denman Island Community	Chelsea McCannel Keene
Ecole Puntledge Park Elementary	Shannon Aldinger
Ecole Robb Road Elementary	Michelle Waite
Hornby Island Community	Chelsea McCannel Keene
Huband Park Elementary	Michelle Waite
Miracle Beach Elementary	Cristi May Sacht
Queneesh Elementary	Michelle Waite
Royston Elementary	Chelsea McCannel Keene
Valley View Elementary	Janice Caton
Cumberland Community	Sarah Jane Howe
Highland Secondary	Susan Leslie
G.P. Vanier Secondary	Shannon Aldinger
Glacier View Learning Centre	Chelsea McCannel-Keene
Lake Trail Community	Shannon Aldinger
Mark R. Isfeld Secondary	Sarah Jane Howe
NIDES - Navigate	Cristi May Sacht
Nala'atsi School	Susan Leslie
IPAC	Janice Caton