

REGULAR BOARD MEETING MINUTES
Tuesday, Mar 12, 2024
7:00 pm

Attendance In Person:

Trustees:

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

Staff:

Dr. Jeremy Morrow, Superintendent of Schools
Carrie McVeigh, Secretary-Treasurer
Jennifer Nelson, Assistant Secretary-Treasurer
Sean Lamoureux, Associate Superintendent
Craig SoroChan, Manager of Communications
Jay Dixon, Associate Superintendent
Dr. Vivian Collyer, Associate Superintendent

Regrets: None

Recording Secretary: Marlene Leach, Sr. Executive Assistant

1. Call to Order

The Board Chair, Michelle Waite called the meeting to order at 7:04 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.

2. Adoption of Agenda

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the March 12, 2024 Board Meeting Agenda as amended.

[Leslie/May Sacht]

CARRIED

3. Board Meeting Minutes

Pages 1-5

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the February 27, 2024, Regular Public Board Meeting Minutes as presented.

[Howe/Aldinger]

CARRIED

4. Unfinished Business – None

5. Record of In-Camera Meetings

Page 6

- February 27, 2024 – Regular In-Camera Meeting

6. Board Chair's Written Report

Page 7

The Board Chair welcomed the new Secretary-Treasurer, Carrie McVeigh, to her first public board meeting, and reviewed the topics outlined in the report.

7. Presentations / Delegations

i. Critical Incident Response – Briefing Note and PowerPoint

Pages 8-12

Sean Lamoureux, Associate Superintendent and Tara Ryan, Vice Principal,
Inclusive Education

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) receive the Critical Incidents briefing note as presented.

[Leslie/Howe]

CARRIED

The presenters answered the Board's questions. The Chair thanked the presenters for their hard and critical work.

8. Open Committee of the Whole – For Information Only

Next Open Committee of the Whole Meeting:

TOPIC: Strategic Plan and Budget Process Overview
DATE: April 09, 2024
TIME: 7:00 pm
LOCATION: SBO, Board Room

9. Strategic Direction

A. Superintendent

i. Superintendent District Report – Verbal Update

The Superintendent:

- thanked the Critical Incident Team for the work that they do to support staff, students, families, and the school community as a whole,
- expressed gratitude to the nearly 500 people who have completed the Strategic Plan Survey, and
- wished students and staff an awesome Spring Break!

ii. Feeding Futures District Scan Recommendations – Briefing Note and Presentation

Pages 13-36

The Superintendent acknowledged the great work done by Kyle Timms and Yolanda Lehton in the Feeding Futures Report and that there was a community meeting with internal partner groups that built off the food scan and resulted in recommendations. A PowerPoint presentation was provided that reviewed the five recommendations for the Board to consider and approve. The Superintendent answered the Board's questions.

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Superintendent Recommendations contained herein.

[May Sacht/Aldinger]

CARRIED

iii. Three-Year District Calendar – Briefing Note and Presentation

Pages 36-43

The Superintendent heard from parents who would like more advanced notice of the district calendars and made a commitment to do the next set of calendars in the 2025-2026 school year, one year prior to the expiration of the third year. A PowerPoint was presented to the Board and the Superintendent answered the Board's questions.

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the 2024-2025, 2025-2026, and the 2026-2027 School Calendars as presented.

[McCannel-Keene/Leslie]

CARRIED

iv. Strategic Plan – Verbal Update

The Superintendent welcomed Carrie McVeigh, the new Secretary-Treasurer. There will be an opportunity for the parents and community members to join in conversation on the following dates:

- April 03, 2024 – Cumberland Community School
- April 04, 2024 - Aspen Park Elementary
- April 08, 2024 – Lake Trail Community School and Zoom
- April 15, 2024 - for Indigenous families at K'ómoks Band Hall

These dialogues sessions will help shape a new vision and new future for Comox Valley Schools. Trustees worked on the beginning of a process to shape a new vision, a new mission and a deeply understood group of values statements. The Superintendent looks forward to sharing this information over the next few months. A number of Internal members of our community will look at raw data and work together to help Trustees with the writing of the new Strategic Plan.

B. Secretary-Treasurer

i. 2024-25 Budget – Briefing Note

Page 44

a) Timeline and Engagement

Page 45

The Secretary-Treasurer reviewed the briefing note and 2024-25 annual operating budget timelines and process with the Board.

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) approve the budget timeline as outlined.

[Howe/McCannel-Keene]

CARRIED

10. Board Standing Committee Reports

A. Open Committee of the Whole – No Meeting in February

11. Board Business - None

12. Board Correspondence - None

13. Public Question Period – max. 15 minutes

The Chair directed the public questions to the Superintendent.

14. Meeting Adjourned – 8:14 pm

MOTION:

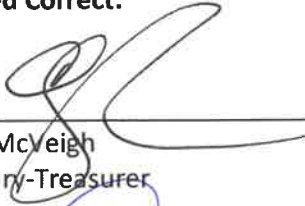
THAT the Board of Education of School District No. 71 (Comox Valley) adjourn this meeting.

[Leslie/May Sacht]


CARRIED

Board Approved on:
April 23, 2024

Certified Correct:



Carrie McVeigh
Secretary-Treasurer



Michelle Waite
Board Chair

REGULAR BOARD MEETING MINUTES
Tuesday, February 27, 2024
7:00pm

Attendance In Person:

Trustees:

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

Staff:

Dr. Jeremy Morrow, Superintendent of Schools
Dr. Russell Horswill, Acting Secretary-Treasurer
Jennifer Nelson, Assistant Secretary-Treasurer
Candice Hilton, Director of Finance
Craig Sorochoan, Manager of Communications

Regrets: None

Recording Secretary: Marlene Leach, Sr. Executive Assistant

1. Call to Order

The Board Chair, Michelle Waite called the meeting to order at 7:02 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.

2. Adoption of Agenda

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the February 27, 2024 Board Meeting Agenda as presented.

[Leslie/Aldinger]

CARRIED

3. Board Meeting Minutes

Pages

Motion:

THAT the Board of Education of School District No.71 (Comox Valley) adopt the January 30, 2023, Regular Public Board Meeting Minutes as presented.

[Howe/May Sacht]

CARRIED

4. Unfinished Business – None

5. Record of In-Camera Meetings / Reports

Page

- January 30, 2024 – Regular In-Camera Meeting
- February 13, 2024 – Closed Committee of the Whole Meeting
- February 20, 2024 – Special Closed Committee of the Whole Meeting

6. Board Chair's Report – Written Report

Pages

The Board Chair reviewed the topics of her written report.

7. Presentations / Delegations - None

Pages

8. Open Committee of the Whole – For Information Only

Next Open Committee of the Whole Meeting:

TOPIC: TBD
DATE: April 09, 2024
TIME: 7:00 pm
LOCATION: SBO, Board Room

9. Strategic Direction

A. Superintendent

i. Superintendent District Report - Verbal Report

- There have been many recent student accomplishments including athletics teams, improv students, Skills Canada participants, robotics students, and many actors for the upcoming musical, Something Rotten. Thank you to all the students and volunteers who donated their skills and time.
- Pink Shirt day tomorrow. A history of its establishment in Canada in 2007 by two Nova Scotian students was provided. This is an opportunity to reflect on the ways that we can make a positive difference, a call to action.
- March 1st, Staff Appreciation Day - deep gratitude for the amazing people that make up the SD71 team.
- Next week, Carrie McVeigh will be welcomed to the Secretary-Treasurer role. We extend deep appreciation to Dr. Russell Horswill who has been very supportive and helped our district through a time of change and transition. Thank you on behalf of myself and the Board of Education.

B. Acting Secretary-Treasurer

i. Finance - Amended 2023/24 Operating Budget Bylaw

Motion 1:

THAT Amended Annual Budget and Bylaw 2023/24 be given first reading.

[May Sacht/Howe]

CARRIED

Motion 2:

THAT Amended Annual Budget and Bylaw 2023/24 be given second reading.

[Aldinger/Leslie]

CARRIED

Motion 3:

THAT in accordance with Section 68 (4) of the School Act, all three readings of Amended Annual Budget and Bylaw 2023/24 be given at tonight's meeting.

[McCannel-Keene/May Sacht]

CARRIED UNANIMOUSLY

Motion 4:

THAT Amended Annual Budget and Bylaw 2023/24 be given third and final reading.

[Leslie/Aldinger]

CARRIED

The Acting Secretary-Treasurer provided a PowerPoint presentation to report on the amended and balanced budget and reviewed sections of the briefing note, including page 10, the Budget Bylaw document for the Board to approve at this meeting. He noted appreciation to the finance team who do a majority of the budget work.

ii. Capital – Major Project Status Update – Briefing Note

The Acting Secretary-Treasurer reviewed the Director of Operation's briefing note with the Board.

Motion:

THAT the Board of Education of receive the Capital Projects Update briefing note as information.

[Leslie/Aldinger]

CARRIED

iii. Policy – Public Interest Disclosures Act – Verbal Update

- a. Public Interest Disclosure Act: Policy Toolkit
- b. Policy 27 – Public Interest Disclosure (Whistle Blower Protection)

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve the amendments to Board Policy 27 – Public Interest Disclosure (Whistle Blower Protection) as presented;

AND THAT the Board of Education receive as information changes to Administrative Procedure 403 – Public Interest Disclosure (Whistle Blower Protection) as presented.

[Howe/McCannel-Keene]

CARRIED

Referring to the attachments, the Acting Secretary-Treasurer provided a verbal update on PID (Whistle Blower Protection) to the Board and the recommended changes to adjust the policy as Trustees are not considered staff under the legislation. Thus, the policy, previously approved in November 2023, had to be amended. The administrative procedure has been adjusted to reflect this change as well.

10. Board Standing Committee Reports

A. Open Committee of the Whole – No Meeting

11. Board Business

i. Trustee Written Report: Indigenous Education Committee (IEC) – Susan Leslie

Page

Vice Chair Leslie reviewed her written report with the Board.

ii. BCSTA Advocacy to Increase Capital Funding to Retrofit Existing Buildings and Reduce GHG Emissions - Shannon Aldinger

Pages

Motion:

THAT the Board of Education of School District No. 71 (Comox Valley) approve and submit the proposed motion, as presented in the attachment, at the BCSTA Annual General Meeting April 18-21, 2024.

[Aldinger/May Sacht]

CARRIED

Trustee Aldinger reviewed her recommended motion to present at the BCSTA Annual General Meeting. The Board provided their support and appreciated Trustee Aldinger's work and resources that were put together for this recommended motion.

12. Board Correspondence - None

13. Public Question Period – max. 15 minutes

There were not any questions.

14. Meeting Adjourned – 7:42 pm

MOTION:

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

[McCannel-Keene/Aldinger]

CARRIED

Board Approved on:

March 12, 2023

Certified Correct:

Carrie McVeigh
Secretary-Treasurer

Michelle Waite
Board Chair

RECORD OF IN-CAMERA MEETINGS

TO: Board of Education
FROM: Office of the Secretary Treasurer
RE: Record of In-Camera Meetings

DATE: March 12, 2024

RECORD PURSUANT TO SECTION 72 OF THE *SCHOOL ACT*

Matters discussed and decisions reached at the Special and Regular In-Camera meetings held since the last such report:

February 27, 2024 – Regular In-Camera Meeting

1. Receipt of and updates on three legal/personnel matters
2. Receipt of and updates on three land/property matters
3. Receipt of and updated on four other matters

The meeting was called to order at 5:30 pm and adjourned at 6:55 pm.

I am pleased to present our report for March, a month marked by significant contributions and engagement within our school district.

Our journey towards a brighter future for Comox Valley Schools is underway, with our Strategic Plan Survey remaining open for feedback until March 14. This plan is our roadmap for the coming years, aiming to enhance educational experiences, support student well-being, and foster an environment of innovation and excellence. Your thoughts and insights are invaluable to us, ensuring our direction aligns with the community's aspirations and needs. We encourage everyone in our school community to contribute, helping shape the future of education in our district.

In our continuous effort to plan effectively for the success of our students and staff, we have released draft calendars for the next three school years. These drafts are a reflection of our commitment to educational excellence and operational efficiency, taking into account important dates, holidays, and professional development days. We invite your feedback on these proposed calendars, as your input is crucial in making decisions that best support our students' learning journey and our staff's professional growth.

Over the weekend, we celebrated the culmination of the District Musical, "Something Rotten!", a spectacular production that ran from March 5-9 at Highland Secondary. This comedic musical brought together students from across our district, showcasing their incredible talents and hard work. The success of this event is a testament to the dedication of our teachers, volunteers, and students, who together created an unforgettable experience for our community. We extend our heartfelt thanks to everyone involved for their passion and commitment to the arts.

As we approach the last two weeks of March, the anticipation for Spring Break grows. This period of rest and rejuvenation is a well-deserved break for our students, staff, and families, offering a chance to recharge before the final term of the academic year. We wish everyone a safe Spring Break, hoping it brings joy and relaxation to all.

March has been a month of engagement, reflection, and celebration. As we move forward, we remain committed to fostering an environment where every student can thrive, supported by the collective efforts of our dedicated staff and the valuable feedback from our community. Thank you for your ongoing support and involvement in Comox Valley Schools.

Gilakas'la

BRIEFING NOTE

TO: The Board of Education **DATE:** March 12, 2024
FROM: Sean Lamoureux, Associate Superintendent and
Tara Ryan, Vice Principal, Inclusive Education
RE: **Critical Incidents**

Background

School Districts never want to experience a critical incident; however, they need to be prepared for any event that negatively impacts the normal flow of a school's daily routines. The intent of the presentation is to introduce the Critical Incident Response Team and explain the response process when an incident occurs.

1. Critical Incident Defined

A critical incident can be defined as any event that negatively impacts and/or interrupts the normal flow of a school's daily events.

2. SD71 Critical Incident Response Team

- a) The team utilizes the "Traumatic Response System" – SD71 staff have been trained by Kevin Cameron (CTIP: Executive Director of the Trauma Informed Practices).
- b) District Team: Primary and secondary members
- c) School Team

3. Critical Incident Response Process

- a) District manual
- b) Principal's checklist for gathering information
- c) Quick reference guide
- d) Templates and resources

Recommendation

THAT the Board of Education of School District No. 71 (Comox Valley) receive the Critical Incidents briefing note as presented.

Respectfully submitted,

Sean Lamoureux

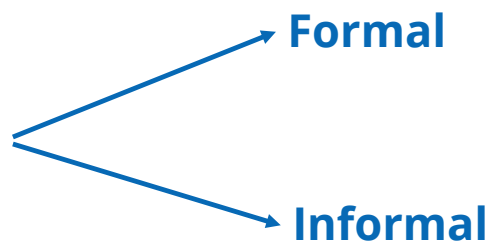
Sean Lamoureux, Associate Superintendent

SD71: Processing Critical Incidents



March 2024

A critical incident can be defined as any event that negatively impacts and/or interrupts the normal flow of a school's daily events.



TES MODEL

- Comox Valley School follows the Traumatic Events Systems Model of Crisis and Trauma Response
- CIRT Team attended upgraded training with Kevin Cameron
 - 2019, 2021, 2022, 2023, 2024



Link between the Traumatic event systems (TES) and Violence Threat Risk Assessment (VTRA)

SD71 CRITICAL RESPONSE TEAM

- First team in SD71 was established in 1993 after the death of a six year old student.

Primary Team

| Name | Position |
|----------------|---------------------|
| Jeremy Morrow | Superintendent |
| Sean Lamoureux | CIRT Coordinator |
| Tara Ryan | CIRT Coordinator |
| Karla Lasota | Outreach Counsellor |
| Jill Kotapski | Outreach Counsellor |

Secondary Team

| | |
|----------------------|-----------------------|
| Erin Paul | Cumberland Counsellor |
| Molly Dixon | Highland Counsellor |
| ★ Kim McWilliam | Clinical Counsellor |
| ★ Christy Bratkowski | Clinical Counsellor |

Principals / Vice Principals Safer Schools "To Do" List

School: _____

Completed By: _____

Date: _____

Year: 2023/24

School Team

Part of the first planning meeting.

- Knowledge of Manual
- Aware of processes

Confirm School Teams

1. **Critical Incidents Response Team Members** (This team assists the school in responding to a crisis by shaping and guiding both the response and follow-up with support from Sean Lamoureux, Director of Inclusive Education)

| School Based Team | Name | Cell # | Home Phone |
|---------------------|------|--------|------------|
| | | | |
| Administrator #1 | | | |
| Administrator / TIC | | | |
| Counsellor | | | |
| Admin. Assistant | | | |
| Other: Y & F | | | |

2. **Violent Threat Risk Assessment Team** (This team guides the process of responding to student violence and threat-making behaviour with support from Jay Dixon, Director of Instruction)

| School Based Team | Name | Position | Primary Contact # |
|-------------------|------|----------|-------------------|
| Administrator | | | |
| Other | | | |
| Other | | | |
| Other | | | |
| Other | | | |

School Critical Incidence Response Manual

607 Cumberland Road
Courtenay, BC, V9N 7G5
250-334-5500
09/30/2021

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| Quick Reference Guide | | Blue completed by the CIRT Team |
|--------------------------|--|---|
| <input type="checkbox"/> | Step 1: Gather Factual Information | |
| <input type="checkbox"/> | Step 2: Contact the Superintendent/CIRT Coordinator | |
| <input type="checkbox"/> | Step 3: Meeting with <u>School Response Team</u> | Superintendent & District CIRT Coordinator will deploy the District Response Team |
| | <ul style="list-style-type: none"> Review details of the incident Identify impacted students Identify impacted siblings / family members from other schools Identify impacted staff from school Identify impacted staff in the district Identify if Indigenous supports are needed | |
| <input type="checkbox"/> | Step 4: Contact School Personnel | |
| | District Response Team Informs | |
| | <ul style="list-style-type: none"> Director of HR CDTA President CUPE President CVPVPA President School Board Chair | |
| <input type="checkbox"/> | Step 5: Convene a Staff Meeting to Discuss the Incident (CDTA & CUPE) | |
| | <ul style="list-style-type: none"> Take attendance | • No details provided by email. Just a meeting time. |
| <input type="checkbox"/> | Step 6: Contact staff that are absent and/or on leave | |
| <input type="checkbox"/> | Step 7: Provide Administrative Assistance with script to address phone calls | |
| <input type="checkbox"/> | Step 8: Ensure all media contacts are referred to the Superintendent or designate | |
| | <ul style="list-style-type: none"> Staff will need to be reminded about confidentiality and not to be engaging on social media about the incident. | |
| | District Response Team/Principal contacts family for permission to release information | |
| <input type="checkbox"/> | Step 9: If appropriate, inform students of the incident | |
| <input type="checkbox"/> | Step 10: If appropriate, contact the bus garage | |
| <input type="checkbox"/> | Step 11: Contact the District CIRT Coordinator with an update on the school climate | |
| <input type="checkbox"/> | Step 12: Convene a School Response Team Meeting to debrief team members and ascertain how they are coping | |
| <input type="checkbox"/> | Step 13: Convene District CIRT Team to debrief team members | |
| | Follow up with School Principal | |

7 | Page

EVENT

a) Gather Info
b) Contact CIRT

Primary

- Follows the Quick Reference Guide

Secondary

- CIRT supports Counsellor & Admin

Questions

1. What supports should staff & students expect during and after an incident?
2. When are staff contacted and/or informed about an incident?
3. When are parents contacted about an incident?

BRIEFING NOTE

TO: Board of Education **DATE:** March 12, 2024
FROM: Jeremy Morrow, Superintendent of Schools
RE: **Feeding Futures Food Scan (Public)**

Background

The Ministry of Education and Childcare provided Affordability Funding (\$980,354) in the 2022/23 school year and Feeding Futures Funding (\$1,141,562) in the 2023/24 school year. Additionally, ongoing funding has been provided through CommunityLINK. CommunityLINK funding is provided to all 60 school districts to support the academic achievement and social functioning of vulnerable students. Programs and Services can include breakfast, lunch and snack programs, academic support, counselling, youth workers and after-school programs. All three funds are accounted for as Special Purpose Funds (trust accounts) limiting the expenditures to the stated purpose. The SD71 formula to provide grants to schools, district programs, and community support organizations consider the number of students being served, the individual school Social Service Index established by the Ministry of Education and Child Care, and unique community factors. Attached is a summary of the funding allocated over the past two years.

The 2022/23 Affordability Funding was utilized in the following main areas:

- Staffing: food service workers to shop, prepare, organize, and cook.
- Food Support: daily food and snacks for students, evening & weekend meals for students/families, take home grab bags, family hampers, entertainment nights, community school parent breakfast and lunch events.
- Food Infrastructure: fridges, dishwashers, stoves, washers, dryers
- Student Support: additional field trips, classroom clothing, raincoats, rubber boots, winter clothing, haircuts, dentist checkup and vision checks. Independent living bags (food, blanket, toiletries), small appliances - toasters, cutlery, plates, cups, augment fees.

Capital bylaw funding totaling \$105,500 was received from the 2023/24 Capital Plan to pay for food related equipment previously charged to Affordability Funding, which will be allocated back to the special purpose fund and used in accordance with the stated funding rules. Capital funding to support infrastructure improvements in schools totaling \$195,000 was received from the 2024/25 Capital Plan.

The 2023/24 Feeding Futures allocation to schools includes the Carry Forward Affordability Funding from the prior year, an allocation for food support, and funding for two staff positions (Lake Trail and Courtenay EI). Funds have been provided to service providers (Lush Valley and Black Creek) as well as program support from the CommunityLINK budget. Feeding Futures funding has been retained to support the implementation of the Feeding Futures District Scan report. Funds available that have not yet been allocated total \$550,096. Attached is the Feeding Futures District Scan report submitted to the Superintendent of Schools.

Considerations

The Board of Education hosted an engagement session with internal partner groups and rights' holders to consider the Feeding Futures District Scan report and recommendations. Four specific areas were discussed with the following themes identified:

- Staffing Considerations: Discussion on the need for dedicated staff like a food coordinator with deep food experience and less emphasis on administrative roles to ensure more resources are directed towards feeding families. The importance of involving educators and students in the program and ensuring the individual hired understands the school system as well as food safe practices. Many voices indicating preference for one position rather than two part-time positions.
- Community Coordination: Stressed the importance of including diverse community voices, as well as local farmers/growers in the program, with a focus on Indigenous perspectives and land-based learning. The discussion included how to engage students with diverse needs and backgrounds, ensuring the program is inclusive and reflects the community's cultural diversity as well as nutritional and foods services expertise.
- Food Procurement: Challenges such as the carbon footprint of food procurement, the need for centralized refrigeration for farmers, and barriers to accessing funds for food procurement were discussed. The importance of food literacy and involving students in food preparation was also noted.
- Stigma-Free Access: Emphasized the need for accessible, inclusive approaches to ensure no student feels stigmatized when accessing food. Ideas included pay-it-forward cards, anonymous ways for parents to contribute, and creating supportive, safe environments for all students to access food without judgment.

Over the past two fiscal years, two separate forms of funding have been provided by the Ministry of Education and Child Care to school districts to address vulnerable student needs. Targeted federal and provincial funding was provided to school districts during the COVID 19 pandemic period. The recent 2024/25 Provincial Budget announced a further grant adjustment to also address affordability. The funding focus from the Ministry has been:

| | |
|---------|--|
| 2022/23 | Affordability Funding (\$980,354) |
| 2023/24 | Feeding Futures (\$1,141,562) |
| 2024/25 | Feeding Futures plus Student Affordability (Amounts to be announced) |

At the May 2021 Regular Board Meeting, the following motion was passed:

THAT the Board of Education for School District No. 71 (Comox Valley) refer to the Superintendent to investigate the feasibility of a long-term food strategy, incorporating the focus on food security, hands-on learning, and the opportunity to connect with community partners and report back to the board.

While the Feeding Futures District Scan was not created to address this Board resolution, it is hoped that the recommendations herein will address the intent of this direction. The Advisory Committee will over time consider all aspects of the resolution components.

Superintendent Recommendations

The Feeding Futures District Scan includes specific recommendations that parallel the provincial standards pertaining to: 1) Staffing; 2) Centralizing food production, procurement, and delivery; 3) Supporting best practices and unique schools; 4) Supporting BC and local food; 5) Important considerations moving forward; and, 6) keeping the community engaged. Working from these recommendations, the following recommendations are provided by the Superintendent of Schools:

1. Staffing – Hire a 12-month, full time excluded Food Services Coordinator. The Food Services Coordinator shall work closely with Inclusive Education, Indigenous Education, and school-based Administration to establish best practices for identifying students with food security concerns. The Food Services Coordinator will be supervised by the Secretary-Treasurer as a Business Services Department member.
2. Advisory Committee – that a Feeding Futures Advisory Committee be established with representation from internal partner groups, rights' holders, and invited external community members/organizations. Community School representation shall be included as an internal partner group. An Advisory Committee Terms of Reference will be developed over the coming months and presented to the Board at a future Regular Meeting, which will include Indigenous perspectives, consideration of the specific Feeding Futures District Scan recommendations, Garden-Based learning framework, and land-based learning.
3. Funding – staff shall allocate the remaining 2023/24 funds (\$550,096) on the following basis:
 - a. Staffing cost to June 30, 2024 (estimate \$20,500)
 - b. Advisory Committee budget (\$10,000)
 - c. Indigenous Education top-up to June 30, 2024 (\$9,000)
 - d. Other Programming (LUSH Valley Food Action Society) maintain funding support to June 30, 2024 (\$65,000)
 - e. Remaining funds to schools and Community School programs (Estimate \$445,500).
4. Food Procurement – The Food Services Coordinator shall consult with the Advisory Committee to present an integrated food procurement strategy. Recommendations shall consider existing infrastructure limitations and shall follow best provincial practices pertaining to Request for Proposals, buying local, and food nutrition.
5. Budget Development – the Food Services Coordinator shall consult with the Advisory Committee on the program budget allocation for the 2024/25 school year. Staff shall present a final recommendation for the Board's consideration at the June 2024 Regular Board Meeting.

Board Motion for Consideration

THAT the Board of Education of School District No. 71 (Comox Valley) approve the Superintendent Recommendations contained herein.

Respectfully submitted,

Jeremy Morrow

Jeremy Morrow
Superintendent of Schools



Feeding Futures
Report to Superinte



Food - Budget
Analysis.pdf

DRAFT
FEEDING FUTURES
DISTRICT SCAN



Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

SCHOOL DISTRICT NO. 71
(COMOX VALLEY)
December 2023

Written by Yolanda Lehton and Kyle Timms

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Introduction

In 2023 the British Columbia provincial government committed \$214.5 million in operating funding over three years to make sure all students are fed and ready to learn, by expanding existing school food programs in districts and schools that already have them and creating new ones in districts and schools without. When the Feeding Futures School Food Programs Framework was introduced across the province by the Ministry of Education and Child Care in April 2023, the Comox Valley School District was allocated \$1.14 Million. SD71 initiated this district-wide scan of current school food practices, challenges, and opportunities. The process of completing this scan included connecting with a multitude of school food providers around the school district including school food coordinators, school administrators, community schools, partner organizations, parent volunteers, and of course students. In all these conversations it became clear that we have a passionate and dedicated food community surrounding our students and families.

The Ministry of Education and Child Care's commitment through the Feeding Futures Framework is to ensure students are properly fed for learning; to enhance academic success and healthy outcomes. The ministry's 2023 budget has committed to three years of consistent and sustainable food funding and human resources for schools. The Comox Valley School District food scan provides recommendations for next steps and ongoing processes in our schools and district. In this scan we have compiled data from past initiatives, information from the Province's Feeding Futures leadership team, and from our school food community.

There are many overlapping and interrelated issues when discussing school food programs which we will summarize in each section of the report below.

Acknowledgement

We acknowledge that we live, work, play, and learn on the traditional unceded territory of the Pentlatch, leeksen Sahtloot, Sasitla and Xa'xe peoples, who are collectively known as the K'ómoks Nation. They have been the stewards and protectors of the land and have provided food for their people and guests for generations.

Feeding Futures Mandate

The Province of British Columbia, through the joint work of the Ministries of Education, Health, and Agriculture has allocated approximately \$70 million per year over the next three years to provide healthy local food to support families who face food insecurity. They are calling on school districts to use these funds to feed a minimum of 20% of students and use at least 30% BC grown or processed food. There is a provincial advisory council supporting districts regionally in finding the best way to achieve these goals.

The Ministries' feeding futures criteria:

- Feed the students who need it most by increasing the number of students served
- Focus on providing programs that are stigma-free, flexible and respect student privacy
- Increase the nutrition of food provided and where possible use B.C. grown/produced
- Program delivery may include culinary arts programs, expansion of existing contracts, and third-party service providers

The ministry has funded flexible staffing for a full-time equivalent School Food Coordinator or to offset the cost of existing School Food Coordinators. To meet the feeding futures commitment, the coordinator's role may include coordination and delivery of the program including building community connections and partnerships and working with local groups such as First Nations and Indigenous partners.

In the foundational year of this framework, the ministry has provided funding for food services equipment and small appliances to help prepare food. It also outlines that the initial funds are to be used to support the continuity of the Student and Family Affordability Fund including grocery cards, food for weekends and school closures.

The feeding futures scan is integral to the school district reporting process because it outlines the Ministries mandate to report out on our decision-making processes regarding the funding. Specifically, we are looking at how our school district identifies students who could benefit from this funding, and how we are currently supporting these students and families.

School District Demographics

Our school district currently serves around 10 300 students across 22 "brick and mortar" schools and facilities within the Comox Valley. We serve a very diverse group of neighborhoods spread from Hornby Island to the Oyster River. There are 3 high schools, 3 alternate learning programs, one middle school, 15 elementary schools and 5 StrongStart facilities. In this report we have amalgamated data into daily numbers to try to paint a picture of a day in the life of our district. The school year comprises approximately 180 school days, allowing an easy extrapolation to a year of food services in our schools.

It is important to recognize that the great majority of the food that comes into a school is provided by families and packed directly into their child's backpack. Parents who have the financial capacity to provide this food generally do, and schools have varying systems to provide food for those families who are unable. Elementary-aged children eat in their classrooms with their peers and supervised by their teachers as part of "instructional time". Most secondary-aged students have flexibility to eat unsupervised around the school and off campus in the community. Our schools have not been built with large-scale cafeterias or large group eating areas. Building capacity issues from increasing student enrolment also adds to pressure on school facilities.

Schools have found creative ways to feed students who do not come to school with their own food. In the next sections we will show a snapshot of a day in the life of these students who need school support for food.

Breakfast

Over 700 students around the district start their day in school with a free breakfast. Of all the sections of this scan, breakfast is the most consistent from school to school. In most schools, breakfast is made available to any student or family who wants it. It usually includes items such as fresh fruit, yoghurt, eggs, bagels, and muffins and is prepared by school volunteers, education assistants and other CUPE staff.

These employees are given between 30 and 60 minutes of extra paid time to prepare, serve, and clean up, which is processed as an "add to pay" and currently paid with Feeding Futures grants. Many staff and volunteers also spend this time preparing the free lunches for later in the day. In our school visits we observed that breakfast is a crucially important factor in increasing a sense of school community, and developing healthy, positive connections with a caring adult, and of course nutrition.

Lunch

Lunches are the foundational meal within schools. Each school uses a variety of methods to provide food to students. Some examples are premade sandwiches and wraps, soup programs, salad bar, hot lunch, and catered meals. Schools also provide a significant number of grab and go items such as veggies, fruit, milk, and granola bars to supplement student lunches. There are numerous other ways lunches are served in schools on subscription and fundraising basis. All versions of paid lunches include an opportunity for students to receive food at a reduced price or no cost. Some examples of paid lunches are:

- Salad bars (some are free to all students)
- Fundraisers organized by parent advisory councils and other school groups.
- School cafeteria programs run by community school organizations or school staff.
- Indigenous Education Healthy Student Meals Program (soup program) facilitated by the Indigenous Education department and supported by LUSH Valley

Table 1: Daily free breakfasts and lunches served in schools

| | School | Population | Daily Free Breakfast | Daily Free Lunches | Meals per day | Meals served by population |
|--------------------|----------------------|-------------|----------------------|--------------------|---------------|----------------------------|
| Elementary Schools | Airport | 204 | 10 | 6 | 16 | 8% |
| | Arden | 234 | 30 | 12 | 42 | 18% |
| | Aspen | 404 | 9 | 30 | 39 | 10% |
| | Brooklyn | 384 | 15 | 13 | 28 | 7% |
| | Courtenay | 244 | 10 | 28 | 38 | 16% |
| | Cumberland | 703 | 17 | 50 | 67 | 10% |
| | Denman Island | 49 | 0 | 20 | 20 | 41% |
| | Ecole Puntledge Park | 515 | 33 | 25 | 58 | 11% |
| | Ecole Robb Road | 465 | 0 | 12 | 12 | 3% |
| | Hornby Island | 54 | 10 | 22 | 32 | 59% |
| | Huband Park | 376 | 30 | 30 | 60 | 16% |
| | Miracle Beach | 258 | 35 | 20 | 55 | 21% |
| | NIDES | 130 | 20 | 20 | 40 | 31% |
| | Queneesh | 426 | 28 | 35 | 63 | 15% |
| | Royston | 281 | 37 | 13 | 50 | 18% |
| | Valley View | 378 | 20 | 8 | 28 | 7% |
| Secondary Schools | Lake Trail | 413 | 110 | 70 | 180 | 44% |
| | Nala'atsi | 21 | 21 | 20 | 41 | 195% |
| | Highland | 824 | 55 | 50 | 105 | 13% |
| | Isfeld | 993 | 100 | 15 | 115 | 12% |
| | Glacier View | 170 | 35 | 80 | 115 | 68% |
| | Vanier | 1291 | 100 | 95 | 195 | 15% |
| | TOTAL | 8817 | 725 | 674 | 1399 | 16% |

Note: "Meals served by population" includes breakfast and lunch. Some students receive 2 meals each day, for example at Nala'atsi serves breakfast and lunch to almost all students daily so it counts as 195%.

Table 1 shows a school-by-school breakdown of free meals provided across the district daily. This does not include the many other paid or not daily hot lunches, salad bars, or other programs in schools.

These weekly programs and options contribute to reaching more than the 20% of students with food insecurity the Feeding Futures program is intended to support.

Snacks

Students need the flexibility to access food throughout the school day beyond the regular scheduled meals of breakfast and lunch. All schools have arrangements to support these students. Most snacks are

provided in a grab and go style that supports stigma-free and flexible access to students. Some examples of the food offered are granola bars, fresh fruit, and fresh veggies. The BC School Fruit and Vegetable Nutrition Program is also a significant asset to many schools as they provide large amounts of easily accessible fruits and vegetables that can be distributed widely across the school population.

Salad Bars

Over the last 5-10 years, salad bars have been a promising and exciting way to provide schools with nutritious and affordable meals. In all these schools, students rush to line up and fill their plates with healthy and fresh ingredients. There are currently 8 salad bars around the district, and each of them has its own variations. Farm to Cafeteria Canada has been a valuable support to these salad bar programs through grants, sharing of information and resources and collaboration. Thanks to the Student and Family Affordability Fund and now Feeding Futures funds, many salad bars are offered free of charge to all students. The salad bar program provides hands-on learning for students and encourages skill development in producing healthy food together with the school and community partners.

Each salad bar requires a crew of passionate and dedicated staff and volunteers to be a success. Salad bars also support community connections and food literacy through their collaboration with local farms and producers. LUSH Valley has supported salad bars through aggregating local food, purchasing pantry staples and providing a custom order service for all school salad bars. This free service provides schools support to make salad bars easier to use local farm produce and pass on bulk purchase savings. This in-kind service is estimated to cost \$15 000 annually. The salad bar programs are looking forward to increased support to source local, fresh products.

Indigenous Education Healthy Student Meal Program

One promising program that should be celebrated is the Indigenous Education Healthy Student Meal Program, which is commonly known as the soup program. Most schools currently get delivery of a bag of vegetables and supplies to enable Indigenous support workers or teachers to make soup and snacks with a group of students. Support from LUSH Valley has been integral to the successful operation of this program as they facilitate the aggregation of local fresh food and distribute it to the schools. The students are fed healthy, local food, and most importantly, working with the Indigenous Support Worker fosters a personal, cultural, and mindful relationship with food and nutrition. The program currently requires \$60 000 to run per year. \$30 000 comes from LUSH Valley's BC gaming grant, \$10 000 comes from Indigenous Education and other funds are provided in-kind through LUSH Valley.

Weekends and Evenings

The school district realizes that students and families need support in feeding students outside of the school day as well. Beginning in 2022, LUSH Valley was contracted to supply 300 school district families with "good food" boxes every second week which includes fresh, local vegetables, fruit, and eggs. These boxes can be picked up at the LUSH Valley facility. Initially, families were chosen by schools and the

available boxes were claimed very quickly. Families can also apply to the Good Food Box Program through LUSH Valley's online application and as students age out of the school system or leave SD71, new families are added to the program. There is a need to expand this service to more families, make a variety of sizes of boxes and possibly make the boxes available for pick up at schools.

Many schools also started a food pantry program. They stocked shelves and closets with non-perishable food items and encouraged families to select what they needed. These served as smaller versions of a food bank distributed across the district, offering a more convenient option for parents, however it is not being well-accessed by students and families.

Other important food support systems in place at many schools include giving families grocery cards, providing grab and go meals, and creating school family hampers.

Food and Nutrition Education

Elementary schools deliver nutrition and health lessons in science, careers, physical education, and health curricula. The Ministry's curriculum documents can be found at <https://curriculum.gov.bc.ca/>. These classroom lessons are augmented in many places by involvement in other food programs. For example, at many schools, intermediate students have the chance to volunteer in salad bar or baking programs. In most elementary schools teachers are in classes while students are eating as part of the classroom instructional time. This allows teachers to know what students need support and can educate them about nutrition and food. Students from grade 8-12 across the district have access to foods electives in teaching kitchens, and at Vanier, in the culinary arts program. Our high schools do an excellent job in preparing students for careers in the food industry.

There is an abundance of research and knowledge around the importance of food, food preparation and sharing meals together in creating culture and making meaningful and healthy connections through food. In a recent CBC podcast on Unreserved, chefs Chandra Maracle and Teri Morrow from Six Nations commented that "food is more than sustenance for the body — it is tied to culture and community. And in Haudenosaunee communities like Six Nations, women hold a sacred responsibility of passing down food knowledge to honour ancestors and preserve culture." In moving forward with the Feeding Futures mandate it is essential to recognize the fundamental value of increasing food literacy in our schools. It will be important to ensure we are connecting with the local Indigenous food resources, garden-based learning, and discussions around sustainability of our food sources and services.

Fundraisers

In many schools, food is a major part of how funds are raised for school events, resources, and activities. Most schools call this "hot lunch". These are usually run by parent volunteers through the parent advisory council (PAC). In our survey of hot lunch and salad bar coordinators, we learned that most elementary schools have a weekly or bi-weekly fundraiser where food is ordered by parents through an online system and delivered to classrooms. The food is sold by local restaurants such as Subway, White spot, Pita pit, various pizza restaurants, Quality foods, and local caterers. The price per meal of most of

these meals is between \$5 and \$8. While most of these lunches are paid for directly by parents, there are also systems in place to support families who cannot pay. The funds raised go back into school programs, field trips, events, and provide additional supplies to schools.

School PACs give away many free meals per week, and students are usually identified by teachers, school administrators and office staff. Some schools have the option for parents to donate a free lunch as part of the ordering system.

The issues to be addressed with these “hot lunch” fundraisers are the nutritional value of the food, the cost per meal, and the issue of balancing fundraising and providing free healthy food. We also found that parents appreciate the option to purchase a meal and not have to provide a homemade lunch once a week.

These programs mostly run on the power of volunteers and there is no central coordination. It would benefit all schools to have a way to connect and coordinate with vendors and have a consistent way to provide free meals to families with insecurity. “Hot lunch” fundraisers can be part of the solution to meeting the Feeding Futures mandate on the days it is available.

Facilities

There is a wide array of food facilities across schools that are as diverse as the students in them. Please see below for pictures showing a sample of the facilities across the district. The smallest are simple kitchen spaces with sinks, refrigerators, stoves, dishwashers, storage, and some counter space. Some schools have converted former classrooms into kitchens. Through the Student and Family Affordability Fund most schools have purchased commercial dishwashers, refrigerators, stoves, and basic cooking supplies. The largest facility is the Vanier cafeteria which is a full teaching kitchen. Schools without dedicated cooking facilities are often limited in space and expansion of these kitchens is not always practical or cost effective.

Airport Elementary



Courtenay Community School



Vanier Culinary Arts Program



Cumberland Community School



Staffing

The majority of the staff looking after food in schools are CUPE members (education assistants, youth and family support workers, and indigenous support workers). In most elementary schools an EA, YFSW, or ISW is given extra hours daily before school to prepare breakfasts and lunches. These have been paid in the past through Community LINK or SFAF funds. We estimate that across the district there is 1254 minutes or approximately 15 hours a day of food preparation being funded by Feeding Futures or Community LINKs. The annual cost of this is approximately \$75 000 across all our schools.

These caring educators provide a safe place for many students to start their day with a healthy meal or snack. At every school, students have access to free breakfast if they need it. School administrators provide leadership and budgeting, and often hands-on help, and school administrative assistants support the paperwork and accounting. Extra food is usually kept at the office or a central location for students who arrive late. Most schools also give their support staff paid time to shop each week for ingredients and supplies. Each school has developed over time a system that works for their students and community.

Shopping and supplies

Each school is procuring their own supplies for the food programs. Most of this is being done by CUPE staff with extra paid hours outside of the school day. Our estimate is that 20 hours per week are being paid to do the shopping, which adds up to \$25 000 in costs. A large portion of school breakfast and lunch program food is being purchased at Costco with school credit cards using individual Costco membership cards. As a result, the district is not seeing the benefits of corporate membership.

Schools are also shopping at local grocery stores when those are more convenient or more affordable. Most of these stores are providing food at reduced cost, donating items, and collecting points for schools. There are advantages to localized shopping, such as getting just what is needed, knowing what students like, developing a relationship with managers, and the potential for a delivery option. A centralized shopping and delivery model would greatly increase efficiency of time and money. It is

difficult to determine the amount of school food being produced or processed in BC, however it is a factor that has been considered and needs closer look with the new mandates. We have so many local farms and producers in our community that we hope to make closer connections to.

School salad bars have been successful in connecting with local farmers and producers. Through LUSH valley they can pick up and aggregate local food. With the Feeding Futures goal of using 30% BC grown or processed food, a system of tracking will be essential for both store-bought and locally sourced food.

Community Schools

Our five community schools have the unique ability to provide food for their students on a larger scale. The school and community school society at each location have a variety of approaches to how they achieve this. Community school societies are given targeted funding of approximately \$20 000 through Community LINK grants to support the society, and they often receive grants and other outside funding to run food programs.

Cumberland Community School has a coordinator and daily food ordering service that makes lunches 5 days a week, including salad bar once a week, and their PAC provides a fundraiser once a week. Parents order these lunches through the community school website and the cost per meal is \$5 for a small meal and \$5.50 for a regular meal. These meals are delivered to classrooms in their unique reusable containers. Last year the program averaged 200-300 student meals per day in the program and served an astonishing 40 920 meals over the year. 18% of the meals were provided free to low- and modest-income families. CCS offers a breakfast program that serves about 25 students a day, grab-and-go snacks during the day and snacks for afterschool programs. CCS also supports families with Healthy Food Boxes, the food pantry, and the Comox Valley Farmer's Market coupon program. CCS is looking at expanding their onsite kitchen facilities and is in support of a consistent funding model.

Lake Trail Community School also uses a partnership to provide lunches daily. The community school society provides a weekly salad bar and a weekly "snack plate" which are both free to all students. The other 4 days a week are managed by the school's food service worker, which is funded by the school district. They charge \$2.50 per serving and average 150 meals per day, with 25% of these provided free of charge. Parents add funds to their accounts at the office and students order when they want the lunch, making it stigma-free.

Courtenay Community School started a new food program last Spring providing lunches for approximately 80 students per day. They have a food service worker working with the community school society to prepare and serve the meals out of a converted classroom. The cost per meal is \$4 with 40% of students getting the lunches at no cost. Parents can order a month in advance and there are a wide variety of options being served.

Hornby Island Community School has a four-day week which starts with muffin Mondays where students and PAC volunteers make muffins for the whole school. Tuesday is salad bar and Wednesdays and Thursdays are hot lunches. The salad bar is prepared and served by Hornby Island Education Society staff, a volunteer and 4 students. Muffin Mondays and salad bars are both free for all students and staff as they are using Feeding Futures to fund the cost. Wednesday and Thursday lunches are also free and

are a combination of parent volunteers, HIES staff, high school students and a partnership with the Co-Op kitchen. Before this year, the school would have collected funds to offset the cost of hot lunches. The school also provides snacks for programs, gift cards and food for Friday Club. Hornby Island School works hard to source food locally to avoid the minimum 4-hour commute to town for food. Hornby school has 3-phase power and their oven takes 25% longer to warm up and cook food and due to their distance from the Comox Valley, they are unable to access many district food programs.

Denman Island Community School has a weekly soup and salad bar program that is free for all students and staff. All salad bar planning and shopping is done by the administrator as they live in Courtenay. The program goals are to use fresh, local food from the island and school garden weekly. Students work with Denman Island Community School staff and a PAC volunteer to make the soup and salad bar in a learning environment that is also focused on zero waste. Snacks and meals are provided daily as needed to students in addition to snacks for all afterschool and parented programs. Denman Island School has also developed a framework for Indigenous focused learning around food and the seasonal rounds that incorporates garden and land-based learning about the 3 Sisters, wild foraging, and teas as well as salmon life cycles. The framework is called “Full Circle Learning Through Food” and they are beginning their 4th year of the cycle.

Indigenous Education

The Healthy Student Meals Program is growing and is distributed to almost every school in the district. Indigenous Support Workers in each school take the ingredients and snacks that are delivered and prepare the soup and share it with students and classes in a culturally rich way. The soup program has been an excellent means for reaching out to our Indigenous students and creating community in our schools. Originally this program started at Vanier with Indigenous Education staff, and it has now grown to include substantial support and funding from LUSH Valley. As described earlier, Indigenous Education staff organize the schedule and school deliveries in collaboration with LUSH Valley who aggregates the fresh, local produce and delivers it to schools. The program costs approximately \$60 000 a year of which the district contributes \$10 000 and LUSH Valley uses a BC gaming grant to cover \$30 000 and other funds are provided in-kind. The program feeds approximately 1000 students a week and contributes to feeding 27 000 meals a year. A few schools such as Hornby, are unable to access the program due to delivery issues.

Food is a very important aspect for cultural connection and one of the ways our Indigenous Support Workers relate with students and families is through snacks and shared meals. Recognizing Indigenous connections to culture, community, land, and language through food and promoting local Indigenous foods and traditional food processing methods is integral to our reconciliation journey and to support decolonizing our diets.

Some schools are using Feeding Futures funds to support food purchases for Indigenous programs and other staff are using their program funds. We feel it is important to recognize the value and significance of food in our Indigenous programs and the challenge and added cost associated with sourcing culturally specific food. This is an area that should be financially enhanced with additional funds so ISWs can use their program funds for cultural materials, and it is separate from food funding.

StrongStart Centers

In our StrongStart Centers, we see approximately 120 children aged 0-4 each day. There are currently StrongStarts at Cumberland, Courtenay, Brooklyn, Queneesh, Miracle Beach, and Royston. Facilitators prepare and serve snacks to children aged 0-4 while they learn with their parents. The food is purchased with Strong Start supplies accounts and managed by each school. These will become our students and should also be supported. Currently the StrongStart facilitators are spending between \$175 - \$250 per month on food. They can use more support in coordination and funding.

Partnerships

There are a variety of external not-for-profit organizations that support school food. Each partnership has been independently created by schools, and many are dependent on annual grants.

- **BC School Fruit and Vegetable Nutrition Program** provides deliveries of fresh fruit and vegetables to almost all our schools, and milk to many elementary schools. These are distributed by school staff as snacks for students during the day. Each year, individual schools must apply for this support.
- **Breakfast Club of Canada** provides grants to several schools to purchase food, including coupons for eggs and gift cards to grocery stores. Much of their funding comes from Walmart fundraising drives.
- **Food banks** often provide free food to schools when they have surplus to their needs. Courtenay Elementary and Cumberland Community School both work closely with their respective food banks. Food banks also assist with aggregation and delivery of hampers.
- **Backpack Buddies** is a relatively new program that provides bags of non-perishable food to go home with students on weekends. The bags are pre-packed and arrive at schools Friday and are distributed to students who require them
- **Vancouver Sun Adopt-a-School** Program is a grant opportunity that about half of our schools receive. It provides up to \$5000 for school food or community activities.
- **Bread of Life Food Share** is a Food Bank that runs in the Black Creek and Merville communities. They donate food to Miracle Beach Elementary on most Wednesdays throughout the school year. The food consists mostly of sandwiches and bread. Often including gluten free bread. This year they have been given \$5000 to help support this ongoing service.
- **LUSH Valley** is a local non-profit organization that for over 20 years, has been a catalyst for food-related projects and an advocate for community food security. The organization is devoted to helping the Comox Valley community gain food-systems tools, engage in just and resilient local food systems, and receive equitable access to nourishing food. LUSH has collaborated with the Comox Valley School District for many years to support the Healthy Student Meals Program, the Good Food Box Program, Salad Bar Support, and a Hot Meals Program. In the past, LUSH Valley has also run the Young Cooks Program and supported school gardens. LUSH Valley

aggregates and distributes about 770 meal kits for the Healthy Student Meals Program annually which serves approximately 27 000 portions. The Good Food Boxes provide fresh fruit, vegetables, and eggs to 300 school district family households every week and 2 800 boxes a year. LUSH Valley aggregates local food and pantry staples that schools can order through a custom order service for salad bar programs. Finally, LUSH Valley also provides made-from scratch hot meals that are delivered in bulk or individual servings to schools.

Parents

Parents across the district are obviously the largest provider of school meals. They either pack them at home or purchase them through school cafeterias, hot lunch programs, or salad bars. In consultation with DPAC representatives, parents are wanting the Feeding Futures support to ensure that schools can support families who require it in a stigma-free system and provide healthy local food. Parents who usually pack a lunch at home for their children appreciate the hot lunch or salad bar days as an affordable alternative. The DPAC representatives were also closely involved in these programs and see a need for central coordination of these programs. It is a challenge to consistently rely on volunteer parents to coordinate and run salad bars and hot lunches.

Unique practices

There are some schools and programs that do not fit the “most schools” category in how they provide food to students.

- Glacier View alternate school serves approximately 170 students in grades 7-12 who have come from other schools around the district. They have a converted classroom set up as a teaching kitchen and for making soup, snacks, and lunches. It is run by EAs, and food is offered free to all students.
- Rural Schools such as Miracle Beach, Hornby Island, and Denman Island have challenges of transportation, sourcing local and infrastructure issues such as 3-phase power on Hornby
- Navigate online and Heartwood learners are a challenge to support as funding has not traditionally covered these students although there is often significant need for support to these rural and remote learning environments and families.

Recommendations

We have found that the school district is currently doing an excellent job in providing healthy food options to students and families. The staff and volunteers involved should be commended for their commitment and dedication to making Comox Valley School welcoming places for all. We are close to meeting the 20% target, and we should focus on improving our coordination, efficiency, and quality of the programs. Our recommendations are:

Staffing

The Feeding Futures mandate allows for 1.0 FTE staffing for a school food coordinator and other staffing at each school. Some of the skills required are leadership capacity, understanding of school systems, knowledge of food processes, budgeting, ministry reporting, and coordinating with community resources. We recommend immediate steps to hire or appoint:

- **0.5 FTE school administrator** time allotted to overseeing school-related aspects of Feeding Futures, responsible for creating a vision and mission for school food, supporting schools, supervision of staff budgeting, staffing, attending provincial and regional meetings, communication between schools and community, and completing the required reports to District and Ministry. This could be filled by an expression of interest process.
- **0.5 FTE food coordinator** hired or contracted to manage sourcing, production, and delivery of food to students.
- **1-2 hours of CUPE** staffing per day for each school to prepare and/or distribute food to students to be added hours for our current CUPE staff members. This will be dependent on the needs and demographics of each school.

Centralizing food production, procurement, and delivery

For those schools who do not have the capacity, staffing, or space, the district should contract out the production and delivery of healthy food. Using Feeding Futures funds, we recommend contracting an external organization or organizations to provide the following services:

- Purchase and aggregate food for schools with a priority for BC grown and produced foods
- Deliver snack and breakfast supplies to all schools that request it, including StrongStart centers
- Deliver pre-made lunches to schools that require them, initial planning to cover 20% of student lunches daily and adjust as needed
- Increase support for the Indigenous Education Healthy Student Meal Program (soup program) with ingredients and recipes delivered weekly to all schools.
- Provide an expanded healthy fresh food hamper for families as requested by families and schools. Provide flexible and barrier-free pick-up options for families. Multiple access points for families to sign-up for support including self-identified or through school referral
- Provide “take home” family meals, fresh or frozen, that schools can provide to families if requested
- Provide flexibility in dietary options such as vegetarian, vegan, GF if needed

Supporting best practices and unique schools

There is not a one-size-fits-all system our district could implement to satisfy all school food needs. Due to the differences in facilities, location, and current practices, each school should be consulted about the best way to support them. Some schools need centralized food preparation, some might need coordination and shopping. A district food coordinator can support these schools by creating consistent, barrier and stigma-free access to food, ensuring schools are following healthy food guidelines, and creating a tracking system to maintain that 30% of food is local to BC. Every school community also has unique socio-economic requirements and the number of meals provided for each school would be determined by student and family needs so that the 20% of students supported would be averaged over the district.

Supporting BC and local food

The target given by Feeding Futures is that 30% of the food provided be grown or processed in BC. We have an abundance of local farmers and producers in and around the Comox Valley, and the new coordinators should work closely with these producers to source local foods and distribute them in a coordinated way to our schools.

Important Considerations moving forward

The Feeding Futures program and leadership team should consider the following important factors:

- Removing stigma for students and families receiving food and support
- Minimizing waste and the environmental impact of food storage, delivery, and packaging
- Improving systems of identifying students in need of support
- Recognition of Indigenous connections to culture, community, land, and language through food and promoting local Indigenous foods and traditional food processing methods
- Ensuring food education and healthy living concepts are incorporated into the delivery of food services
- Continue to collaborate with PACs and hot lunch providers to ensure students have barrier-free access to school meals.

Keeping the community engaged

Because of the complexity of the challenges involved in Feeding Futures, a working group should be led by and support the district administrator to define the values, vision, and missions of Feeding Futures in the district to continue to improve our processes and structures. This working group could be led by a district coordinator and involve school staff, community leaders, indigenous leaders, and parents. Our community has a strong history of engagement with local not-for profits, local farms, and interested citizens and parents. With Feeding Futures resources, we can build upon the collaboration and interest that has already supported our school food programs.

Feeding Futures at a Glance

The district was given 1.14 M in Feeding Futures grants from the Provincial Government, which will continue for 2 more school years. The key ideas behind the funding are to support food in a barrier-free way for the approximately 20% of students who are facing food insecurity with at least 30% food coming from BC producers.

Yolanda Lehton and Kyle Timms were tasked with completing a “district food scan” during the Fall to determine how to best allocate Feeding Futures Funds. They visited every school facility and program and met with principals and other staff, as well as community school societies and external groups like LUSH Valley and DPAC. They found:

- Approximately 1400 free meals, (approximately 16% of the district) are given out daily in our schools every day and a variety of paid food programs running as well.
- Each school has created their own system organically over many years, each designed to best support their community with the resources available.
- Many students and families can access food to take home through hampers, backpacks, and pantries
- Weekly soup, hot lunch and salad bar programs augment daily food provided
- Partnerships like community school societies and LUSH Valley are integral to feeding students

Some of the issues to be addressed moving forward are:

- Increasing and ensuring the nutritional quality of food in schools
- Improving coordination and inefficiency in food procurement and prioritizing the amount of BC produced food
- School staffing to support food services and delivery
- Identifying students and families requiring support
- More thorough tracking and reporting on funds spent and food provided to schools
- Creating a unified vision and mission for school food, and coordinate ongoing consultation with schools, parents, and community partners

The following recommendations come from the scan:

- Expression of Interest for approximately **0.5 FTE school administrator** responsible for creating a vision and mission for school food, supporting schools, supervision of staff, budgeting, attending provincial and regional meetings, communication between schools and community, and completing the required reports to the District and Ministry.
- Post a new position of approximately **0.5 FTE food coordinator** supervised by the district administrator, to support implementation of food services around the district, and work directly with schools and outside agencies.

- Support schools to meet the feeding futures mandate of 20% students and families supported and 30% BC produced products while giving schools the option to access a centralized system
- Put out a **request for proposals** to provide centralized food aggregation to schools in a variety of ways:
 - Shopping and food procurement for all schools, including “soup program”
 - Preparation of school lunches for some schools as required
 - Preparation of “good food” hampers for more families to access
 - Twice-weekly delivery of groceries, prepared lunches, and family hampers
- Provide **funding for 1-2 hours per day of support staffing** at each school to organize, prepare, and distribute food to students
- Continued conversations between the district and partner groups to assess the program annually and development of capacity within the district staff

Proposed Feeding Futures Budget 2023 – 2026

**Note: These are rough estimates to be managed and adjusted by the school district administrator appointed to lead Feeding Futures*

| | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---------------------|---------------------|---------------------|
| 2023 - 2026 Feeding Futures allocation | \$ 1,140,000 | \$ 1,140,000 | \$ 1,140,000 |
| BRIDGING (amount allocated in September 2023 before scan) | | | |
| Amount already allocated to schools | \$ 349,204 | \$ - | \$ - |
| Community school societies | \$ 148,000 | \$ - | \$ - |
| External Providers | \$ 169,000 | \$ - | \$ - |
| Administration | \$ 20,000 | \$ - | \$ - |
| January 2023- June 2026 (estimate) | | | |
| Food and services for supporting schools continuing with current plans | \$ 120,000 | \$ 300,000 | \$ 300,000 |
| Food and services provided by external contract | \$ 225,000 | \$ 460,000 | \$ 460,000 |
| 1.0 FTE School Administrator | \$ 35,000 | \$ 70,000 | \$ 70,000 |
| 0.5 FTE Food coordinator | \$ 20,000 | \$ 40,000 | \$ 40,000 |
| Holdback | | \$ 50,000 | \$ 50,000 |
| In-school staffing (1-2 hours per day depending on school) | \$ 30,000 | \$ 60,000 | \$ 60,000 |
| Supplies and replacement of equipment | \$ 18,796 | \$ 60,000 | \$ 60,000 |
| Community School societies | \$ - | \$ 100,000 | \$ 100,000 |
| Total | \$ 1,140,000 | \$ 1,140,000 | \$ 1,140,000 |

Feeding Futures Recommendations



Board Meeting
March 12, 2024

Staffing

Hire a:

- 12-month
- Full-time
- Excluded Food Services Coordinator



Advisory Committee

Establish Feeding Futures Advisory Committee Representation from:



- Partner groups
- Rights' holders
- Invited external community members/organizations

Funding

Remaining 2023/24 Funds (\$550,096)

- Staffing cost to June 30, 2024 (estimate \$20,500)
- Advisory Committee budget (\$10,000)
- Indigenous Education top-up to June 30, 2024 (\$9,000)
- Other Programming (LUSH Valley Food Action Society) maintain funding support to June 30, 2024 (\$65,000)
- Remaining funds to schools and Community School programs (Estimate \$445,500)



Food Procurement

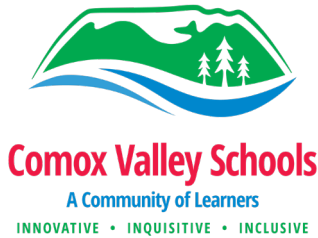


- Food Service Coordinator to consult with Advisory Committee – Integrated food procurement strategy
- Consider existing infrastructure limitation
- Follow best provincial practices pertaining to RFP, buying local and food nutrition

Budget Development



- Food Service Coordinator to consult with Advisory Committee – Program budget allocation 2024/25
- Recommendations will be brought the June 2024 Regular Board Meeting



Comox Valley Schools

School District No. 71
Office of the Superintendent of Schools

BRIEFING NOTE

TO: Board of Education
FROM: Jeremy Morrow, Superintendent of Schools
RE: District Calendar

DATE: March 12, 2024

Background

This year the Calendar Committee was comprised of:

CDTA Representatives
CUPE Representatives
CVPVPA Representatives
Trustee Observer
DPAC Representatives
Chair (Superintendent of Schools)

The goal of the committee was to create district school calendars to cover the next 3 school years (2024-2025/2025-2026/2026-2027), which are balanced and supports educational excellence while accommodating the needs and preferences of the community. School year calendars must also meet instructional hours and days set by the Ministry of Education and Child Care.

The draft district calendars were posted for public feedback, and we received 36 responses. The Calendar committee met on Monday, March 11, 2024, to review and discuss all feedback and one change was made to the initial draft.

Attached are the amended School Calendars.

Superintendent Recommendation

THAT the Board of Education of School District No. 71 (Comox Valley) approve the 2024-2025, 2025-2026 and the 2026-2027 School Calendars as presented.

Respectfully submitted,

Jeremy Morrow

Jeremy Morrow
Superintendent of Schools

Comox Valley School District ~ School Calendar 2024 – 2025

| July | | <div>JULY 2024</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | August | |
|--------------|----|---|----|----|----|----|--|--|---------------------------|---|---|---|----|---|---|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--------|--|
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| 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 Canada Day | | | | | | | | | 5 B.C. Day 28-29 Pro-D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| September | | <div>SEPTEMBER 2024</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | S | M | T | W | Th | F | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | October | |
|--|----|--|----|----|----|----|--|--|-----------------------------|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--|--|---------|--|
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 Labour Day 3 Pro-D 4 First Day of School 30 National Day for Truth and Reconciliation | | | | | | | | | 14 Thanksgiving 25 Pro-D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| November | | <div>NOVEMBER 2024</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | December | |
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| 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 Remembrance Day 21 Parent/Teacher Interviews | | | | | | | | | 23-31 Winter Break 25 Christmas Day 26 Boxing Day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| January | | <div>JANUARY 2025</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | February | |
|--|----|--|----|----|----|----|--|--|---------------------------|---|---|---|----|---|---|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|----------|--|
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-3 Winter Break 1 New Year's Day 6 First day back | | | | | | | | | 17 Family Day 18 Pro-D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| March | | <div>MARCH 2025</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | April | |
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| 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17-28 Spring Break 31 First Day Back | | | | | | | | | 18 Good Friday 21 Easter Monday | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| May | | <div>MAY 2025</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | June | |
|-----------------|----|--|----|----|----|----|--|--|--|---|---|---|----|---|---|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|------|--|
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| 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 Victoria Day | | | | | | | | | 26 Last Day of School 27 Administrative Day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | <div>JUNE 2025</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | S | M | T | W | Th | F | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | |
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Event | Dates | Four-day weeks(M-Th): |
|---|--|-----------------------|
| Opening/Closing Days (royal) | Sept 4 / Jan 6 / Mar 31 / Jun 26 | Hornby Island |
| Non-Instructional Days - Pro-D or Planning Day (yellow) | Aug 28 - 30 / Sept 3 / Oct 25 / Feb 18 | |
| School / Government / Statutory Holidays (green) | Sept 2 / Sept 30 / Oct 14 / Nov 11 / Dec 25 & 26 / Jan 1 / Feb 17 / Apr 18 & 21 / May 19 | |
| Winter / Spring Breaks (grey) | Dec 23 - Jan 5 / Mar 17 - 30 | |
| Parent / Student / Teacher Conferences (blue) | Nov 21 | |
| Administrative Day (no classes, teachers attend) (pink) | Jun 27 | |

Comox Valley School District ~ School Calendar 2025 – 2026

| July | | <div>JULY 2025</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | August | |
|--------------|----|---|----|----|----|----|--|--|---------------------------|---|---|---|----|---|---|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--------|--|
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 Canada Day | | | | | | | | | 4 B.C. Day 27-28 Pro-D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| September | | <div>SEPTEMBER 2025</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | October | |
|--|----|--|----|----|----|----|--|--|-----------------------------|---|---|---|----|---|---|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|---------|--|
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 Labour Day 2 Pro-D 3 First Day of School 30 National Day for Truth and Reconciliation | | | | | | | | | 13 Thanksgiving 24 Pro-D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| November | | <div>NOVEMBER 2025</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | December | |
|--|----|---|----|----|----|----|--|--|---|---|---|---|----|---|---|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--|----------|--|
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 Remembrance Day 20 Parent/Teacher interviews | | | | | | | | | 22-31 Winter Break 25 Christmas Day 26 Boxing Day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| January | | <div>JANUARY 2026</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | February | |
|--|----|--|----|----|----|----|--|--|---------------------------|---|---|---|----|---|---|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----------|--|
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-2 Winter Break 1 New Year's Day 5 First day back | | | | | | | | | 16 Family Day 17 Pro-D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| March | | <div>MARCH 2026</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | S | M | T | W | Th | F | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | April | |
|----------------------|----|--|----|----|----|----|--|--|--|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|-------|--|
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 - 31 Spring Break | | | | | | | | | 1-2 Spring Break 3 Good Friday 6 Easter Monday 7 First Day Back | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| May | | <div>MAY 2026</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | June | |
|-----------------|----|--|----|----|----|----|--|--|--|---|---|---|----|---|---|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--|------|--|
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 Victoria Day | | | | | | | | | 25 Last Day of School 26 Administrative Day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Event | Dates | Four-day weeks(M-Th): |
|---|--|-----------------------|
| Opening/Closing Days (royal) | Sept 3 / Jan 5 / Apr 7 / Jun 25 | Hornby Island |
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Comox Valley School District ~ School Calendar 2026 – 2027

| July | | <div>JULY 2026</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | |
|--------------|----|---|----|----|----|----|--|--|---|---|---|---|----|---|---|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 Canada Day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| August | | <div>AUGUST 2026</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | 3 B.C. Day | | | |
|--------|----|---|----|----|----|----|--|--|---|---|---|---|----|---|---|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|------------|--|--|--|
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| 16 | 17 | 18 | 19 | 20 | 21 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| September | | SEPTEMBER 2026 | S | M | T | W | Th | F | S | |----|----|----|----|----|----|----| | | | 1 | 2 | 3 | 4 | 5 | | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | 13 | 14 | 15 | 16 | 17 | 18 | 19 | | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | |
| 2-3 Pro-D 7 Labour Day 8 Pro-D 9 First Day of School 30 National Day for Truth and Reconciliation | | | | | | | | | | |

| October | | <div>OCTOBER 2026</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 12 Thanksgiving 23 Pro-D | | | |
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| November | | NOVEMBER 2026 | S | M | T | W | Th | F | S | |----|----|----|----|----|----|----| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | 29 | 30 | | | | | | | | | | | | | | | | |
| 11 Remembrance Day 19 Parent/Teacher interviews | | | | | | | | | | |

| December | | <div>DECEMBER 2026</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | 21-31 Winter Break 25 Christmas Day 26 Boxing Day | | | |
|----------|----|---|----|----|----|----|--|--|---|---|---|---|----|---|---|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|---|--|--|--|
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| January | | JANUARY 2027 | S | M | T | W | Th | F | S | |----|----|----|----|----|----|----| | | | | | | 1 | 2 | | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | 17 | 18 | 19 | 20 | 21 | 22 | 23 | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | 31 | | | | | | | | | | | | | | | | | |
| 1 New Year's Day 4 First day back | | | | | | | | | | |

| February | | <div>FEBRUARY 2027</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | 15 Family Day 16 Pro-D | | | |
|----------|----|---|----|----|----|----|--|--|---|---|---|---|----|---|---|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--|---------------------------|--|--|--|
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| 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| March | | MARCH 2027 | S | M | T | W | Th | F | S | |----|----|----|----|----|----|----| | | 1 | 2 | 3 | 4 | 5 | 6 | | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | 21 | 22 | 23 | 24 | 25 | 26 | 27 | | 28 | 29 | 30 | 31 | | | | | | | | | | | | | | |
| 15 - 25 Spring Break 26 Good Friday 29 Easter Monday 30 First Day Back | | | | | | | | | | |

| April | | <div>APRIL 2027</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | |
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| May | | MAY 2027 | S | M | T | W | Th | F | S | |----|----|----|----|----|----|----| | | | | | | | 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | 16 | 17 | 18 | 19 | 20 | 21 | 22 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | | 30 | 31 | | | | | | | | | | | | | | | | |
| 24 Victoria Day | | | | | | | | | | |

| June | | <div>JUNE 2027</div> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr></table> | | | | | | | S | M | T | W | Th | F | S | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | 29 Last Day of School 30 Administrative Day | | | |
|------|----|---|----|----|----|----|--|--|---|---|---|---|----|---|---|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--|--|
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| 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Event | Dates | Four-day weeks(M-Th): |
|---|--|-----------------------|
| Opening/Closing Days (royal) | Sept 9/ Jan 4 / Mar 30 / Jun 29 | Hornby Island |
| Non-Instructional Days - Pro-D or Planning Day (yellow) | Sept 2-3 / Sept 8 / Oct 23 / Feb 16 | |
| School / Government / Statutory Holidays (green) | Sept 7 / Sept 30 / Oct 12 / Nov 11 / Dec 25 & 26 / Jan 1 / Feb 15 / Mar 26 & 29 / May 24 | |
| Winter / Spring Breaks (grey) | Dec 21 - Jan 3 / Mar 15 - 29 | |
| Parent / Student / Teacher Conferences (blue) | Nov 19 | |
| Administrative Day (no classes, teachers attend) (pink) | Jun 30 | |



Comox Valley Schools
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school calendars

2024-2025, 2025-2026, 2026-2027



Introduction

School year calendars must meet instructional hours and days set by the Ministry of Education and Child Care.

Government sets the minimum number of instructional hours under the School Calendar Regulation, but it is up to boards to determine:

- the beginning and the end of the school year
- the length of school days
- the number of non-instructional days
- the timetable

Feedback

Common Response Topics

- Holiday Timing and Duration
- Professional Development Days
- Year-Round Schooling

**COMOX VALLEY SCHOOLS
WELCOMED FEEDBACK ABOUT
THE PROPOSED THREE-YEAR
CALENDAR FOR THE SCHOOL
YEARS 2024-25 THROUGH 2026-27.**

Feedback

HOLIDAY TIMING AND DURATION

Many comments express a desire for adjusting the timing and duration of breaks, specifically requesting more time off before Christmas, as well as considering the reduction of Christmas and spring breaks to one week each.

PRO-D DAYS

Suggestions include moving PD days to the regular school year, ensuring PD days align with educational goals and reevaluating the timing of PD days in relation to public holidays and school events.

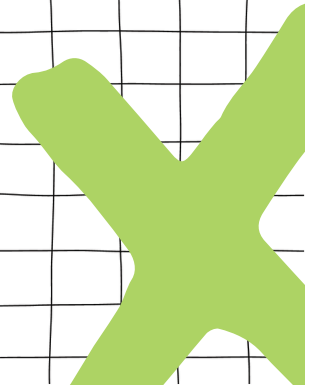
YEAR-ROUND SCHOOLING

Suggestions included considering a year-round schooling model with shorter, more frequent breaks, arguing that the traditional calendar is outdated and does not reflect modern societal needs.

**Please note: Calendars may be amended
subject to changes in legislative
requirements.**



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BRIEFING NOTE

TO: Board of Education **DATE:** March 12, 2024
FROM: Carrie McVeigh, Secretary Treasurer/CFO
RE: **2024-25 Annual Operating Budget Development Timelines & Process**

Introduction

Annually, School Districts are required to submit a balanced budget to the Ministry of Education and Childcare by June 30th. The annual budget will be compiled and submitted on the specified form and containing the content as required by the Ministry of Education and Childcare.

Background

Each year, at the March public Board meeting, the Board will approve the Annual Budget timelines which will include a process and schedule for engagement with the local community and educational partners. The main consultations for the Annual Budget will be conducted within the Open Committee of the Whole (CoTW) structure so the entire Board, educational partners (SD71 Leadership Team, IEC, CDTA, CUPE 439, DPAC) and public are aware of the input that has been considered in the budget development.

The proposed timeline is attached to this briefing note for consideration.

Recommendation

THAT the Board of Education of School District No. 71 (Comox Valley) approve the budget timeline as outlined.

Respectfully submitted,

Carrie McVeigh

Carrie McVeigh
Secretary Treasurer

BUDGET DEVELOPMENT

2024-25 ANNUAL OPERATING BUDGET TIMELINES & PROCESS

| | |
|----------------------------------|---|
| March 15 | Preliminary Operating Grant Announcement |
| March 18 – April 1 st | Spring Break |
| April 9 th | Annual Budget - Open Committee of the Whole Meeting <i>Budget process overview</i> |
| April 23 | Regular Board Meeting <i>Discuss and consider the implications of the Preliminary Operating Grant Announcement, any funding model changes, and any potential budget shortfall or enhancement.</i> |
| April 24 – May 3 rd | Public Budget Consultation Process <i>Public Budget Consultation process for 24-25 will include a budget development feedback opportunity, advertised and posted on the District website.</i> <i>*Note-The meetings on April 9th and April 23rd are open to the general public. As always, any Comox Valley resident is welcome to attend public board meetings.</i> |
| May 14 | Annual Budget - Open Committee of the Whole Meeting <i>To share input from Public Budget Consultation process and consider preliminary balancing options. Opportunity for District Staff and Partner Group presentations. Partner Group feedback welcome.</i> <i>Ongoing work and adjustments by management team to refine budget options and ensure that priorities connect to the district's core business (student success) and adhere to Ministry policy and guidelines.</i> |
| May 21 | Special Committee of the Whole Meeting (if required) <i>To review recommendations to balance the 2024-25 Annual Budget.</i> |
| May 28 | Regular Board Meeting <i>Tentative approval 2024-25 Annual Budget Bylaw.</i> |