Comox Valley Schools
School District No. 71

REGULAR BOARD MEETING AGENDA
Tuesday, November 24, 2026
7:00 pm

A copy of the Regular Board Meeting Agenda is available on the School District website

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

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

1. Call to Order

2. Welcome and Land Acknowledgement

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

3. Agenda Changes/Additions

4. Adoption of Agenda — **Pages 1-5**

Recommended Motion:
THAT the Board of Education of School District No.71 (Comox Valley) adopt the November 24, 2026, Regular Board Meeting Agenda as presented.

5. Adoption of Board Meeting Minutes

Recommended Motion:
THAT the Board of Education of School District No.71 (Comox Valley) adopt the September 22, 2026, Regular Board Meeting Minutes as presented. — **pages 6-12**

Recommended Motion:
THAT the Board of Education of School District No.71 (Comox Valley) adopt the November 10, 2026, Inaugural Board Meeting Minutes as presented. — **pages 13-15**

6. Record of In-Camera Meeting Minutes

pages 16

- September 22, 2026 – Regular In-Camera Meeting

7. Presentations/Delegations

pages 17

A. GP Vanier Secondary School Blended Learning Model (VanierFLOW)
Karma Taiji, G.P Vanier Secondary Principal; Thomas Diesch and Danika Cottingham, FLOW program Teachers

8. Announcements

A. Board Chairperson Report pages

B. Superintendent Report pages

C. Trustee Reports pages

9. Standing Committee Reports

A. Education and Policy Committee Board Report – October 6, 2026 pages 18-20

Recommended Motion:
THAT the Board of Education of School District No. 71 (Comox Valley) receive the Education and Policy Committee Board Report dated October 6, 2026, as presented.

Next Education & Policy Committee Meeting:
Date: December 1, 2026
Time: 6:00 – 8:00 pm
Location: School Board Office: 2488 Idiens Way, Courtenay

B. Support Services Committee Board Report – October 13, 2026 pages 21-23

Recommended Motion:
THAT the Board of Education of School District No. 71 (Comox Valley) receive the Support Services Committee Board Report dated October 13, 2026, as presented.

Next Support Services Committee Meeting:
Date: December 8, 2026
Time: 6:00 – 8:00 pm
Location: School Board Office: 2488 Idiens Way, Courtenay

C. Audit Committee Board Report – n/a **pages**

Next Audit Committee Meeting:
Date: January 19, 2026
Time: 6:00 – 8:00 pm
Location: School Board Office: 2488 Idiens Way, Courtenay

D. Open Committee of the Whole Board Report – n/a

Next Open Committee of the Whole Meeting:
Date: April 20, 2027
Time: 6:00 – 8:00 pm
Location: School Board Office: 2488 Idiens Way, Courtenay

10. Decision Items **pages**

11. Information Items **pages 24-45**

A. Learning Services
District Fall Progress Report

B. Business Services

12. Board Business

A. Unfinished Business

B. New Business

i. Annual Trustee Code of Conduct Affirmation **pages 46-56**
Harold Cull, Secretary Treasurer

ii. 2026-27 Board Committee Appointments **pages 57**
Shannon Aldinger, Board Chairperson

Recommended Motion:
THAT the Board of Education of School District No. 71 (Comox Valley) approve the Board Committee appointments as presented at the November 24, 2026, Board meeting.

iii. Board Advocacy

Shannon Aldinger, Board Chairperson

pages 58-60

Notice of Motion:
THAT the Board of Education of School District No.71 (Comox Valley) submit the following motion to the BCSTA 2027 AGM:

That the BC School Trustees Association call upon the Minister of Education and Child Care to take a leadership role in strengthening information security across the K-12 system by providing school districts with the expertise, shared cybersecurity services and infrastructure, and dedicated, ongoing funding necessary to implement Provincial recommendations related to cybersecurity.

Notice of Motion:
THAT the Board of Education of School District No.71 (Comox Valley) write to the Premier and Minister of Education and Child Care, urging the Province of British Columbia to provide adequate and sustainable operational funding for the K-12 public education system, including increased funding to support the growing number and complexity of designated students and students with diverse learning needs, and further that the Chair of the Board of Education of Comox Valley Schools invite the support and signatures of the Comox District Teachers' Association (CDTA), CUPE Local 439, the Indigenous Education Council, the District Principals and Vice-Principals Association (PVP) and the District Parents Advisory Council (DPAC) in support of this advocacy, and further that a copy of the letter be forwarded to the BCSTA.

iv. School Portables Acquisition Bylaw, 2026

pages 61-62

Recommended Motion:
THAT the Board of Education of School District No. 71 (Comox Valley) give all three readings of the Valley View Elementary School Portables Acquisition Bylaw, 2026, this 24th day of November 2026.

Recommended Motion:
THAT the Board of Education of School District No. 71 (Comox Valley) give first, second and third readings of the Valley View Elementary School Portables Acquisition Bylaw, 2026, as presented.

13. Correspondence

A. CVRD – Learn to Skate Program pages 63-64

B. Comox Valley Food Policy Council (CVFPC) pages 65

C. École Robb Road Inclusive Playground Committee pages 66

14. Public Question Period to the Board

15. Adjournment

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

Comox Valley Schools
School District No. 71

REGULAR BOARD MEETING MINUTES
Tuesday September 22, 2026
7:00 pm

In Attendance:

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

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

Regrets: None

Recording Secretary: Kim Richards, Acting Manager, Administrative Services & Projects

1. Call to Order

The Board Chairperson called the meeting to order at 7:08 pm.

2. Welcome and Land Acknowledgement

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

3. Agenda Amendments

The Secretary-Treasurer requested that the following recommended motion be added to the agenda under Item 9. B. Support Services Committee Board Report – September 16, 2026.

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

4. Adoption of Agenda

Motion: (RP-2026-09-22-01)
THAT the Board of Education of School District No.71 (Comox Valley) adopt the September 22, 2026, Regular Board Meeting Agenda as amended.
Howe/Aldinger
CARRIED

5. Adoption of Board Meeting Minutes

Motion: (RP-2026-09-22-02)
THAT the Board of Education of School District No.71 (Comox Valley) adopt the August 25, 2026, Regular Board Meeting Minutes as presented.
Howe/Leslie
CARRIED

6. Record of In-Camera Meeting Minutes

- August 25, 2026 – Regular In-Camera Meeting

No comments or questions.

7. Presentations/Delegations

A. Indigenous Policy Framework
Jesse Everson, Indigenous Engagement & Knowledge Specialist
Lelaina Jules, District Principal of Indigenous Education
Dr. Joe Heslip, Associate Superintendent

Dr. J. Heslip provided a comprehensive overview of the background, development, and establishment of the policy framework.

J. Everson provided a meaningful overview of the territory's traditional language, highlighting its profound connection to the land, ancestors, and the community. He presented a thoughtful and insightful presentation highlighting the initiatives, successes, and relationship-building efforts tied to the Indigenous Policy Framework, while showcasing the original, creative design by artist Pauline Mitchell.

L. Jules highlighted the work and brilliance J. Everson has brought to this work.

The Board expressed their gratitude and appreciation for the work that has been done.

8. Announcements

A. Board Chairperson

Chair Waite reviewed the key highlights from the Board Chairperson's Report.

B. Superintendent

The Superintendent emphasized the district's collective responsibility to learn from Canada's history, honor Indigenous cultures, and actively dismantle ongoing colonial barriers. This work is directly informed by a recent district-wide Equity Scan, which revealed that Indigenous students continue to face systemic obstacles to full representation and belonging. The district is firmly committed to embedding culturally responsive practices across all learning environments, elevating Indigenous voices, and ensuring curriculum and school leadership reflect the diverse communities they serve.

The Superintendent concluded by expressing profound gratitude to the Board of Education for their extraordinary time, dedication, and governance. Special recognition was given to four outgoing trustees who are not seeking re-election.

C. Trustee Reports - None

9. Standing Committee Reports

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

Shannon Aldinger, Committee Chair

Trustee Aldinger provided an overview of the committee's meeting minutes.

Motion: (RP-2026-09-22-03)
THAT the Board of Education of School District No.71 (Comox Valley) approve the Indigenous Policy Framework, as presented at the September 15, 2026, Education and Policy Committee meeting.
Aldinger/Howe
CARRIED

Motion: (RP-2026-09-22-04)
THAT the Board of Education of School District No.71 (Comox Valley) receive the Education and Policy Committee Board Report of September 15, 2026.
Aldinger/May Sacht
CARRIED

B. Support Services Committee Board Report – September 16, 2026
Sarah Jane Howe, Committee Chair

Trustee Howe provided an overview of the committee's meeting minutes.

Motion: (RP-2026-09-22-05)
THAT the Board of Education of School District No. 71 (Comox Valley) supports the continued partnership with the City of Courtenay in the Safe and Active Schools (SAS) Program, including first-year outcomes, proposed participating schools for the 2026/27 school year and next steps, as presented at the September 16, 2026, Support Services Committee meeting.
Howe/McCannel-Keene
CARRIED

Motion: (RP-2026-09-22-06)
THAT the Board of Education of School District No. 71 (Comox Valley) receives the information regarding the Regional Sports Field Allocation and Fees Framework as presented on September 16, 2026, at the Support Services Committee meeting.
Howe/May Sacht
CARRIED

Chair Waite is hopeful that the new Board of Education will actively work to familiarize themselves with this area of the school district.

Motion: (RP-2026-09-22-07)
THAT the Board of Education of School District No.71 (Comox Valley) approve the 2026-2036 Long-Range Facilities Plan, as presented at the September 16, 2026, Support Services Committee meeting.
Howe/Aldinger
CARRIED

Motion: (RP-2026-09-22-08)
THAT the Board of Education of School District No.71 (Comox Valley) approve the 2027-28 Minor Capital Plan as presented at the September 16, 2026, Support Services Committee meeting.
Howe/McCannel-Keene
CARRIED

Motion: (RP-2026-09-22-09)
THAT the Board of Education of School District No. 71 (Comox Valley) approve the 2025-26 Fiscal Year End Internal Restrictions as presented at the September 16, 2026, Support Services Committee meeting.
Howe/May Sacht
CARRIED

Motion: (RP-2026-09-22-10)
THAT the Board of Education of School District No.71 (Comox Valley) receive the Support Services Committee Board Report of September 16, 2026.
Howe/McCannel-Keene
CARRIED

C. Audit Committee Board Report – September 16, 2026
Chelsea McCannel-Keene, Committee Chair

Trustee McCannel-Keene provided an overview of the committee's meeting minutes.

Motion: (RP-2026-09-22-11)
THAT the Board of Education of School District No. 71 (Comox Valley) approve the 2025-26 Audited Financial Statements as presented at the September 16, 2026, Audit Committee meeting as amended.
McCannel-Keene/Howe
CARRIED

Motion: (RP-2026-09-22-12)
THAT the Board of Education of School District No.71 (Comox Valley) receive the Audit Committee Board Report of September 16, 2026.
McCannel-Keene/May Sacht
CARRIED

D. Open Committee of the Whole Board Report - None

10. Decision Items

A. Enhancing Student Learning Report (ESLR)
Dr. Joe Heslip, Associate Superintendent

The Enhancing Student Learning Report (ESLR), an annual accountability document, was presented by Dr. J. Heslip. The ESLR provides an in-depth look at the district's key strengths and areas for growth in literacy, numeracy, social development and graduation rates through the use of FSA results, a Student Learning Survey, graduation transition data and assessments. The ESLR aligns with the district's Strategic Plan to build inclusive, holistic, and personalized learning environments that develop students' core competencies.

Motion: (RP-2026-09-22-13)
THAT the Board of Education of School District No. 71 (Comox Valley) approve the Enhancing Student Learning Report (ESLR), as presented at the September 22, 2026, Board of Education meeting.
Leslie/May Sacht
CARRIED

Chair Waite made a note of the time and proposed to extend the meeting:

Motion: **(RP-2026-09-22-14)**
THAT the Board of Education of School District No. 71 (Comox Valley) extend the regular Board of Education meeting up to 9:30 pm.
Aldinger/May Sacht
CARRIED

B. Executive Compensation Disclosure Report
Sabrina Yeudall, Executive Director of Human Resources

Note – The second Motion under this agenda item was requested and added to the meeting at the beginning of the Executive Director of Human Resources report.

The Executive Director of Human Resources provided an overview of the fall requirement to submit the district's 2025-2026 Compensation Report to the Public Sector Executive Compensation (PSEC). This report ensures that the district is following the compensation mandate and regime set out by the provincial government in how senior leaders are renumerated. The Board of Education was asked to sign an attestation letter acknowledging that they are aware of the Compensation Report and its contents.

Motion: (RP-2026-09-22-15)
THAT the Board of Education of School District No. 71 (Comox Valley) approve the 2025-2026 Executive Compensation Report as presented at the September 22, 2026, Board of Education Meeting.
Howe/Aldinger
CARRIED

Motion: (RP-2026-09-22-16)
THAT the Board of Education of School District No. 71 (Comox Valley) direct the Chair of the Board of Education to sign the attestation letter on behalf of the Board of Education.
Howe/McCannel-Keene
CARRIED

11. Information Items

A. Administrative Procedures Review Update
Dr. Jeremy Morrow, Superintendent

Through the AP working group, the district is modernizing its Administrative Procedures (APs) to eliminate navigation issues, gaps, and redundancies to create clarity and improve the usability and accessibility of the APs so they can be utilized in the way they are intended. This process will include collaboration and feedback

from our partnering groups to ensure consistent guidance and expectations across the system.

Motion: (RP-2026-09-22-17)
THAT the Board of Education for School District No. 71 (Comox Valley) receive the Administrative Procedures review update, as presented, for information:

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

Howe/May Sacht
CARRIED

12. Board Business - None

13. Correspondence - None

14. Public Question Period to the Board

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

No comment or questions.

15. Adjournment - 9:13 pm

Recommended Motion:
THAT the Board of Education of School District No. 71 (Comox Valley) adjourn this meeting.
McCannel-Keene/Howe
CARRIED

Board Approved on:
November 24, 2026

Certified Correct:

_____
Harold Cull
Secretary-Treasurer

_____
Shannon Aldinger
Board Chairperson

Comox Valley Schools
School District No. 71

Comox Valley Schools
A Community of Learners

INAUGURAL BOARD MEETING MINUTES
Tuesday, November 10, 2026
7:00 pm

In Attendance:

Trustees:
Shannon Aldinger, Trustee
Nicole Bergot, Trustee
Jennifer Fisher, Trustee
Chelsea McCannel-Keene, Trustee
Kendall Packham, Trustee
Laurel Rankin, Trustee
Michelle Waite, Trustee

Staff:
Dr. Jeremy Morrow, Superintendent of Schools
Harold Cull, Secretary-Treasurer
Dr. Joe Heslip, Associate Superintendent
Jay Dixon, Associate Superintendent
Sabrina Yeudall, Executive Director Human Resources
Josh Porter, Director of IT
Craig Sorochan, Manager of Communications

Regrets: None

Recording Secretary: Kim Richards, Acting Manager, Administrative Services & Projects

1. Call to Order / Welcome and Land Acknowledgement

The Secretary Treasurer 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

Recommended Motion:
THAT the Board of Education of School District No. 71 (Comox Valley) adopt the November 10, 2026, Inaugural Board Meeting Agenda as presented.
McCannel-Keene/Fisher
CARRIED

3. Election of Board Chairperson
Harold Cull, Secretary-Treasurer

The Secretary-Treasurer called for nominations for the position of Chairperson of the Board of Education for the first time. Trustee Shannon Aldinger was nominated and let her name stand. The Secretary-Treasurer called for nominations a second time. Hearing none, the Secretary-Treasurer called for nominations a third and final time. Hearing no further

nominations, the Secretary-Treasurer declared Trustee Shannon Aldinger as Chairperson of the Board of Education.

The newly elected Chairperson assumed the role of Chairperson for the remainder of the meeting and conducted the remaining elections.

3.1 Election of Board Vice-Chairperson

Shannon Aldinger, Board Chairperson

The Chairperson called for nominations for the position of Vice-Chairperson of the Board of Education for the first time. Trustee Jennifer Fisher was nominated and let her name stand. The Chairperson called for nomination a second time. Hearing none, the Chairperson called for nominations a third and final time. Hearing no further nominations, the Chairperson declared Trustee Jennifer Fisher as Vice-Chairperson of the Board of Education.

4. Election of Board Representatives

Shannon Aldinger, Board Chairperson

4.1 Election of British Columbia School Trustees Association (BCSTA) Provincial Council

The BCSTA bylaws provide that each member Board shall elect one trustee as representative and one trustee as alternate representative to the Provincial Council.

The Chairperson called for nominations for the position of representative to the British Columbia School Trustees Association (BCSTA) Provincial Council for the first time. Trustee Kendall Packham was nominated and let her name stand. The Chairperson called for nominations a second time. Hearing none, the Chairperson called for nominations a third and final time. Hearing no further nominations, the Chairperson declared Trustee Kendall Packham as representative to the BCSTA Provincial Council.

The Chairperson called for nominations for the position of alternate representative to the British Columbia School Trustees Association (BCSTA) Provincial Council for the first time. Trustee Laurel Rankin was nominated and let her name stand. The Chairperson called for nominations a second time. Hearing none, the Chairperson called for nominations a third and final time. Hearing no further nominations, the Chairperson declared Trustee Laurel Rankin as alternate representative to the BCSTA Provincial Council.

4.2 Election of British Columbia Public School Employers' Association (BCPSEA)

The BCPSEA bylaws provide that each member Board shall elect one trustee as representative designate and one trustee as alternate designate to the BCPSEA Representative Council.

The Chairperson called for nominations for the position of representative designate to the British Columbia Public School Employers' Association (BCPSEA) for the first time. Trustee Chelsea McCannel-Keene was nominated and let her name stand. The Chairperson called for nominations a second time. Hearing none, the Chairperson called for nominations a third and final time. Hearing no further nominations, the Chairperson declared Trustee Chelsea McCannel-Keene as the representative designate to the BCPSEA.

The Chairperson called for nominations for the position of alternate designate to the British Columbia Public School Employers' Association (BCPSEA) for the first time. Trustee Michelle Waite was nominated and let her name stand. The Chairperson called for nominations a second time. Hearing none, the Chairperson called for nominations a third and final time. Hearing no further nominations, the Chairperson declared Trustee Michelle Waite as the alternate designate to the BCPSEA.

5. Destruction of Ballots – n/a

6. Adjournment – 7:13 pm

Recommended Motion:
THAT the Board of Education of School District No. 71 (Comox Valley) adjourn this meeting.
Fisher/Bergot
CARRIED

Comox Valley Schools

School District No. 71

Office of the Secretary Treasurer

RECORD OF IN-CAMERA MEETINGS

TO:	Board of Education	**DATE:** November 24, 2026
FROM:	Office of the Secretary Treasurer	
RE:	Record of In-Camera Meetings	

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

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

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

September 22, 2026 – Regular In-Camera Meeting

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

The meeting was called to order at 5:30 pm and adjourned at 6:54 pm.

Hand them the reins

VanierFLOW, the G.P. Vanier Secondary School blended learning model: Year 1, first quarter/term

VanierFLOW is a room at G.P. Vanier where students in Grades 10 to 12 take one or more courses at their own pace, with two teachers beside them every block. The content is online. The teaching, coaching and assessment happen face to face.

152	39	3,703	201	1,144	235
students, Grades 10 to 12	courses running	intentions written to start a block	checkpoint chats	notes to future self	courses instances / enrollments

WHY STUDENTS CHOOSE IT

- **A life that is already full:** high-performance athletics, a job, family responsibilities, health.
- **A course the timetable could not offer, or could not fit:** Computer Science 11, Philosophy 12, etc.
- **A wish to go faster/slower or deeper than a class can:** Not all courses are a fit for a 5 months.
- **A need for a flexible learning environment with a teacher close by:** when questions or struggles arise, content and area experts are in the room to help.

Not online school. Not a spare. Same curriculum, same credits.

IN STUDENTS' OWN WORDS

"It actually allowed me to feel like I was in charge of my learning, which meant I was much more inclined to do my work."

GRADE 12, END-OF-COURSE REFLECTION

"I set a goal I'm proud of myself for setting, one I wouldn't have decided on without [my teacher]."

GRADE 10, WEEKLY REFLECTION

"Don't overwork yourself over the weekend. You're getting a little burnt out, and we wanna avoid that."

GRADE 12, NOTE TO FUTURE SELF

EARLY EVIDENCE: STUDENTS WHO PLAN, PROGRESS

Of the students who plan their week most weeks, **92%** have completed a checkpoint chat. Of those who rarely plan, **33%**. By week three, the routine shows us who needs us. A pattern, not proof of cause.

Come visit, and sit in a FLOW block. Ask any student what they are working on, and why.

Ms. Danika Cottingham (Danika.Cottingham@sd71.bc.ca)
Mr. Thomas Diesch (Thomas.Diesch@sd71.bc.ca)

VanierFLOW live data, September 9 to November 23, 2026; 152 active students. Student quotes are anonymous, with spelling lightly corrected. DRAFT, November 24, 2026.

Comox Valley Schools
School District No. 71

EDUCATION AND POLICY COMMITTEE BOARD REPORT

Date: October 6, 2026
Time: 6:00 pm – 8:00 pm
Venue: Boardroom, School Board Office, 2488 Idiens Way, Courtenay

In Attendance:
Shannon Aldinger, Committee Chair
Susan Leslie, Trustee
Michelle Waite, Board Chair (alternate for Janice Caton)
Jeremy Morrow, Superintendent (ex-officio)

Participating Representatives:
Shawn Holland, President CDTA
Alf Trill, CUPE Local 439
Catherine Munro, CVPVP
Karma Taiji, CVPVP
Megan Cowling, DPAC
Erin Higginbottom, IEC
Keisha Everson, IEC

Regrets:
Janice Caton, Trustee
Harold Cull, Secretary-Treasurer
Jacqueline Symons, CDTA
Lori Ball, CUPE Local 439
Hayley Datoo, DPAC

Guests:
Alexis Rekdal, District Literacy Teacher
Jay Dixon, Associate Superintendent
Lelaina Jules, District Principal Indigenous Education

Staff Contact: Dr. Joe Heslip, Associate Superintendent
Recording Secretary: Kim Richards, Acting Manager, Administrative Services & Projects

1. CALL TO ORDER AND LAND ACKNOWLEDGEMENT

Chair, Shannon Aldinger called the meeting to order at 6:04 pm and acknowledged the traditional territory of the K'ómoks First Nation.

2. REPORT TO THE BOARD

2.1 Education and Policy Committee Board Report – Sept. 15, 2026

The Chair requested feedback from the September meeting. It was agreed that the agenda was too large, the meeting space not conducive to open group discussion, and there was not enough opportunity for open forum.

3. PRESENTATIONS

3.1 Kindergarten – Grade 3 Literacy Screening
Alexis Rekdal, District Literacy Teacher

The District Literary Teacher provided a thorough presentation on the district's Ministry mandated Kindergarten – Grade 3 literacy screening and the implementation of DIBELS. It was emphasized that the value of the screening is not in the score but in the equitable actions taken afterwards. To be successful, early literacy screening requires consistent student assessment, staff training, and responsive classroom interventions.

3.2 Consent Awareness Week, October 19-23, 2026
Dr. Joe Heslip, Associate Superintendent

Associate Superintendent Heslip presented an overview of the district's planned initiatives and programming for Consent Awareness Week. The committee noted that rescheduling the campaign from September to October provides a more centralized focus. Subsequent discussion centered on strategic delivery models for sexual health and consent education, and emphasized the need for sustained, age-appropriate messaging across all grade levels.

4. BUSINESS

4.1 Enrolment Update (BN)
Jay Dixon, Associate Superintendent

The district's preliminary student enrollment numbers for September indicate a stable student population that aligns closely with previous forecasts. It was noted that NIDES enrolment was not included in the report, but the school is expected to meet enrolment projections and/or exceed them. Data trends across target schools indicate shifting enrolment patterns driven by demographic, growth, and families' preferences.

A. Rekdal departed the meeting at 7:27 pm

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

The Enhancing Student Learning Report (ESLR) serves as a critical annual accountability framework document highlighting the district's continuous improvement cycle for all learners, as well as targeted strategies for priority populations (Indigenous learners, children in care, and students with diverse abilities). While achievements were noted, significant systemic equity gaps exist. The ESLR aligns with the district's Strategic Plan to build inclusive, holistic, and personalized learning environments that develop students' core competencies.

4.3 Review of Child Care Policy

Dr. Joe Heslip, Associate Superintendent

District staff to review the current Child Care Policy and make the required changes as per the direction and recommendations by the Ministry of Education and Child Care. A copy of the draft revised policy to be provided to the committee for review at the next meeting.

4.4 Policy Review Process & Priorities

Shannon Aldinger, Committee Chair

The Committee Chair invited trustee feedback to establish an optimized policy review workflow and to determine prioritization criteria moving forward. It was noted that the committee cannot finalize decisions at this stage in the board's term, however, any feedback will help to effectively guide the incoming board and committee members. It was suggested that a structured scoring system (rubric) could be used to identify and rank the district's immediate policy needs. This structured framework would help to determine which policies require immediate revision during the initial phase of the review cycle.

5. REVIEW OF ACTION ITEMS

5.1 District staff to review, amend, and submit a copy of the draft revised Child Care Policy to the committee for the next meeting.

6. FUTURE MEETING DATES

December 1, 2026	March 2, 2027	June 1, 2027
January 12, 2027	April 6, 2027	
February 2, 2027	May 4, 2027	

7. ADJOURNMENT

The meeting was adjourned at 8:10 pm.

Comox Valley Schools
School District No. 71

SUPPORT SERVICES COMMITTEE BOARD REPORT

Date: October 13, 2026
Venue: School Board Office, 2488 Idiens Way, Courtenay, BC

In Attendance:
Cristi May Sacht, Acting Committee Chair
Chelsea McCannel-Keene, Trustee
Michelle Waite, Board Chairperson
Dr. Jeremy Morrow, Superintendent (ex-officio)

Participating Representatives:
Shawn Holland, CDTA
Jason Colby, CVPVP
Alissa Pratt, CVPVP
Joanne Barr, DPAC
Hayley Datoo, DPAC

Guest:
Josh Porter, Director of Information Technology

Regrets:
Sarah Jane Howe, Committee Chair
KFN Representative
IEC Representative
CUPE Representative

Staff Contact: Harold Cull, Secretary-Treasurer
Recording Secretary: Kim Richards, Acting Manager, Administrative Services & Projects

1 CALL TO ORDER AND LAND ACKNOWLEDGEMENT

Acting Committee Chair, C. May Sacht called the meeting to order at 6:01 pm and acknowledged the traditional territory of the K'ómoks First Nation.

2. REPORT TO THE BOARD

2.1 Support Services Committee Report to the Board – September 16, 2026
Cristi May Sacht, Acting Committee Chair

The Report to the Board was reviewed as presented.

3. PRESENTATIONS - none

4. BUSINESS

4.1 Revised Committee Structure
Harold Cull, Secretary-Treasurer

At the request of the Secretary-Treasurer, the committee members and partner groups discussed the pros and cons of the September meeting. It was agreed that the agenda was too full, the venue too enclosed, and not enough time or opportunity was provided for conversation. Steps are being taken to improve the meeting structure, contents of the agenda, and to provide more opportunities for group involvement, feedback, and discussion.

4.2 Information Management
Josh Porter, Director of Information Technology

The Director of Information Technology acknowledged the need to improve the district's cybersecurity, records management system, and data classification system, as the risks associated with being a school district have risen significantly. The committee was in favour of the proposed direction provided in the briefing note.

4.3 2026-2027 September Enrolment & Revenue Update
Harold Cull, Secretary-Treasurer

Based on preliminary enrolment data as of October 5th, the Secretary-Treasurer projects an approximate 6 million increase in operating grant funding. The data has confirmed a slight increase in general enrolment, Indigenous learners, and a significant increase of on-line learners, and designated students.

The group discussed optimal ways of spending the additional funding effectively to benefit the current year's students and to address areas of highest need. Procuring staff, particularly Educational Assistants, continues to be a challenge.

Based on discussions and feedback received, staff to provide an expenditure plan through the Amended Budget process.

4.4 2027-2028 Budget Development Process
Harold Cull, Secretary-Treasurer

To enhance the budget process, the Secretary-Treasurer requested feedback from partner groups on the strengths, weaknesses, and areas for improvement from last year's process. Partner groups appreciated the consultation meetings but requested more detailed budget data this year and a consistent process moving forward to maintain continuity.

4.5 Trustee Orientation – Rightsholders/Partner Participation
Harold Cull, Secretary-Treasurer

Following the municipal elections on Saturday, October 13, 2026, a new Board of Education will be formed. Partner groups welcomed the Secretary-Treasurer's

suggestion to initiate early communication and connection with the incoming board.

Rightsholders were not present to provide input but will be included in initial consultations with the new board.

5. REVIEW OF ACTION ITEMS

Action Items	Person(s) Responsible	Deadline
4.3 Expenditure Plan to be provided through the Amended Budget process.	Secretary-Treasurer	Nov-Dec
4.5 Partner groups and rightsholders to meet early with the new Board of Education.	Secretary-Treasurer	Nov

6. FUTURE MEETING DATES

December 8, 2026	March 3, 2027	June 8, 2027
January 13, 2027	April 13, 2027	
February 9, 2027	May 11, 2027	

7. ADJOURNMENT

The meeting was adjourned at 7:56 pm.



District Progress Report
(Fall 2026)

Comox Valley Schools
A Community of Learners

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.

Our Vision

Compassionate, connected and personalized learning for all.

Truth and Reconciliation Commitment

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

Values

LEARNING - Centering learning in all we do.
EQUITY- Leading with diversity as a strength and inclusion as a right.
RELATIONSHIPS - Connection, compassion, and respect in all that we do.
SAFETY - Learning communities where all feel safe and belong.
INTEGRITY - High ethical standards through transparency, honesty and accountability.

Design Principles

Decolonizing and Indigenizing, Inclusion, Personalized Learning, Student-Centered Assessment, Social Emotional Learning (SEL), Experiential Learning, Flexible Learning Environments, Digitally Enhanced Learning, Land-Based Learning

comoxvalleyschools.ca/our-strategic-plan/

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District Progress Report (Fall 2026)

Comox Valley Schools
A Community of Learners

Message from Board Chair Shannon Aldinger



As we begin this new term as a board, I am grateful for and humbled by the opportunity to continue to serve our school community and am honoured to have the confidence of my colleagues to serve as Board Chair this year. I look forward to listening and working alongside our Rightsholders, partner groups, staff and families to support our students by continuing to create safe, equitable, compassionate and connected learning environments that lift each learner to thrive, grow and share their unique gifts.

We started the school year under the leadership of our 2022 to 2026 Board of Education and launched our new standing committee structure consisting of monthly meetings of our new Education and Policy Committee (first Tuesday of the month) and our Support Services Committee (second Tuesday of the month). A huge thank you to our outgoing trustees for their thoughtful attention to this work and their years of service to our district.

In the short time since trustee elections took place last month, our new Board has been quick to enthusiastically embrace our work and to start the term in a good way. We held trustee elections at our inaugural meeting on November 10, 2026, with Trustee Jennifer Fisher acclaimed as Vice-Chair, Trustee Kendall Packham acclaimed as the BC School Trustee Association (BCSTA) board representative with Trustee Laurel Rankin to serve as the alternate, and Trustee Chelsea McCannel-Keene acclaimed as the BC Public School Employers' Association (BCPSEA) board representative with Trustee Michelle Waite to serve as the alternate.

We have also participated in trustee district orientation sessions which included discussions about our governance role generally, the roles and responsibilities of trustees specifically, an overview of the district and executive team portfolios, and concluded with drumming and singing of our district song Am̲'lala sa K̓umux̲se'. Our next opportunity for professional development takes place at the BCSTA conference.

Our board has also participated in the hiring process for the position of Secretary-Treasurer, the person responsible for developing and maintaining an effective business operation in the district as well as duties related to the Board.

Our first point of connection was in circle at Kumugwe, the Bighouse built by the late Nagedzi (Chief Andy Frank), which was both a grounding and inspiring location and experience.

Shannon Aldinger
Chair, Comox Valley Schools Board of Education

Picture: Top row, from left: new trustees Laurel Rankin, Kendall Packham, Nicole Bergot and Jennifer Fisher (Vice-Chair). Bottom row, from left: returning trustees Chelsea McCannel-Keene, Shannon Aldinger (Chairperson) and Michelle Waite.

Superintendent's Update - Dr. Jeremy Morrow

The start of a school year always brings a flurry of activity. From welcoming students and families to establishing routines and building relationships, the first few months move quickly. This fall's District Progress Report offers an opportunity to pause, recognize the work taking place across Comox Valley Schools and consider how our collective efforts are making a difference for students.

At the heart of this work is an important question: What is each student uniquely capable of becoming? There is no average learner, just as there is no single path to success. Every student arrives with their own strengths, interests, experiences and possibilities. Our responsibility is to recognize that individuality, nurture their potential and create opportunities that help each learner discover what they can achieve.

Throughout this report, you will see that commitment reflected in many ways. Strengthening early literacy and numeracy helps students build foundations for future learning. Outdoor and place-based experiences connect learning to the world around them. Expanding career exploration, trades and dual credit opportunities helps young people discover interests and imagine futures they may not previously have considered. Together, these efforts bring our vision of compassionate, connected and personalized learning for all into daily practice.

Our commitment to truth and reconciliation remains central to this work. Schools and departments have been reflecting on the findings of the Equity in Action Report and considering what those findings mean for their own practices.

We also know that meaningful learning depends on students feeling safe, connected and valued. Work to include student voice in planning is helping us respond more thoughtfully to individual needs. Anti-racism learning and education about consent and respectful relationships reinforce our shared responsibility to create school communities where everyone feels safe and belongs.

Behind these learning opportunities is the essential work of teams across the district. Preparing and maintaining school spaces, supporting employees, managing resources, strengthening technology and keeping families informed all contribute to the conditions students need to succeed.

This fall also marks the beginning of a new term for our Board of Education. I welcome our new and returning trustees and thank those who have completed their service. I look forward to working together to build on the progress underway and keep students at the centre of our decisions.

Dr. Jeremy Morrow
Superintendent, Comox Valley Schools

EDUCATION SERVICES

EDUCATION DEPARTMENT UPDATE

Strategic Guidance

- Throughout the fall, Comox Valley Schools continued to strengthen learning opportunities and supports for students across the district. Work in early literacy, numeracy, environmental and outdoor learning, student well-being, anti-racism education and school library learning commons reflects a shared focus: building educator capacity while creating engaging, inclusive and responsive learning environments for students.

Highlights

Building Strong Foundations in Literacy and Numeracy

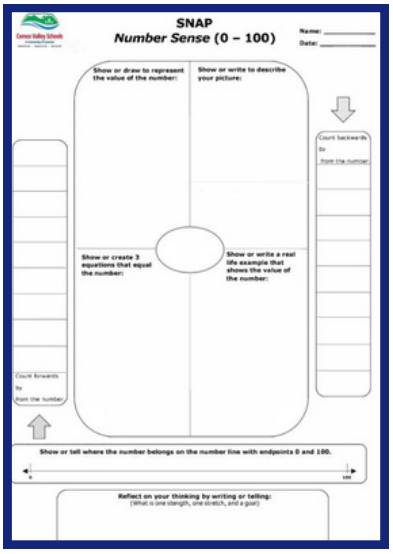
- Early learning and literacy efforts focused on supporting educators as they implement early literacy screening and use the resulting information to respond to student needs. Training, resource development, data interpretation and school-based collaboration have helped teachers build confidence in using assessment information to plan instruction.

- In October alone, literacy support reached nine school and district settings. Regional collaboration is also helping educators connect Structured Literacy approaches with play-based learning, while expanded StrongStart hours are creating additional opportunities for community outreach and connections with Kindergarten classrooms.

- In numeracy, locally developed number sense resources are also supporting Kindergarten to Grade 5 classrooms through short, daily opportunities for students to build foundational mathematical understanding.

- District SNAP numeracy assessments were administered to students in Grades 3 and 5, with the assessment available to K-7 teachers in English and French. The information gathered will help schools and district leaders identify strengths and areas requiring additional support, connecting assessment more directly to instructional planning.





Pics: Numeracy resource and SNAP assessment

(continues)

EDUCATION DEPARTMENT UPDATE - CONTINUED

Learning Beyond the Classroom

- Environmental, outdoor and place-based learning continued to provide students with opportunities to learn through direct experiences in their schools and communities. The district's School Cycling Program provides Grade 4 and 5 students with a two-day experience focused on cycling skills and road safety, using district bicycles and delivered in partnership with the Comox Valley Cycling Coalition.

- School garden programming is also turning outdoor spaces into active learning environments. District support includes garden activities and orientations, consultation, resources and supplies, as well as collaboration with Feeding Futures and Comox-Strathcona Valley Waste Management on composting education connected to school food programs.

- A Grade 6 outdoor classroom at Lake Trail gives students the opportunity to spend their school days learning outside through place-based experiences, outdoor education and cycling. Nature Detectives activities have brought students and teachers into school forests to investigate local plants and ecosystems, including programming at NIDES and Miracle Beach.



Pic: Nature detectives were hard at work in school gardens at several schools

Supporting Student Well-Being

- A new initiative at Glacier View Secondary is bringing educational and mental health supports together for young people who have experienced barriers to regular school attendance or accessing mental health services. GV Wellness is a partnership involving Glacier View Secondary, Foundry Comox Valley and ICY Comox Valley. The program supports youth ages 13 to 18 in a low-barrier environment where students can reconnect with learning while developing skills to manage stress and work toward individualized academic and therapeutic goals.

- Students receive teaching and school counselling support alongside access to ICY clinical counsellors and Foundry youth counsellors. Daily circle check-ins and check-outs help establish community, while Fridays provide opportunities for land-based learning, field trips and collaborative wellness projects.

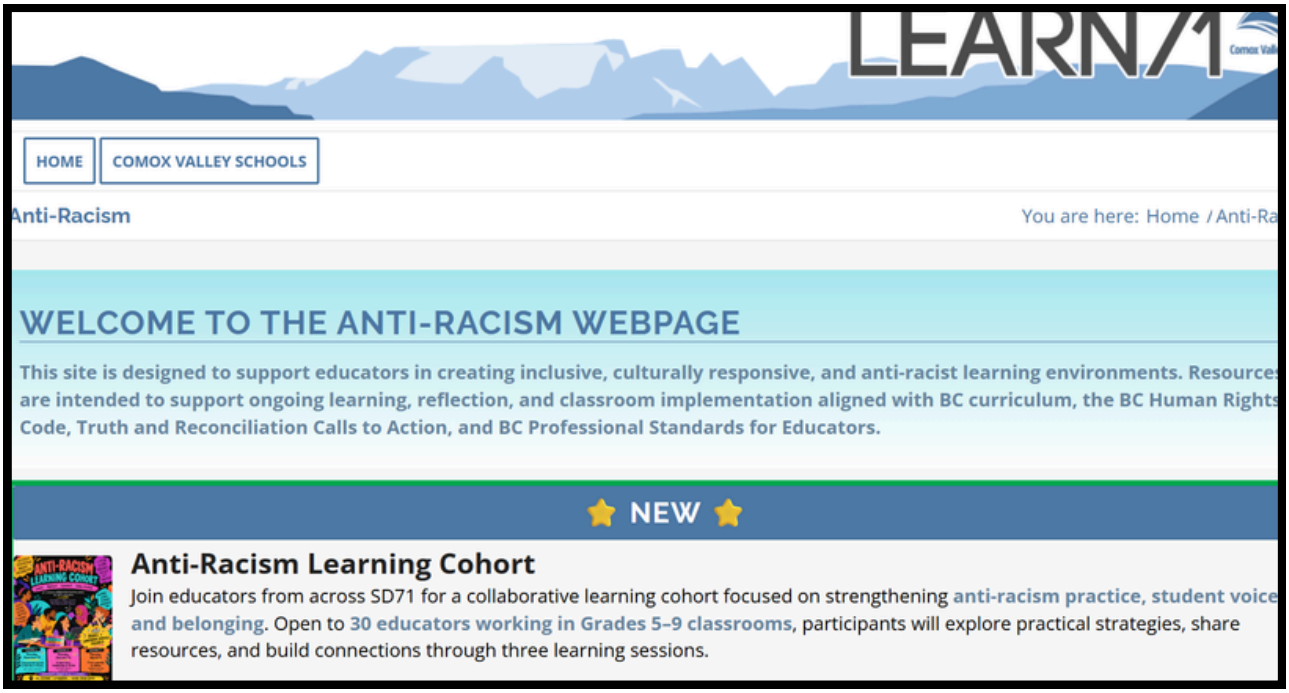
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EDUCATION DEPARTMENT UPDATE - CONTINUED

Advancing Anti-Racism Learning

- The district's anti-racism initiatives continue to support inclusive learning environments. The 2026-27 Anti-Racism Learning Cohort will bring together approximately 30 funded educators for sustained professional learning designed to strengthen foundational understanding, amplify student voice and leadership, and help educators translate learning into meaningful action in classrooms and schools.

- English and French Anti-Racism Resource Kits and district Learn71 resources are providing additional practical support. Student participation will extend this work through the BC Lions' Team Up to End Racism initiative, involving five district schools.



Pic: Click the image to visit the Learn71 Anti-racism resource webpage

School Library Learning Commons in Action

- School library learning commons create spaces where literacy, inquiry, creativity and student connection come together. During the first term, Teacher-Librarians led a wide range of activities, from the development of a new library learning commons space at NIDES and expanded Indigenous collections to careers programming, literacy activities and reading engagement challenges.

- Learning commons also provided opportunities for students to explore curriculum in creative and collaborative ways. Examples included Student Vote activities supporting democratic participation, literacy experiences combining technology, loose parts and storytelling, and breakout-box activities encouraging communication, collaboration and problem-solving.

(continues)

EDUCATION DEPARTMENT UPDATE - CONTINUED

Career Department

- The Careers department has had a strong start to the school year, expanding hands-on learning, work experience and post-secondary pathways for students. With support from a major grant, the district is working with employers to establish placements in sustainability and environmental learning. Focus Days are also giving students in Grades 8 to 12 opportunities to explore fields such as agriculture, hairdressing, carpentry, culinary arts, BC Ferries, City of Courtenay operations and BC Parks.

- A recent experience on Denman Island connected Grade 9 students with a local agricultural organization to learn about food production, sustainable practices and operating a local business.

- A second grant is supporting collaboration with six school districts to offer a broader range of Dual Credit academic pathways that fit within students' school schedules. More than 150 students are currently registered in courses and programs spanning humanities, health, science, business and other fields.

- The Health Exploratory Pathways pilot at Mark Isfeld is also underway. Students are gaining experience in the hospital and learning from presenters across the health sector.

- Other students have begun trades foundation and apprenticeship programs at North Island College. Upcoming work includes additional Focus Days, junior ADST wood-build projects in more than 35 classrooms and parent information nights highlighting future programs and opportunities.



Pics: Students toured the VIU Culinary and Baking program

Challenge and opportunity

- Whether students are developing number sense in the classroom, investigating an ecosystem in a school forest, reconnecting with school through GV Wellness or participating in a learning commons activity, the goal is the same: to ensure students have meaningful opportunities to learn, connect and succeed.

INCLUSIVE LEARNING UPDATE

Strategic Guidance

- **Inclusion:** The work of the Inclusive Education Department is guided by the values and design principles of the Strategic Plan and our commitment to creating inclusive, holistic, and personalized learning environments for all students. The highlights below demonstrate our ongoing efforts to increase accessibility, strengthen student belonging and voice, and improve outcomes for students with diverse learning and support needs.

Highlights - Student Access and Inclusion

- **Make for Good** is a global accessibility design challenge that invites designers and 3D-printing enthusiasts to create assistive devices that address real-world needs for people with diverse abilities. Students at Highland Secondary School, led by teacher Matt Sydor, have taken up the challenge and will develop and submit innovative designs that may ultimately be shared and utilized across the district.

- The Inclusive Education Technology Department has been approved as a recipient partner with **Makers Making Change** and has already received 15 switch-adapted toys and devices to support meaningful participation and inclusion for students with complex needs. In addition, the department has applied to receive an additional 30 devices, which would be added to the district's Inclusive Technology Loan Bank this December.

- One of our District Inclusion Support Teachers has partnered with the SD 71 Sexual Health Lead to ensure that accessible sexual health resources and curriculum are available for neurodiverse students. This work supports equitable access to learning and promotes inclusive educational experiences for all students.

- The district's teacher of the visually impaired supported students in attending the PRCVI Children's Low Vision Program in early November. This interdisciplinary clinic brings together specialist professionals to assess functional vision needs and recommend assistive technology, orientation and mobility strategies, low-vision devices, and other supports that enhance educational access and independence for students with visual impairments.

Accessibility and System Improvement

- The Accessibility Committee completed pilot accessibility audits in seven SD 71 schools and has provided school-specific reports to support future accessibility planning. The audits identified strengths, barriers, and opportunities for improvement, with suggestions prioritized by anticipated impact and implementation cost. Findings will inform ongoing planning, decision-making, and future accessibility initiatives while supporting the district's commitment to accessibility, inclusion, and compliance with the Accessible British Columbia Act. Lessons learned through the pilot will help establish a sustainable process for future district-wide accessibility audits.

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INCLUSIVE LEARNING UPDATE - CONTINUED
Student Voice, Identity, and Belonging

- Individual Education Plan (IEP) processes were reviewed at a recent Case Manager meeting. Our Teacher of the Deaf and Hard of Hearing presented on incorporating student voice into IEPs, while District Support Teachers provided additional guidance on using current technology tools to support the development of meaningful goals and objectives. This work reinforces the importance of student-centered planning and engagement.



Pics: Kaitlin and Shannon presenting on incorporating Student Voice and POPDHH Day at Inclusive Education

- On October 27, Deaf and Hard of Hearing students from the Comox Valley, Campbell River, Parksville, Port Alberni, Gold River, and surrounding communities gathered at Inclusive Education for an annual event hosted by the Provincial Outreach Program: Deaf and Hard of Hearing (POPDHH). Students engaged in learning that celebrated Deaf culture, strengthened ASL skills, and fostered belonging, identity, and peer connections. This annual gathering continues to be a valued opportunity for students to connect with peers and build confidence in their communication skills. Thank you to our teacher of the Deaf and Hard of Hearing and to POPDHH for bringing students together.

(continues)

INCLUSIVE LEARNING UPDATE - CONTINUED

Building Staff Capacity and System Supports

- A Gender Support Checklist, designed primarily as a professional resource for counsellors and support team leads, has been shared with schools.

- The checklist helps ensure supports are comprehensive, consistent, and responsive to student accessibility, privacy, safety, and well-being needs. Beth Peddle presented to the secondary counsellors and all Youth & Family Program workers on supporting trans and non-binary students, introducing the checklist as one method to ensure supports are offered and available to all students.
- Inclusive Education administrators and Inclusion Teachers are working closely with the district Literacy Team to align evidence-based practices, intervention strategies, and support structures. This cross-departmental collaboration supports a more coordinated approach to improving literacy outcomes and meeting the needs of all learners.

- Through a collaboration involving the Assistive Technology Team, Speech-Language Pathologists, District Inclusion Support Teachers, school-based staff, SET-BC, and community partners, the district is strengthening support for students who use Augmentative and Alternative Communication (AAC). Through targeted professional learning, collaborative resource development, and evidence-based practices aligned with the Science of Reading and comprehensive literacy instruction, staff capacity is being enhanced to better support communication and literacy development for AAC users.

- Demand for Low Arousal Training continues to exceed the district's current training capacity. To support this growing need, an additional District Inclusion Support Teacher and our Education Assistant Mentor recently went to Surrey to complete the first of three training sessions required to become certified trainers. Once certified in late spring, they will increase the district's capacity to provide professional learning in this evidence-informed, non-aversive approach to supporting students with behavioural and emotional regulation needs.

Challenges

- The number of students with complex learning, behavioural, and support needs continues to grow across the district, with Ministry of Education and Child Care designations increasing significantly this fall. While staff continue to work diligently to meet this growing demand within existing resources, ensuring appropriate levels of support remains a key priority. To strengthen district capacity, recruitment is underway for several additional Inclusive Education positions.

- Recruiting and retaining education assistants remains a significant challenge across the Comox Valley. While all but three EA positions have been filled, daily replacement shortages continue to impact schools. Human Resources, Principals and Vice-Principals, and Inclusive Education Administrators are working collaboratively to expand the on-call pool through ongoing recruitment efforts and streamlined hiring processes. Schools continue to mitigate shortages by prioritizing support and redeploying available staff to health, safety, and behavioural support roles when required.

INDIGENOUS LEARNING UPDATE

Welcoming Students Back in a Good Way

- The start of the school year provided opportunities to intentionally welcome Indigenous students and families into schools and learning spaces. Indigenous Education staff collaborated with school teams to support student transitions, strengthen relationships with families, and ensure Indigenous learners felt connected, valued, and supported from the outset of the school year. This school year we are supporting 1,899 Indigenous students.

National Day for Truth and Reconciliation and Orange Shirt Day

- Many schools partnered with local Knowledge Keepers, Elders, cultural presenters, and Indigenous organizations to support authentic learning experiences. Activities included storytelling, classroom learning, school-wide gatherings, walks, art projects, and opportunities for staff and students to reflect on their role in reconciliation. We are thankful to be in communication with the Indigenous Education Council to share these learning plans for the second year in a row.

- These learning opportunities supported students in deepening their understanding of Indigenous histories while also fostering empathy, respect, and a stronger sense of collective responsibility toward reconciliation.





Pics: Orange Shirt Day at Aspen Park and drummers performed at Lake Trail

Building Educator Capacity

- The momentum generated through Indigenous Brilliance Day continues to influence professional learning across the district. Staff have expressed a growing commitment to creating learning environments where Indigenous students feel represented, respected, and affirmed.

- School and district teams continue to engage in professional learning that supports culturally responsive practices, Indigenous perspectives across curriculum areas, and actions that contribute to more equitable outcomes for students.

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INDIGENOUS LEARNING UPDATE - CONTINUED

Equity in Action

- All schools and departments have dedicated an entire staff meeting going over the findings of the Equity in Action Report through the 53-minute video found at Equity in Action - Comox Valley Schools. Each site provided an opportunity for staff to reflect and share their response to those findings. In the weeks ahead, this data will be triangulated with other site-specific data to assist schools on their next steps in addressing the findings within the report.



Pic: Click the above image to view the Equity in Action video

Indigenous Graduation and Post-Secondary Pathways

- Following the success of the inaugural Indigenous Graduation Celebration in June, district staff have begun reviewing feedback from graduates, families, and community members to inform future celebrations.

- The impact of the ceremony continues to be felt across schools as students entering their graduation years see themselves reflected in a district celebration that honours both academic accomplishment and cultural identity. Planning has begun to ensure future ceremonies continue to grow in ways that reflect community values and student voice.

Challenges and Opportunities

- Recruitment and retention challenges remain for some Indigenous Success Worker positions, affecting the consistency of supports available to students and families. Anti-Indigenous narratives and misinformation online also remain a concern.

- The district remains committed to safe, inclusive and respectful learning environments where Indigenous identities, cultures, languages and ways of knowing are valued and upheld. Stronger collaboration among schools, district departments, Indigenous communities and partners continues to support collective responsibility and Indigenous student success.

- Together, this work supports a district where Indigenous students, families and communities are respected, reflected and able to thrive.

COMMUNICATIONS UPDATE

Strategic Guidance

- Values: Learning, Equity, Relationships, Safety, Integrity

- Design Principles:
  - Inclusion
  - Decolonizing and Indigenizing

Overview

- Communications work this fall focused on supporting a successful start to the school year, strengthening connections with staff and families, promoting student safety and sharing learning across the district. Significant efforts supported trustee election communications, Truth and Reconciliation Week, Consent Awareness Week and preparations for an earlier, expanded district program application window.

Back to School and Staff Communications

- Prepared and sent information for families and staff over the summer to support a smooth return to school. Launched a new district staff newsletter in September, with additional editions planned before the winter break and toward the end of the school year. The newsletter provides a shared source of district information, resources and updates.

- Continued weekly leadership updates, Board Business newsletters, superintendent speaking notes and communications support for school and district leaders.



Pics: Be Seen Stay Safe promoting safety and visibility during dark commutes

School and Road Safety

- Worked with the City of Courtenay and ICBC on back-to-school road safety communications.

- Developed and launched the Darker Mornings: Be Seen, Stay Safe campaign to encourage visibility and safe travel during darker morning arrivals. A promoted campaign advert generated more than 45,000 views, well above typical district post viewership, extending the visibility of school safety messaging across the community.

(continues)

COMMUNICATIONS UPDATE - CONTINUED

Trustee Election Communications

- Worked closely with the Secretary-Treasurer on communications related to trustee electoral area boundaries and affected properties.

- Prepared notification materials and supported coordination with the City of Courtenay and Comox Valley Regional District to help affected residents receive relevant election information.

- Prepared and posted election notices and supported communications planning.

Truth and Reconciliation

- Covered school events and ceremonies during Truth and Reconciliation Week, including activities at Lake Trail Community School, and shared stories from across the district through social media.

- Supported a joint superintendent and Board Chair statement reaffirming the district's commitment to Truth and Reconciliation.

- Highlighted opportunities for students, staff and families to learn, reflect and participate in reconciliation through school and community activities.



Pics: At Isfeld Secondary, a consent wheel game helps students put consent into practice

Consent Awareness Week

- Developed a coordinated communications campaign for Consent Awareness Week, including a news release, daily social media posts and district website promotion.

- Prepared a superintendent video script and supported video production.

- Updated online information and shared resources to reinforce key themes and help students, staff and families access information about consent and respectful relationships.

(continues)

COMMUNICATIONS UPDATE - CONTINUED

Kindergarten and District Program Registration

- Led planning meetings with school and district staff throughout the fall to coordinate an earlier, longer Expression of Interest window and prepare for a consistent registration process.

- Developed family communications, news releases, advertising and website updates for the application window opening Dec. 1.

- Helped lead preparations for the Nov. 25 district open house, coordinating promotional materials and participation by district programs and support teams.

- Developed messaging to help families understand program choices, the Expression of Interest process and the separate January registration period for neighbourhood kindergarten.

- Continued work on the online Expression of Interest form and supporting materials ahead of the application launch.





Pics: District programs open house and new longer expression of interest window

Website and information updates

- Created one-page school growth plan highlights over the summer, incorporated school feedback and published the highlights alongside school growth plans on the district website.

- Launched the Feeding Futures webpage and promoted it through staff communications.

- Supported the Long-Range Facilities Plan through document review, feedback and photographs.

Challenges

- Communications balances planned projects and ongoing responsibilities with emerging issues that require daily responses and reprioritization. Emerging concerns about student privacy, security and artificial intelligence have created new questions about posting student images online, even with parent consent.

FINANCE DEPARTMENT UPDATE

Strategic Guidance

- The Finance Department continued to support the district's commitment to Integrity, Learning, Relationships, Equity, and Inclusion through transparent financial stewardship, collaborative support for schools and departments, and the delivery of accurate, reliable financial information to inform decision-making.

Highlights

- Successfully completed the annual year-end financial statement audit and presented the audited financial statements to the Board.

- The Payroll team supported HR by providing costing analysis during collective bargaining discussions with CUPE. In preparation for possible ratification, the team also undertook preliminary work to estimate retroactive pay impacts and support timely implementation of any negotiated changes.

- The Accounts team continued to support schools, departments, programs, and staff through day-to-day financial services while promoting strong financial controls through training and learning opportunities. This included a well-received session at the August Clerical Institute focused on financial administration procedures and best practices.

- Several financial and regulatory reports were completed during the quarter, alongside work supporting development of the 2026-27 Amended Annual Budget, including:
  - 2026/27 Q1 and Q2 Ministry Government Related Entity (GRE) Report
  - 2026/27 Classroom Enhancement Fund Report (Staffing, LIF, Remedy)
  - 2025/26 and 2026/27 Event Driven Reporting
  - 2025/26 Classroom Enhancement Fund Year-End Report
  - 2025/26 French Programs (OLEP) Year-End Report (Financial Section)
  - 2025/26 Community Links Report (Financial Section)
  - 2025/26 Feeding Futures and National School Food Program Report (Financial Section)
  - 2025/26 Registered Charity Information Return
  - 2025/26 Statement of Financial Information

Challenges

- The Finance Department continues to experience capacity pressures related to vacancies, staffing changes across schools and departments, leadership transitions, and the Accounts team reorganization. These factors have increased workload demands and require ongoing prioritization of resources while maintaining payroll services, supporting school and departmental accounting functions, and meeting financial reporting requirements.

OPERATIONS DEPARTMENT UPDATE

Strategic Guidance

Safety: Proactive maintenance, regulatory compliance, and facility upgrades supported safe, healthy, and welcoming learning environments for students, staff, and community users.

Equity: Accessibility improvements, barrier-reduction projects, and investments in outdoor learning environments improved equitable access to inclusive spaces and land-based learning opportunities for students.

Highlights

- The following Ministry report was completed and submitted during the quarter:
  - 2027/28 Minor Capital Program Submission:
  - SEP – School Enhancement Program;
  - CNCP – Carbon Neutral Capital Program;
  - BUS – Bus Acquisition Program;
  - PEP – Playground Equipment Program; and
  - FIP – Food Infrastructure Program



Pic: Basketball court and surrounding areas got a new surface over summer

Accessibility & Safety

- Brooklyn Elementary – Resurfacing & new basketball court
- Arden Elementary – Repaving & install of basketball hoops
- Aspen Park Elementary – New pathway connector & fencing
- G.P. Vanier Secondary – Rebuild of portable ramps & stairs
- Highland Secondary – Upgrade of entry culverts and road widening
- École Robb Road Elementary – Replacement of metal access stairs
- Fencing – Airport Elementary and Nala'atsi Alternate Program
- Supply & install of equipment guards in Industrial Arts Spaces
- Redesigned the District's School Transportation Webpage
- Annual testing & verification of fume hoods and gas shut-offs
- District-wide Annual Tree Assessments & mitigation work
- District-wide Annual Fire Alarm & Emergency Systems Testing
- District-wide Annual Custodial Deep Cleaning
- District-wide Infrared scan and low voltage maintenance of the main switchgear

(continues)

OPERATIONS UPDATE - CONTINUED

Environmental Improvements

- Aspen Park Elementary – Ongoing invasive species removal
- G.P. Vanier Secondary – Portable crawlspace remediation
- Huband Park Elementary – Fencing for new garden area
- Various Sites – Tree Protection and Mulching Program
- District-wide – Field Irrigation upgrades, garden bed maintenance, tree-bag watering program.



Pics: The operations team completed GP Vanier portable walkway and crawlspace upgrades

Building, Space & Grounds Enhancements

- G.P. Vanier Secondary – Conversion of Computer Lab to new Textiles Room and renovations to support a new program space
- Gymnasium floor refinishing – Airport Elementary, Courtenay Elementary, École Puntledge Park Elementary, Miracle Beach Elementary, Royston Elementary
- Interior Painting – Airport Elementary and Mark R. Isfeld Secondary
- Exterior Painting – Arden Elementary, Cumberland Strathcona, École Puntledge Park Elementary, Lake Trail Community School, Mark R. Isfeld Secondary
- Flooring Upgrades – Airport Elementary and Brooklyn Elementary
- Washroom Minor Upgrades – G.P. Vanier Secondary & École Puntledge Park Elementary
- Roof-top Unit Refurbishment – Aspen Park Elementary, Brooklyn Elementary, Queneesh Elementary
- Various Sites – Creation of support spaces for Inclusive Education
- District-wide Carpet and Window Cleaning Program

(continues)

OPERATIONS UPDATE - CONTINUED



Pics: New solar panels installed on the roof of Lake Trail

Energy Efficiency, Climate Resiliency, and Sustainability

- Lake Trail Community School – Supply & install of Solar PV Array
- Courtenay Elementary – Full Lighting & Ceiling Upgrades
- Exterior Window Recaulking – Aspen Park Elementary, Brooklyn Elementary, Queneesh Elementary
- Replacement of Roof-top Units – Airport Elementary, Courtenay Elementary, Glacier View Secondary
- Duct Cleaning – École Puntledge Park and Valley View Elementary
- District-wide Annual Summer Energy Shutdown
- District-wide Annual Boiler Maintenance Program

Challenges

Climate Resiliency: Drought conditions, extreme heat, wildfire smoke, and increasingly variable weather continue to place pressure on building systems, grounds maintenance, irrigation requirements, indoor environmental quality, working conditions, and staff.

Project Delivery Window: The limited summer construction period continues to challenge the delivery of major maintenance and renewal projects. As facilities age, projects are becoming more complex and disruptive, reducing opportunities to complete work during school operations without impacting students, staff, and facility users.

Facility Constraints: Many district schools have structural, architectural, building system, and code limitations that restrict significant renovation opportunities, creating challenges in achieving desired outcomes for more accessible, inclusive, functional, and 21st-century learning environments.

Transportation Service Changes: Implementation of new route planning software by the District's transportation provider resulted in a redesign of school bus routes, increasing route inquiries and service adjustments during an already busy back-to-school registration period, placing additional demands on administrative resources.

INFORMATION TECHNOLOGY DEPARTMENT UPDATE

Strategic Guidance

- Information Technology Services focused on ensuring a stable start to the school year while advancing several priorities related to cybersecurity, digital modernization, data governance, and sustainable service delivery.

- Alongside significant summer technology preparation and September operational demands, the department continued work to strengthen the district's technology foundation and its ability to respond to emerging risks and changing organizational needs.

Highlights

- Significant work was completed over the summer to refresh and prepare devices, applications, accounts, and technology services for the start of the 2026/27 school year. This included continued work supporting curricular and assistive technology devices and updating instructional software used across schools.

- Cybersecurity remains a significant area of focus. IT Services continued monitoring emerging vulnerabilities and threats, including sector-wide cybersecurity developments, and participated in the BC K-12 cybersecurity community to evaluate current risks and mitigation approaches.

- The department has also begun positioning cybersecurity alongside records management and data classification as interconnected areas of organizational risk and information governance.

- Work wrapped up on the transition to Hub71, the district's WordPress-based web platform for teachers. By September, staff accounts and site access were actively supported through the new environment. The transition moves the district away from aging Scholantis Sharepoint infrastructure toward a more sustainable platform.

- The Windows 11 upgrade initiative is nearing completion with 80% of district Windows devices successfully transitioned. This work ensures device security, compatibility, and long-term vendor support.

Challenges

- Inflationary pressures continue to have a significant impact on technology equipment procurement. We continue to experience steep price increases in computer hardware - driven largely by global demand for memory, storage, and processors.

- Supply delays have also resurfaced, surpassing pandemic-era constraints. Current projections indicate that cost and supply stabilization may not occur until 2028.

HUMAN RESOURCES UPDATE

Strategic Guidance

- Learning

Highlights

- The Department welcomed a new Executive Director and has been engaged in a re-alignment of employee portfolios to align employees with their strengths and thus channel those strengths towards the strategic priorities of the District.

- In addition to the annual training activities, such as the summer clerical institute, that the Department provides, this fall saw the development and delivery of customized professional development training for our CUPE custodians and maintenance staff, as well as for our school-based leadership teams.

- The Human Resources department also chaired a committee in partnership with the CDTA and principal and vice-principal representatives which developed a new framework for teacher evaluation to foster more consistent evaluations based on enhanced and decolonializing criteria.

Strategic Guidance

- Safety

Highlights

- An extensive review and revitalization of how occupational health and safety is managed in the District is underway, and has included increased emphasis on K-12 specific training, increased functionality from our online reporting tool to facilitate site-based safety meetings and regular safety inspections and an extensive audit, organization and re-stocking of all school-based emergency sea cans.

- We have re-aligned our resources to increase our focus on workplace violence prevention and the psychological safety of our employees, and have engaged in a thorough review of existing resources and practices related to violence prevention and response resources for our District. Through this review, we have identified opportunities for ongoing improvement to ensure that we are engaging in a more robust and proactive approach to the complexities experienced at Comox Valley Schools.

Challenges and Opportunities

- Increasingly complex classrooms and our duties to the students we serve result in workplace safety issues that do not easily fit into traditional WorkSafe boxes, and we continue to work with our union partners and our partners in Inclusive Education to create systems and develop approaches that fulfill our obligations to our students and to our employees, and align with the strategic vision of our District.

(continues)

HUMAN RESOURCES UPDATE - CONTINUED

Strategic Guidance

- Relationships

Highlights

- The Human Resources Department is grateful for the positive and constructive partnerships we have with all of our employee groups and our union partners. These relationships have enabled us to navigate a number of disputes and challenges in a manner that reached resolutions and further the goals of the District.

- In collective bargaining, a memorandum of agreement was recently reached with our CUPE partners, which will be presented to the membership, our Board of Education and the BC Public School Employers' Association in the coming weeks.

Challenges and Opportunities

- We will continue the work commenced during bargaining with both of our unions through ongoing initiatives at the District Health and Safety Committee as well as at joint labour-management committees to continue to seek creative and co-operative solutions to the challenges we face in our workplaces.



Pic: Seacan emergency supplies are being refreshed at schools and work sites

Comox Valley Schools

School District No. 71
Office of the Secretary-Treasurer

BRIEFING NOTE

TO:	Board of Education	**DATE:**	November 24, 2026
FROM:	Harold Cull		
RE:	Code of Conduct Affirmation		

Purpose

The purpose of this briefing note is to advise trustees of the requirement of Board Policy 4 (attached) regarding the Trustee Code of Conduct. Per the policy, trustees are required to:

> **Written Commitment and Affirmation**
>
> To demonstrate the expectation of adherence to the Trustee Code of Conduct, Trustees will sign Policy 4 when taking the Oath of Office and thereafter, annually. Upon assuming office, Trustees will read aloud, "I [insert name], have read, understand and agree to adhere to Policy 4 – Trustee Code of Conduct."

As noted above, staff should have asked trustees to make the affirmation at the Oath of Office ceremony at the end of October.

At the Board meeting, staff will ask trustees to read the affirmation above and to sign off on the Policy as required.

Prepared by:

Harold Cull

Trustee Code of Conduct

Purpose Statement

This policy reflects our shared responsibility to foster compassionate, connected and personalized learning for all, grounded in equity, integrity and respect for Indigenous ways of knowing and being.

Our purpose is to create safe, equitable learning environments that lift each learner to thrive, to grow, and to share their unique gifts by ensuring trustees demonstrate ethical leadership, uphold high standards of conduct, and commit to decolonizing and Indigenizing education.

Introduction

The Trustee Code of Conduct Policy provides a framework to ensure that trustees of the Comox Valley School District act in a manner that promotes the values and vision of the District. Trustees are entrusted to lead with transparency, integrity, and respect, ensuring that all decisions and actions are centered on student learning, equity, and well-being. This policy is grounded in the principles of decolonization and Indigenization and commits to upholding ethical governance that is aligned with our Strategic Plan's vision, values, and goals.

Guiding Values and Principles

Trustees are guided by the shared values of their Strategic Plan, ensuring that their actions and decisions align with the following principles:

- **Learning: Centering learning in all that we do**.
  Trustees are committed to promoting environments where all students can access high-quality, personalized education that supports their growth, core competencies, and well-being.

- **Equity: Recognizing diversity as a strength and inclusion as a right.**
  Trustees will lead with equity, advocating for fair treatment, opportunities, and outcomes for all students, especially those from historically marginalized communities.

- **Relationships: Connection, compassion and respect in all that we do.**
  Trustees will engage with compassion, respect and connection, prioritizing healthy relationships within the Board, K'ómoks First Nation, Indigenous Communities, Partner

Groups, the broader School Community, and the public. Building strong relationships with local First Nations and respecting Indigenous perspectives and rights are paramount.

- **Safety: Learning communities where all feel safe and belong.**
  Trustees are committed to fostering learning and working communities where all feel safe, respected and valued, ensuring that educational and workspaces support both the physical and emotional well-being of all students and staff.

- **Integrity: High ethical standards through transparency, honesty and accountability.**
  Trustees will uphold high ethical standards, demonstrating transparency, honesty, and accountability in their governance roles. This includes acting in accordance with the *School Act, the Declaration on the Rights of Indigenous Peoples* Act, the BC Human Rights Code and other relevant legislation.

Commitment to Indigenous Ways of Knowing and Being

Trustees recognize the importance of Indigenous ways of knowing and being in shaping educational experiences that are inclusive, equitable, and culturally responsive. In partnership with local First Nations, Métis, and Inuit communities, trustees will:

- Uphold the principles of reconciliation as outlined in the Truth and Reconciliation Commission's Calls to Action.
- Work towards district policies, procedures, curricula and practices that reflect Indigenous histories, perspectives and knowledge.
- Engage in ongoing learning and reflection to better understand the impacts of colonization and actively participate in decolonizing education within the district.

Trustee Conduct and Responsibilities

Trustees are expected to conduct themselves in a manner that reflects the Board's values as articulated in Policy 1 and, the principles of all policies. Specific expectations include:

- **Confidentiality**: Trustees must maintain the confidentiality of information obtained in closed sessions or designated as confidential and/or information that is reasonably considered confidential, respecting the privacy of students, staff, trustees, and community members; and

- **Conflicts of Interest**: Trustees are responsible for declaring any conflicts of interest in matters before the Board and must abstain from voting on or influencing decisions where such conflicts exist; and

- **Collaboration:** Trustees will work collaboratively with Board colleagues, district staff, Indigenous communities, and the school community to support student success and well-being. Trustees will act with a spirit of harmony and cooperation, recognizing that effective governance requires respectful and productive dialogue; and

- **Communication:** Trustees will communicate with integrity and clarity, both in person and online. This includes using social media responsibly and refraining from engaging in behaviours that could undermine the Board's integrity or relationships within the community.

Trustees as members of the corporate Board of Education will:

Integrity and Dignity of the Office:

1. Discharge their duties loyally, faithfully, impartially and in a manner, that will inspire public confidence in the abilities and integrity of the Board; and
2. Act as a trustee of this district and work carefully to ensure that it is well maintained, fiscally secure, and operating in the best interest of those served; and
3. Recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently in the best interests of learners in the district; and
4. Work together with trustee colleagues to communicate to the electorate, accurate information about the district and the schools; and
5. Do their utmost to attend regular Board meetings, committees of the whole and meetings of the Board committees to which they have been appointed, and meetings for which they have been appointed to serve as Board representatives, including communicating non-attendance to such meetings to the Board Chair; and
6. Provide leadership to the community through setting goals and policies for district operations and educational programs and by regularly evaluating to determine if intended results are achieved; and
7. Not use the position of trustee for personal advantage or to the advantage of any other individual apart from the total interest of the district, and resist outside pressure to so use the position.

Compliance with Legislation:

1. Observe bylaws and rules of order, the policies and procedures of the district, and the laws, rules and regulations governing education in British Columbia, the BC *School Act*, BC Human Rights Code, the United Nations *Declaration on the Rights of Indigenous Peoples Act;* and
2. Respect and understand the roles and duties of individual trustees, the Board of Education, the Superintendent of Schools and the Chair of the Board.

Civil Behaviour:

1. Represent the Board of Education responsibly in all Board-related matters and act with decorum at all times. (Decorum: behaviour that is controlled, calm, and polite); and
2. Work with trustee colleagues, the Superintendent of Schools and the district as a whole, in a spirit of respect, openness, harmony and co-operation, encouraging the free exchange of diverse views on any topic at all times and expressing any contrary opinions in a respectful and constructive manner; and
3. Not make disparaging remarks in or outside Board meetings, about other Board members or their opinions, and be respectful of staff, students and the public; and
4. Use social media responsibly, including an acknowledgment that opinions expressed are those of the individual not the Board.

Upholding Decisions:

1. Base their decisions on all available facts, data and perspectives of an issue, respect the opinions of others and diligently pursue what they believe to be in the best interest of the students and others of the district; and
2. Accept that authority rests with the Board and that no trustee has individual authority to direct district staff other than that delegated by the Board; and
3. Uphold publicly the majority decisions of the Board of Education and the implementation of any Board resolutions; and
4. Accept that the Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other trustee will speak on behalf of the Board unless expressly authorized by the Chair of the Board or Board to do so. When individual trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board.

Respect for Confidentiality:

1. Keep confidential any information disclosed or discussed at a meeting of the Board or committee of the Board, or part of a meeting of the Board or committee of the Board that was closed (in-camera) to the public, and keep confidential the substance of deliberations of a meeting closed (in-camera) to the public unless required to divulge such information by law or authorized by the Board to do so; and
2. Not use confidential information for personal gain or to the detriment of the Board or district; and
3. Not divulge confidential information, including personal information about an identifiable individual or information subject to lawyer-client privilege that a trustee becomes aware of because of their position, except when required by law or authorized by the Board to do so.

Commitment to Ongoing Learning and Reflection

Trustees will engage in ongoing professional development and self-reflection to enhance

their governance capabilities and understanding of the design principals of the Strategic Plan. The Board will provide training during onboarding and throughout a trustee's term to support their growth and alignment with the values of this policy. The learning may take many different forms including presentations at Board and Committee of the Whole meetings, working sessions, attendance at various conferences, as well as training provided by Staff.

Written Commitment and Affirmation

To demonstrate the expectation of adherence to the Trustee Code of Conduct, Trustees will sign Policy 4 when taking the Oath of Office and thereafter, annually. Upon assuming office, Trustees will read aloud, "I [insert name], have read, understand and agree to adhere to Policy 4 – Trustee Code of Conduct."

Conclusion

The Trustee Code of Conduct Policy reflects our commitment to ethical governance, decolonization, and the creation of inclusive and equitable learning environments. Trustees pledge to embody the values of learning, equity, relationships, safety, and integrity, ensuring that all actions are aligned with our shared vision of compassionate, connected, and personalized learning for all.

Appendix A – Breaches of Trustee Code of Conduct – Procedures
In the event of a breach of this policy, the Board may take a range of actions. The Board of Education will endeavour to encourage a restorative justice process that prioritizes healing and relationship-building.

The specific procedures related to addressing Breaches of conduct can be found in Appendix A: Breaches of Trustee Code of Conduct – Procedures. This section outlines detailed procedures for addressing breaches of conduct and applying sanctions as per the Trustee Code of Conduct. It includes the specific steps for conciliatory measures, complaint handling, and the sanctions process. For full details, refer to the attached document.

Legal and Policy References:	British Columbia School Trustees Association (BCSTA) Criteria for Trustee Codes of Conduct School Act (RSBC 1996, c. 412)

Policy Type	Governance
Adopted	September 2019
Replaces (if applicable)	
Amended	May 2025
Editorial Change	
Next Review Date	2028
Responsible Operational Leader	The Board of Education

Affirmation: " I _____, have read, understand and agree to adhere to Policy 4 - Trustee Code of Conduct."

Signed on this 24th day of November, 2026.

Signature: _____

Appendix A – Trustee Breaches of Conduct

In alignment with our commitment to ethical governance, cultural respect, and relationship-building, this appendix provides a structured process to address breaches of conduct in a manner that promotes healing, learning, and mutual understanding. The Board's approach is grounded in the principles of restorative justice, Indigenous perspectives, and the values of the Strategic Plan, emphasizing accountability, transparency, and equity.

In the Event of a Breach

In cases where a breach of conduct may have occurred, the Board may take various actions, including but not limited to:

- Encouraging a restorative justice process that centers on healing and relationship-building.
- Creating a reflective and corrective action plan focused on responsibility, personal growth, and reconciliation.
- Engagement in relevant training or coaching to foster development and awareness.
- Passing a motion of censure or removal from committees if allowed under the School Act.

The procedures detailed below are designed to uphold accountability and provide a respectful, culturally attuned approach to resolving breaches.

Addressing Breaches of Conduct

Restorative Practice
A trustee who believes that a trustee colleague has breached the Code of Conduct is encouraged to seek resolution through restorative, conciliatory measures before lodging an official complaint. This approach aligns with our commitment to dialogue, respect, and building trust within the Board.

1. Individual Conversation: The trustee who perceives a breach is encouraged to address the matter privately with the trustee involved. This initial step reflects Indigenous conflict-resolution practices, focusing on respect and understanding.
2. Conciliatory Engagement: If the private conversation does not yield a resolution, the

trustees may seek the support of the Board Chair or Vice-Chair to facilitate a constructive dialogue. If the concern involves the Chair, the Vice-Chair will facilitate.

3. Third-Party or Indigenous Circle Facilitation: By mutual agreement, a third party may be engaged, or an Indigenous Circle may be held, led by a qualified facilitator to foster a respectful, values-centered dialogue. This reflects our commitment to inclusive and culturally responsive practices.

Formal Process for Addressing Breaches

If the matter cannot be resolved informally, a formal complaint may be filed according to the following steps:

1. Filing Complaint
   A trustee wishing to file an official complaint under the Code of Conduct will deliver a written complaint to the Board Chair (or Vice-Chair if the Chair is involved) within 30 days of the alleged breach, outlining the nature of the complaint and the specific sections of the Code alleged to have been breached. The Chair will share the complaint with all trustees within five days of receipt.

2. Maintaining Confidentiality
   To protect the integrity of the process, all details of the complaint remain strictly confidential, and public disclosure is a violation of the Code of Conduct. The Board Chair may disclose information only at the Board's direction following a Code of Conduct hearing.

3. Supporting a Hearing
   At least one other trustee must support the complaint in writing within three days of receiving it. If no support is provided, the complaint will not proceed, and the Board Chair will inform all trustees in writing that no further action will be taken.

4. Convening the Hearing
   When a complaint is supported, the Board Chair will convene a closed (in-camera) meeting to allow the complainant trustee to present their views on the alleged breach. The Board Chair will outline the nature of the alleged breach at the start of the meeting.

5. Ensuring Fairness and Confidential Deliberation
   The Chair will ensure that the following sequence is followed for a fair and balanced hearing:

   - Complainant Presentation: The complainant trustee presents their case, either in written or oral form.
   - Respondent Presentation: The respondent trustee presents their response.
   - Opportunity for Replies: Both parties are given opportunities to reply to each other's statements.

- Trustee Questions: Trustees may ask questions of both the complainant and respondent.
- Final Comments: Both parties have a final opportunity to comment.

6. Private Deliberation and Resolution
   After the presentations, all parties except trustees without conflicts of interest will leave the room. The remaining trustees deliberate in private, ensuring cultural sensitivity, transparency, and equity in their decision. If additional clarification is needed, the hearing may be adjourned to collect further information.

7. Issuing Sanctions
   Depending on the circumstances, the Board may institute any of the following sanctions:

   - Personal Letter of Censure: A confidential letter from the Board Chair to the offending trustee.

   - Public or Private Motion of Censure: Passed by a majority vote.

   - Committee or Appointment Removal: The trustee may be removed from Board committees or appointments by majority vote.

8. Document Retention and Public Disclosure
   All documentation related to the hearing will be returned to the Secretary Treasurer after the conclusion of the hearing and retained in compliance with legal standards. The Board may, at its discretion, disclose findings to the public to promote transparency and accountability.

Breach of Confidentiality
Confidentiality is essential to the Board's operations. Should a suspected breach occur, the following process is followed:

1. Independent Investigation: The Board Chair will ask the Secretary Treasurer to appoint an independent investigator under the Freedom of Information and Protection of Privacy Act.

2. Review and Recommendations: The investigator provides findings to the Board Chair, which are reviewed in a closed (in-camera) meeting where the trustee in question may offer additional information.

3. Board Decision: If a breach is confirmed, the Board may issue a censure or escalate the matter in alignment with our commitment to ethical governance and transparency.

This updated Appendix A maintains all procedural steps while integrating principles of restorative justice, reconciliation, and respect for Indigenous perspectives, consistent with the Board's Strategic Plan.

Legal and Policy References:	Policy 4 – Trustee Code of Conduct British Columbia School Trustees Association (BCSTA) Criteria for Trustee Codes of Conduct School Act (RSBC 1996, c. 412) 49, 50, 55-64, 65, 85, 94, 95

Policy Type	Governance
Adopted	September 2019
Replaces (if applicable)	
Amended	May 2025
Editorial Change	
Next Review Date	2028
Responsible Operational Leader	The Board of Education

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Comox Valley Schools
School District No. 71

BRIEFING NOTE

TO: Board of Education **DATE:** November 24, 2026

FROM: Shannon Aldinger, Chair

RE: Board Committee and Liaison Positions

Purpose

The purpose of this briefing note is to allow the Board to confirm Board committee and liaison positions based on the tables below.

Background

The terms of reference for the Board's standing committees (Education & Policy, Support Services and Audit) have the following committee membership statement:

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

Based on discussions with trustees, the following standing committee assignments are being recommended by the Chair for the Board's consideration:

Committee	Chair	Trustees
Education & Policy	Michelle Waite	Nicole Bergot & Laurel Rankin
Support Services	Chelsea McCannel-Keene	Kendall Packham & Jennifer Fisher
Audit	Jennifer Fisher	Chelsea McCannel-Keene

There are many other trustee liaison positions that also need to be filled, but will await further discussion among trustees and be approved at the December Board meeting. However, an assignment for the following positions is required in the short term:

Committee	Trustee
CVRD Recreation Commission	Michelle Waite (temporary)
Professional Development	Laurel Rankin (temporary)

Recommended Motion

That the Board of Education of School District No. 71 (Comox Valley) approve the Board Committee appointments and liaison positions as presented at the November 24, 2026 Board meeting.

Prepared by:

Shannon Aldinger, Chair

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Comox Valley Schools
School District No. 71
Board of Education

BRIEFING NOTE

TO:	Board of Education	**DATE:**	November 24, 2026
FROM:	Shannon Aldinger, School Trustee (City of Courtenay)		
RE:	**Board Advocacy**		

Purpose:

The Board of Education's governance role includes advocacy. Opportunities for advocacy can arise through formal, scheduled channels as well as informal, unscheduled ones. This Briefing Note seeks to provide information about such opportunities and to start the conversation about Board advocacy this school year.

Advocacy through the BC School Trustee Association (BCSTA):

An upcoming scheduled opportunity for advocacy is at the Annual General Meeting (AGM) of the BC School Trustee Association (BCSTA) held in April each year. At the AGM, boards of education are provided with an opportunity to shape the BCSTA's collective discussion, decision-making, and advocacy to the Ministry of Education and Childcare and the provincial government generally.

This year's AGM is scheduled to start April 15, 2027. Substantive motions to be considered at this year's AGM must be submitted to the BCSTA by February 14, 2027. More information about motion submissions can be found here: https://bcsta.org/wp-content/uploads/BCSTA_2027_AGM_Motion_Timeline-Monique-Final.pdf

Our Board's Regular Public Meetings in advance of the motion submission deadline include December 15, 2026 and January 26, 2027, so planning board advocacy should begin as soon as possible.

By way of background, during the 2022 – 2026 term, our Board submitted the following motions to the BCSTA AGM:

- In 2022/23, that the BCSTA advocate for the Ministry of Education & Childcare to provide clear guidance about how to respond to student complaints of *peer-to-peer* sexual harassment, sexual exploitation and sexual assault.

- In 2023/24, that the BCSTA advocate for the Province of British Columbia to increase capital funding for retrofitting of existing buildings, including electrifying schools and switching to heat pumps, in order to enable school districts to meet their 2030 GHG emission targets as required by BC's Climate Change Accountability Act.
- In 2024/25 that the BCSTA advocate for the Ministry of Education & Child Care to develop, promote, implement and fund a K-12 Action Plan to address misogyny & sexism (akin to the K-12 Anti-Racism Action Plan, released January 2023) and to specifically include strategies for educators and for students to identify and respond to gender-based biases and sexual harassment.

All three motions passed with overwhelming majorities.

Direct Advocacy to the Province:

Advocacy to the Province can also occur directly by our Board through correspondence to, or meetings with, the Minister of Education and Childcare or other applicable ministers. Submissions can also be made to the Select Standing Committee on Finance and Governments Services, a non-partisan legislative committee that receives written and oral submissions annually (and most recently in June each year).

By way of background, during the 2022 – 2026 term, our Board:

- Met with the then newly appointed Minister of Education and Childcare in May 2025 (albeit remotely) during which meeting we advocated for increased funding for education generally, priority boarding on BC ferries for school district staff and a K-12 Action Plan to address misogyny and sexism;
- Sent follow-up letters seeking the same action and initiatives; and
- made presentations to the Select Standing Committee in 2023 (for the 2024 budget) and in 2025 (for the 2026 budget).

The recent provincial election also provides an immediate opportunity for advocacy to the new government about the importance of public education and the need for adequate and sustainable operational funding.

Notice of Motion:

THAT the Board of Education of School District No.71 (Comox Valley) submit the following motion to the BCSTA 2027 AGM:

That the BC School Trustees Association call upon the Minister of Education and Child Care to take a leadership role in strengthening information security across the K-12 system by providing school districts with the expertise, shared cybersecurity services and infrastructure, and

dedicated, ongoing funding necessary to implement Provincial recommendations related to cybersecurity.

Notice of Motion:

THAT the Board of Education of School District No.71 (Comox Valley) write to the Premier and Minister of Education and Child Care, urging the Province of British Columbia to provide adequate and sustainable operational funding for the K-12 public education system, including increased funding to support the growing number and complexity of designated students and students with diverse learning needs, and further that the Chair of the Board of Education of Comox Valley Schools invite the support and signatures of the Comox District Teachers' Association (CDTA), CUPE Local 439, the Indigenous Education Council, the District Principals and Vice-Principals Association (PVP) and the District Parents Advisory Council (DPAC) in support of this advocacy, and further that a copy of the letter be forwarded to the BCSTA.

Both motions were passed by the Board of Education of Vernon School District at its Regular Board meeting held November 18, 2026. The first motion is set out more fully in the attached document that was circulated and discussed at that meeting.

Strategic Alignment

The proposed motions support the Board of Education's Strategic Plan. Without robust cybersecurity and adequate and sustainable operational funding for the K-12 public education system, our purpose, vision, values, commitments and goals are at risk of being compromised.

Respectfully submitted,
Shannon Aldinger
School Trustee (City of Courtenay)

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

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

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
VALLEY VIEW ELEMENTARY SCHOOL PORTABLES ACQUISITION BYLAW, 2026

WHEREAS The Board of Education of School District No. 71 (Comox Valley) (the "**Board**") is a board of education constituted under the *School Act* (British Columbia);

AND WHEREAS Section 96(2)(a) of the *School Act* (British Columbia) provides that a Board of Education may, for educational purposes, acquire and hold land or improvements, or both, within its school district;

AND WHEREAS the *School Act* (British Columbia) defines "improvements" to mean improvements as defined in the *Assessment Act* (British Columbia);

AND WHEREAS the *Assessment Act* (British Columbia) defines "improvements" to mean any building, fixture, structure or similar thing constructed or placed on or in land, or water over land, or on or in another improvement, but does not include any of the following things unless that thing is a building or is deemed to be included in the definition of "improvements" in the *Assessment Act* (British Columbia) by Section 1(2) of the *Assessment Act* (British Columbia): (i) production machinery; (ii)anything intended to be moved as a complete unit in its day to day use; and (iii) furniture and equipment that is not affixed for any purpose other than its own stability and that is easily moved by hand;

AND WHEREAS Section 65(5) of the *School Act* (British Columbia) requires a board of education to exercise a power with respect to the acquisition of property by the board of education only by bylaw;

AND WHEREAS:

A. The Board is the owner of the Valley View Elementary School site located at 2300 Valley View Drive, Courtenay, British Columbia and legally described as Parcel Identifier: 017-619-360, Lot 1, District Lot 157, Comox District, Plan VIP53563 (the "**School Site**");

B. Pursuant to an Agreement for License to Occupy made as of June 25, 2024 (the "**License Agreement**") between the Board, as licensor, and "Wee Care" Early Childhood Centre Inc. (the "**Vendor**"), as licensee, the Board granted to the Vendor a non-exclusive license to use a portion of the School Site to carry on a licensed child care program in and from two portable buildings located on the School Site (collectively, the "**Portables**");

C. The License Agreement was terminated effective August 8, 2026;

D. Pursuant to a Purchase and Sale Agreement made as of October 10, 2026 (the "**Purchase Agreement**") between the Board, as purchaser, and the Vendor, as vendor, the Board agreed to purchase from the Vendor, and the Vendor agreed to sell to the Purchaser, the Portables for

a purchase price of $305,000.00 (the "**Purchase Price**") plus applicable taxes on the terms and conditions set forth in the Purchase Agreement;

E. The Board is satisfied that the portables will be suitable for its purposes and that the Purchase Price represents the fair market value of the portables; and

F. The Board is satisfied that it would be in the best interests of the Board to enter into the Purchase Agreement and, pursuant to the Purchase Agreement, complete the purchase of the Portables from the Vendor.

NOW THEREFORE BE IT RESOLVED as a Bylaw of the Board that the Purchase Agreement and the purchase of the Portables by the Board on the terms and conditions set forth in the Purchase Agreement be and are hereby authorized and approved.

BE IT FURTHER RESOLVED as a Bylaw of the Board that the Board enter into the Purchase Agreement and purchase the Portables from the Vendor for the Purchase Price on the terms and conditions set forth in the Purchase Agreement.

BE IT FURTHER RESOLVED as a Bylaw of the Board that the Secretary Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver the Purchase Agreement in such form and with such amendments thereto as the Secretary Treasurer may, in his or her discretion, consider advisable, and the Secretary Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver all related and ancillary documents and all other documents required to complete the purchase of the Portables by the Board from the Vendor on such terms and conditions as the Secretary Treasurer may, in his or her discretion, consider advisable as witnessed by the signature of the Secretary Treasurer, required to complete the purchase of the Portables pursuant to the terms and subject to terms and conditions set out in the Purchase Agreement.

This Bylaw may be cited as "School District No. 71 (Comox Valley) Valley View Elementary School Portables Acquisition Bylaw, 2026".

Read a first time this 24th day of November 2026.

Read a second time this 24th day of November 2026.

Upon unanimous agreement of the Trustees of the Board in attendance, this Bylaw was read a third time on the 24th day of November 2026, and finally passed and adopted this 24th day of November 2026.

_____
Chair of the Board

Corporate Seal

_____
Secretary Treasurer

I HEREBY CERTIFY this to be a true original of the School District No. 71 (Comox Valley) Valley View Elementary School Portables Acquisition Bylaw, 2026, adopted on the 24th day of November 2026.

_____
Secretary Treasurer

Comox Valley Sports & Aquatic Centre
PO Box 3370, Courtenay BC V9N 5N5
Tel: 250-334-9622 Fax: 250-334-1042
Toll free: 1-800-331-6007
www.comoxvalleyrd.ca

Comox Valley
REGIONAL DISTRICT

September 17, 2026

Dear School Board Trustees and Administration,

RE: Learn to Skate at School Program

The Comox Valley Regional District (CVRD) is pleased to provide this information regarding the Learn to Skate at School Program.

As you may know, CVRD staff annually apply for a variety of grants to reduce financial barriers so that Comox Valley Schools students can remain active and participate recreation opportunities at the Comox Valley Sports Centre and Aquatic Centre.

Through generous funding from Canadian Tire Jumpstart Charities, the CVRD applied for and received support to deliver this program as part of both the CVRD's and Jumpstart's commitment to helping children become more active and participate in sport and recreation. Canadian Tire Jumpstart Charities supports community programs and initiatives through grants, subsidies, and funding opportunities for youth sport and physical activity.

This year we are fortunate to receive a grant of $23,000 which will cover the full cost of the program, including professional skating instruction, ice time, round-trip busing, and skate rentals. This removes financial barriers and allows participating students to experience skating in a safe, supportive, and inclusive recreation setting.

This program ran successfully from 2017 to 2020. In 2024 we were able to bring it back and have been running it ever since with support from Canadian Tire Jumpstart Charities. In the 2026-2027 school year, 14 classes from grade 2-5 of will take part in this program alone.

Students will receive professional instruction appropriate to their skill level, with the goal of building confidence, fundamental skating skills, physical literacy, and enjoyment of being active on the ice.

The CVRD is grateful to Canadian Tire Jumpstart Charities for making this opportunity possible and appreciates the School Board's awareness and support of this program.

If you have any questions or would like additional information, please contact me directly.

Sincerely,

Regan Jamieson
Sports Centre Coordinator
Comox Valley Regional District
250.898.8708
rjamieson@comoxvalleyrd.ca

Comox Valley
FOOD POLICY
COUNCIL

October 26, 2026

Attn: School District 71 (SD71) Board Chair and Trustees,

RE: Request to School District 71 to appoint a Trustee to sit as a member on the Comox Valley Food Policy Council (CVFPC)

This letter is a formal request to SD71 to appoint one Trustee to sit on the CVFPC for a 2-year term starting November, 2026. Terms are renewable and there are no limits to the number of terms.

The purpose of the CVFPC is to support regional, municipal and First Nations governments, and community leaders in incorporating food systems considerations into planning processes and initiatives, where appropriate. The CVFPC promotes knowledge-sharing, encourages best practices, and advocates for policies that strengthen local food production, improve food access, and build a resilient local food system.

The CVFPC has been in operation since November 2019, initiated by a motion at the CVRD Board of Directors to support its establishment. LUSH Valley coordinates and provides administrative support to the group.

The appointed Council member would act as a liaison between their municipality and the CVFPC, attending monthly Meetings of the Whole and contributing to discussions on local food systems policy and initiatives. This appointed member will also be asked to sit on the School Food subcommittee, which meets every second month.

Please note that our current Terms of Reference allow for any interested community members to submit an Expression of Interest to sit on the CVFPC. Any interested Trustee that is not appointed is encouraged to apply to join the CVFPC through this process.

For more information on the CVFPC including the Terms of Reference, Expression of Interest form and monthly activity updates, please visit lushvalley.org/cvfpc/about/

Please don't hesitate to contact us should you require further information in order to support this decision.

Sincerely,

Maurita Prato,
Co-Chair, Comox Valley Food Policy Council

Naomi Robert,
Co-Chair, Comox Valley Food Policy Council

Dear Mr. Cull,

The École Robb Road Inclusive Playground Committee would like to appear before the Board to share the lessons learned through our two-year project to develop an inclusive playground at École Robb Road.

Playgrounds are where children first learn how to belong. They are spaces for movement, imagination, friendship, and healthy risk-taking, and they shape how children see themselves and one another. When a playground cannot be used by a child who relies on a mobility aid, the message is clear: this space was not designed with everyone in mind. That message carries weight, especially for young children.

Our project has given us valuable insight into what makes a playground genuinely inclusive, where well-intentioned designs can unintentionally create barriers, and how thoughtful planning can ensure children with diverse needs can participate fully in play. Our committee brings together the practical experience of this project and the professional expertise of an occupational therapist who is also the mother of a child who uses a wheelchair. Our playground is unique within the School District in its specific focus on ensuring children who use mobility aids can participate in the full experience of play.

We would like to share our findings with the Board to raise awareness of the needs of these children and highlight practical ways the Board, school staff, and parents can work together to create more inclusive school environments. We hope our experience can help inform future playground planning across the district and support school communities where every child has the opportunity to play, connect, and belong.

Thank you for considering our request to be included on the agenda for the November School Board meeting.

Sincerely,

Catherine Crowe
École Robb Road PAC Chair
On behalf of the Playground Accessibility Committee