



QUALICUM SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA
TUESDAY, DECEMBER 9, 2025
6:00 PM
VIA VIDEO CONFERENCING

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Meeting ID: 255 499 524 539 9

Passcode: Z2bw9T6b

1. **CALL TO ORDER AND INTRODUCTIONS**
2. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**
3. **ADOPTION OF THE AGENDA**
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) adopt the agenda as presented (*or, as amended*).
4. **APPROVAL OF THE CONSENT AGENDA**
 - a. Approval of Regular Board Meeting Minutes: November 25, 2025 p 1-8
Recommendation:
THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of December 9, 2025, as presented (or amended).
5. **DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)**
6. **PUBLIC QUESTIONS AND COMMENTS (WRITTEN)**
7. **BUSINESS ARISING FROM THE MINUTES**
8. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**
9. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**
10. **DISTRICT PARENTS ADVISORY COUNCIL**

11. ACTION ITEMS**12. INFORMATION ITEMS****a. Superintendent's Report***(Peter Jory)***b. Educational Programs Update***(Gillian Wilson/Rudy Terpstra)***13. EDUCATION COMMITTEE OF THE WHOLE REPORT***(Trustee Young)*

The next meeting is scheduled for Tuesday, January 13, 2026 at 2:00 p.m. via videoconferencing. The meeting will be recorded.

14. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT*(Trustee Kellogg)*

The next meeting is scheduled for Tuesday, January 20, 2026 at 10:30 a.m. via videoconferencing. The meeting will be recorded.

15. POLICY COMMITTEE OF THE WHOLE REPORT*(Trustee Flynn)*

The next meeting is scheduled for Tuesday, January 20, 2026 at 1:00 p.m. via videoconferencing. The meeting will be recorded.

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**a. Inclusion Canada & People First of Canada – Virtual Event
- Session 3 of 3***(Trustee Young)* p 9-14**17. TRUSTEE ITEMS****a. Reports from the BC School Trustees Association
Fall Academy***(Trustees Young/Kellogg)* p 15-18**b. Board Christmas Donation on Behalf of Staff***(Chair Flynn)**Recommendation:*

THAT the Board of Education of School District No. 69 (Qualicum) support the annual donation on behalf of staff with the monetary value of \$1000 being directed to the Hands & Hearts Food Program.

18. NEW OR UNFINISHED BUSINESS**19. BOARD CORRESPONDENCE AND MEDIA****20. PUBLIC QUESTION PERIOD****21. ADJOURNMENT**



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Always growing
Grandissons ensemble

QUALICUM SCHOOL DISTRICT
REGULAR BOARD MEETING MINUTES

TUESDAY, NOVEMBER 25, 2025
6:00 PM
VIA VIDEO-CONFERENCING

ATTENDEES

Trustees

Eve Flynn	Board Chairperson
Carol Kellogg	Vice Chairperson
Barry Kurland	Trustee
Elaine Young	Trustee
Julie Austin	Trustee

Administration

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Rudy Terpstra	Director of Instruction
Ryan Brennan	Director of Instruction – Human Resources
Ryan Hung	Assistant Secretary Treasurer
Lauren Nikirk	Vice Principal of Springwood Elementary School
	Qualicum District Principal and Vice Principals Association
Phil Munro	Director of Operations

Education Partners

Mount Arrowsmith Teachers Association (MATA)
Canadian Union of Public Employees (CUPE) Local 3570
District Parents Advisory Council (DPAC)

1. CALL TO ORDER

Chair Flynn called the virtual meeting to order at 6:00 p.m. and advised that the meeting was being recorded.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board was meeting on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations, and she thanked them for the stewardship of this land and for allowing the Board to live, work, play and learn in this part of the island

3. ADOPTION OF THE AGENDA

25-98R

Moved: Trustee Kellogg *Seconded:* Trustee Austin

THAT the Board of Education of School District No. 69 (Qualicum) adopt the agenda as amended.

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: October 28, 2025
- b. Ratification of In Camera Board Meeting Minutes: October 28, 2025
- c. Receipt of Ministry News Releases
 - Minister's, partners' statement on substance-use education, prevention
- d. Receipt of Reports from Trustee Representatives
 - Early Years Table – Trustee Young

25-99R

Moved: Trustee Young *Seconded:* Trustee Kellogg

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of October 28, 2025, as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

6. PUBLIC QUESTIONS AND COMMENTS (RELATED TO AGENDA ITEMS)

None

7. BUSINESS ARISING FROM THE MINUTES**8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)**

Katie Tickell, MATA Vice President, expressed appreciation to the board and senior staff for the long service recognitions and meals, which were appreciated at each site.

9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

Marina Gardiner, DPAC President, stated that DPAC values the continued collaboration between district leadership, trustees, and families. She thanked district staff for the overview of the Food Programs at the Finance & Operations Committee meeting and for creating space for parents and caregivers to contribute through a district-led working group. With long-term funding now confirmed, the district is well positioned to develop a sustainable, long-term strategy ensuring all students have access to nutritious food.

She also mentioned that DPAC appreciated the Board's openness during recent policy reviews and for considering and incorporating parent and caregiver perspectives. The willingness to invite DPAC's input strengthens transparency, collaboration, and trust across the district

10. CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 3570

Ewen Rycroft, President of CUPE Local 3570:

- Recognized staff and administration for their unwavering dedication to students despite a challenging and busy year.
- Emphasized the union's commitment to working together, noting that collaboration and communication is essential for progress, especially during difficult times.

- Acknowledged significant budget constraints and the strain on employees asked to do more with fewer resources, yet praised their continued dedication to their work, to their colleagues, and the students in the district.
- Stressed the need for strong, clear communication to prevent confusion, build trust, and solve problems early. The union aims to foster open dialogue and participate in solutions.
- Appreciated administrators and board members for engaging respectfully and looks forward to strengthening these relationships.
- As winter break approaches, acknowledged the effort and excitement of the season. Expressed optimism for the new year, citing teamwork, respect, and shared purpose as keys to navigating challenges.
- Thanked everyone for their daily work and commitment. He also expressed anticipation for continued positive collaboration in the months ahead.
- Highlighted the success of the 17th annual *Try a Trade* event at Ballenas Secondary, the largest to date. The event brought together numerous skilled professionals who shared their expertise, giving students hands-on exposure to a wide range of career pathways. The energy was inspiring; students were engaged, curious, and excited to explore possibilities. Mr. Rycroft noted that events like this not only introduce students to trades but spark interest, open doors for hands-on learners, and show the value of skilled careers in the community. He expressed pride in contributing and looked forward to the next session at Kwalikum Secondary School on November 18 and to more students taking advantage of this valuable opportunity.

11. ACTION ITEMS

None

12. INFORMATION ITEMS

a. Superintendent's Report

Superintendent Jory reported that November is conference season in the education world. Members of the exempt staff team are attending events hosted by BC Public School Employers' Association (BCPSEA), Vancouver Island School Superintendents Association (VISSA), BC School Superintendents Association (BCSSA), ITK12, BC School Trustees Association (BCSTA), BC School Business Officials (ASBO), and BC Principals and Vice Principals Association (PVPA). He will be joining three Trustees at BCSTA this week, where they are looking forward to updates from the Ministry of Education and Child Care (MOECC).

In support of clearer communication, the District is on the verge of publishing a QSD Acronym Glossary of terms that are used in the public domain, an initiative suggested by the DPAC executive that will be a helpful resource for caregivers and staff. DPAC has also offered several other helpful suggestions recently, including:

- a drop-down option for school PAC donations in school on-line pay portals;
- upcoming updates to cost-averaging for internal field trips;
- a successful Feeding Futures Food Program online session; and,
- an Individual Education Plan (IEP) information session planned for February.

Across the district, operations continue smoothly. Fall sports are concluding and winter sports are beginning. Remembrance Day events have wrapped up, Winter

Concert planning is underway, and Foundation Skills Assessments (FSAs) are complete despite minor delays caused by the recent government worker strike. Booklets are now being collected for marking.

The November 24th district-wide professional learning day was well received, and the Board Chair and Vice Chair travelled through schools to distribute long-service pins. Photos were welcomed as the Superintendent attempts to relearn Constant Contact for the next QSD E-News update.

Related to professional learning, MATA President, Matt Woods, and Superintendent Jory will soon issue a joint statement for parents and caregivers explaining the purpose of teacher pro-d days, their origins in the extended school year, and key areas of focus here in QSD. They hope this will clarify common questions and plan to share similar updates periodically.

Finally, Dr. Jory reminded attendees that an online session on school district catchment boundaries—with particular relevance for Springwood Elementary families—will take place on January 14, 2026. The drivers of this work will be reviewed, the recent steps taken in response to enrolment shifts, and potential next steps for the Board to consider as Parksville enrolment trends evolve.

He closed by thanking all staff for their hard work and enthusiasm this month. It was wonderful to see so many positive examples of teams supporting students to give, grow, belong and, most importantly, learn in the Qualicum School District.

b. Educational Programs Updates
Associate Superintendent Wilson

- Learning updates are in progress and going out to families
- The Brain and Belonging Brain session is scheduled for Thursday, November 27th with one administrator and one counsellor attending from each school.
- On Friday, November 28th, principals and vice-principals will be working with Andrew Ference on Neurosequential Models in Education.
- The District Literacy Plan is nearing completion and will be submitted to the Ministry.
- Learning Support Teachers from each school will be attending a session on Thursday, December 4th with Tandy Gunn (former District Principal of Learning Support) to determine next steps once assessment data is gathered and what planning will look like in classrooms to ensure provision of diversity is being provided to all learners. Attendees will also have the opportunity to attend a learning lab in a classroom at Arrowview Elementary School to see the strategies in action using DIBELS, an assessment system for early literacy.

Director of Instruction Terpstra

- The Island Leadership Coalition held a session in Parksville earlier in the day (November 25) where teacher leaders received training and the opportunity to experience formal leadership.
- As part of the Literacy Plan, the 2nd session of Weaving Local Indigenous Ways of Learning into the Middle Years Learning Round will be held on December 3rd at Ballenas Secondary School. He highlighted the work of the Indigenous Education Department and the local First Nations who have

been working with the timeline for this significant local work for the community, particularly for educators and students.

- Appreciation to CUPE president for supporting the Grade 8 Try a Trade events, many stations of which are hosted by members of the district's Trades staff. This is a successful yearly event hosted by the Career Education Team.
- Volleyball season is coming to an end as basketball season begins to wind up at the elementary school and there

c. False Bay School Project Update

Phil Munro, Director of Operations

- Provided the following background, current status and future plans for the construction of a new K-12 school on Lasqueti Island as follows:
 - In June an initial consultation session was held with the Lasqueti Island community, which was also attended by Ian Hesselgrave, of Kin Beach Consulting, a consultant hired to assist with the project who has a history of working in the facilities management and education industries.
 - Studio Hub was contracted in July after a robust tendering process targeting those firms that have experience with building remote schools on gulf islands.
 - Another collaborative community consultation was held with the Lasqueti Island community in August with table exercise and received the community's guiding principles around how the school should look and feel.
 - On November 24th, another site visit took place with a design which incorporated the feedback received in August. There were some minor revisions to the design that were identified from that session.
 - Once the design drawings have been updated over the next month, they will be presented to the Finance & Operations Committee and with the Board in January.
 - A tendering process was also held for some large construction companies with the ability to build these kinds of schools on remote locations and Heatherbrae Builders was awarded the contract. During the tendering process, one of the questions was how the company would utilize local resources and benefit the local economy from this project. Heatherbrae has been running job fairs on the island, renting accommodations where available and planning to use local concrete supplies and other resources available on the island as much as possible.
 - Staff are also engaging with Chief Recalma of the Qualicum First Nation to ensure that the District is doing its due diligence from an archaeological assessment and engaging the right First Nations Bands, as Chief Recalma had shared that Lasqueti was a multipurpose island for lots of bands and the waterway was their travel route. Staff will also be engaging with the Snuneymuxw, K'ómoks, and Snaw-Naw-As First Nations as well.

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

Trustee Young referred to her report as attached to the agenda. She noted that all of the Committee of the Whole meetings have more in-depth discussions in an informal way.

She encouraged attendance at the virtual meetings and, if unable to do so, the recordings of the meetings are available to view from the YT link on the main page of the district website.

14. **FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT**

a. **Statement of Financial Information (SOFI) Report**

Secretary Treasurer Amos stated that the report, which was reviewed in-depth at the Finance & Operations Committee, is a yearly requirement for the district to be in compliance with the *Budget Transparency Act* by reporting on sales greater than \$75,000. The report is filed with Ministry and posted on the Ministry website. The report will also be posted on the district website for information

25-100R

Moved: Trustee Kellogg

Seconded: Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) receive the Statement of Financial Information (SOFI) Report for the year ended June 30, 2025.

CARRIED

15. **POLICY COMMITTEE OF THE WHOLE REPORT**

a. **Administrative Procedure to Policy 101: Purchase and Disposal of District Assets – For Information**

b. **Administrative Procedure to Policy 708: Emergency Preparedness and Closure – For Information**

c. **Administrative Procedure to Policy 900: Privacy Management and Accountability – For Information**

d. **Policy 801: Health and Safety of Employees in the Workplace**

25-101R

Moved: Trustee Flynn

Seconded: Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) accepts the recommendation of the Policy Committee of the Whole that Board Policy 801: *Health and Safety of Employees in the Workplace* has been reviewed and confirmed as written.

CARRIED

e. **Policy 802: Student Health Common Medical Conditions**

25-102R

Moved: Trustee Flynn

Seconded: Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) accepts the recommendation of the Policy Committee of the Whole that Board Policy 802: *Student Health Common Medical Conditions* has been reviewed and confirmed as written with the attached 'Response to Unexpected Health Emergencies'.

CARRIED

f. Policy 803: Towards a Scent Considerate School/Workplace Environment

25-103R

Moved: Trustee Flynn

Seconded: Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) accepts the recommendation of the Policy Committee of the Whole that Board Policy 803: *Towards a Scent Considerate School/Workplace Environment* has been reviewed and confirmed as written.

CARRIED UNANIMOUSLY

g. Policy 701: Student Discipline

25-104R

Moved: Trustee Flynn

Seconded: Trustee Young

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 701: *Student Discipline*.

CARRIED UNANIMOUSLY

h. Policy 710: Resolution of Student and Parent/Caregiver Complaints

25-105R

Moved: Trustee Flynn

Seconded: Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 710: *Resolution of Student and Parent/Caregiver Complaints*.

CARRIED UNANIMOUSLY

i. Board Policy 700: Safe, Caring and Inclusive School Communities

25-106R

Moved: Trustee Flynn

Seconded: Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 700: *Safe Caring and Inclusive School Communities*.

CARRIED UNANIMOUSLY

j. Board Policy 709: Board of Education Bursary

25-107R

Moved: Trustee Flynn

Seconded: Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 709: *Board of Education Bursary*.

CARRIED UNANIMOUSLY

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

a. Inclusion Canada & People First of Canada – Virtual Event

Trustee Young spoke to the two reports provided from 2 of the 3 webinars she attended on social justice and inclusion, to which she has been committed for decades. Most of the speakers were people with lived experiences which made the sessions that much more impactful and relevant. She noted that the Qualicum School District, while under financial restraints, continues to work on inclusion, gather data and work diligently to ensure that all students are provided with the

resources needed to be successful. Since writing the reports she has attended the third webinar and will provide that at the December board meeting, which will include links to the recordings and many of the resources mentioned during the webinars that she is able to provide.

17. TRUSTEE ITEMS

a. Long Service/Recognition

Chair Flynn advised that employees who have served the District for 10, 20, and 30+ years were acknowledged by the Chair or Vice Chair with one or two Senior Staff members during all-staff events at schools on Monday, November 24th. The event was well received by everyone attending and was a rewarding experience for presenters to see the long-term commitment and passion those employees have in supporting the students in the district

Vice-Chair Kellogg added that she was honoured to be part of the acknowledgements of people who have dedicated a good portion of their adult life to providing such important work, which is supporting students. She also believes that recognition in the workplace is important whether someone has worked for an organization for 1 or 43 years and she appreciated that the District has so many wonderful employees who have dedicated their time over 10, 20 and 30+ years.

18. NEW OR UNFINISHED BUSINESS

19. BOARD CORRESPONDENCE AND MEDIA

a. Community Partner Letter re: School Traffic Safety

Trustee Austin noted that it appeared that the Regional District of Nanaimo was missing in the addressee line and ask that that be rectified. She also wished to ensure that when the group meets that there also be school and parent representation.

b. Letter to Minister of Education and Child Care re: Public Funding of Private Schools

Trustee Austin was thanked for her research and work in drafting the letter and the CUPE and MATA presidents were thanked for co-signing the letter. It was noted that advocacy for public education is hard work and, while the results may not be seen quickly, it was a good first step. The Board will also be bringing the motion to the BC School Trustees Association's annual general meeting in April 2026.

20. PUBLIC QUESTION PERIOD

None

21. ADJOURNMENT

Trustee Kellogg moved to adjourn the meeting at 6:50 p.m.

CHAIRPERSON

SECRETARY TREASURER



Qualicum School District

External Conference Report

Trustee Representative: Elaine Young
Committee Name: Inclusion Canada – Webinar – What’s Holding us Back
Meeting Location: 3 sessions via Zoom – This is 3 of 3
Meeting Date & Time: November 19, 2025

This is a summary only; further information is available at the end of the report and/or on request.

Today’s Session: The Ripple Effect: How Inclusive Education benefits all.

Research has shown that Inclusive Education benefits all students, families and communities. **Top reasons why:**

1. Society needs as many people as possible to reach their potential to maintain and develop societies. Therefore, we must include all people.
2. All adolescents need to navigate relationships and develop career paths. Students with unique abilities are not an exception to this.
3. Society is enriched by accepting diversity in all aspects. Through connecting with others, we learn that our similarities outweigh our differences.
4. Inclusive education transforms classrooms. All students are enriched by the special abilities brought by those some would call “disabled.”
5. By accommodating all students (for example in using Universal Design For Learning UDL) other students may benefit and learn more easily.
6. Every student benefits from going to a neighbourhood school where neighbourhood based friendships can be formed.
7. All students need to have a chance to challenge themselves to build resiliency. Teachers need to have high standards for all and avoid suppressing students based on “disability.”
8. In the future, divergent and creative thinking will be required to solve complex and difficult problems. We will need diversity to work through these problems.

What Challenges Inclusive Education?

1. Beliefs and biases about “disability” that may influence educators and society in general.
2. Physical barriers to schools, community institutions etc. For example, accommodating full participation in field trips.
3. Lack of community supports for the family.
4. Difficulty with identifying needs at an early age.
5. Predominance of a “disability” based system rather than a needs based one. This has an impact on funding and contracts.
6. Slow systemic change.
7. Not recognizing lived experience. For example, when a parent knows a toddler is not acting according to norms, they still must go through a medical assessment. This takes time and the first years are developmentally significant. The clock continues to tick!!

On the following few pages please find more information, resources and questions that can be asked at the school level. Qualicum School District is committed to making our schools as welcoming as we can. Personally, I want to take the “dis” from disability.

16th Annual National Policy Forum on Inclusion

What's holding us back?

The future of inclusive education in Canada

We all have a part to play in breaking down barriers and creating a culture of inclusive education throughout the lifespan. This information sheet includes links to resources that were mentioned during the event. It also provides ideas of actions you can take after attending this year's policy forum.

General Resources

- Explore the [Source for Inclusive Education](#) website
- Read Inclusion Canada and Inclusive Education Canada's [Joint Submission to the UN Special Rapporteur on the Right to Education](#)



Part-time school has a full-time impact: The realities of partial day schooling (November 5, 2025)

- Read Inclusion Canada's national report, [Pushed Out: The Harmful Effects of Partial Day Schooling](#)
- Read the NB Youth Advocate's report, [A Policy of Giving Up: How New Brunswick schools illegally stopped education hundreds of students and why the government must protect vulnerable children](#)
- Explore BCEdAccess Society's [Exclusion Tracker](#)
- Explore Inclusive Education Canada's three new guides:
 - [Challenging Partial Day Schooling: Guide for Families](#)
 - [Challenging Partial Day Schooling: Guide for Organizations](#)
 - [Preventing Partial Day Schooling: Guide for School Leaders and Ministries of Education](#)





Behind closed doors: A call to end seclusion and restraint in schools (November 12, 2025)

- Read Inclusion BC's report, [Stop Hurting Kids II: Restraint & Seclusion in BC Schools – 2017 survey results & recommendations](#)
- Read Inclusion BC's report, [Stop Hurting Kids Policy Review – Report on the Review of the Adoption of Policies on the Use of Physical Restraint and Seclusion in BC's School Districts](#)
- Read the NB Youth Advocate's report, [Isolated: How school seclusion rooms became accepted practice outside the law](#)
- Read Inclusion Alberta's report, [Use of Seclusion and Restraint in Schools: September 2018 survey results summary](#)
- Read Community Living Ontario's Report, [Crisis in the Classroom: Exclusion, seclusion, and restraint of students with disabilities in Ontario schools](#)
- Read Nadine Bartlett and Taylor F. Ellis' article from Manitoba, [Interrogating Sanctioned Violence: A Survey of Parents/Guardians of Children with Disabilities about Restraint and Seclusion in Manitoba's Schools](#)
- Have a conversation with your school's principal to see if your school practices seclusion and/or restraint. Inclusion Alberta suggests some [questions you can ask](#).



The ripple effect: How inclusive education changes lives and communities (November 19, 2025)

These questions can help you think of ways to make your neighbourhood school more inclusive:

- Are children with an intellectual disability educated at their local neighbourhood school? Are they provided with the accommodations and support they need to be successful?
- Do children with and without disabilities interact at school? Are they part of the same classroom? Do they eat lunch together?
- Are children with an intellectual disability included on field trips and at social events like school dances?
- Do children with an intellectual disability have choices about who they spend time with and what activities they participate in?
- Is the school and playground accessible for all children?
- Do sports teams and social clubs at the school include children with disabilities? Do coaches have training about inclusive recreation?
- Do parents of children *without* disabilities play an active role in championing the importance of inclusive education?
- Are lessons designed so that all students can learn together? Are students encouraged to help and learn from each other?

- Do lesson plans include teaching students about disability and its history in Canada? [Truths of Institutionalization: Past and Present](#) can help.

My neighbourhood school isn't inclusive. What should I do?

- Speak up. Whether you (or your child) have a disability or not, let the school know how important it is that everyone belongs. Every child has the right to an inclusive education. Every child should feel safe and accepted at school.
- Share resources like [Inclusive Education Canada](#) and the [Source for Inclusive Education](#) with the school.
- Get involved with school activities. Suggest ways to make these activities more inclusive for all children.

These suggestions are taken from the resource [Ways to make your community more welcoming and inclusive: Advice from people with an intellectual disability](#). Inclusion Canada and people with an intellectual disability (self-advocates) created this document together.





Qualicum School District

Trustee Conference Report

BC School Trustees' Association (BCSTA) Trustee Academy
Vancouver November 27-29, 2025
Trustee Representative: Elaine Young

The "Academy" is the Board's annual Professional Development Conference for Trustees. Embedded within the conference time is a regional (Vancouver Island School Trustee VISTA) meeting. As usual, if anyone would like further information, I have notes and resources.

Keynote: Sustainable Futures and the Power of Youth for Social and Governance Initiatives

Unfortunately, I was ill and so did not attend. Usually, our first sessions feature students with prepared statements or answering questions prepared ahead of time.

Minister Beare/Ministry of Education and Childcare Update

The Education Minister and the Minister of Childcare presented examples of changes they had made to benefit students. They have invested in Early Childhood Education, literacy and numeracy assessment, (including development of an early literacy screening tool called Dibbles), policy and procedure for keeping students safe (AED's and Naloxone), educator recruitment and retention, assistance in combatting hate speech and building schools in growing districts. The Minister did not mention the following that remain in her mandate letter; additional classroom and counselling support, affordable daycare including before and after school care. These initiatives remain to be done.

At this conference there were 5 themes; Governance, Legal Issues, Human Rights and Equity, and Emerging Issues. I followed the Human Rights and Equity Theme....

Session 1 – More Than a Bystander (BC Lions Program)

When the BC Lions partnered with Ending Violence Association (EVA) to produce programs for students, it changed the importance society placed on relationship violence. More than just a Bystander is one of the programs intended to prevent dating violence in adolescents. As someone who has a long history working in anti-violence movements, their programs allow boys and men to see their role in stopping the violence. Schools can book on-line or in person presentations.

Comox Valley School District has produced an "Ad-hoc Gender-based Violence Committee Board Report." P. 19 of their November 25th 2025 Board Meeting package (My holiday reading.)

Session 2 – Building Inclusive and Accessible Educational Settings (Canucks Autism Network)

This workshop appeared to be for teachers. The presenter, from the Canadian Autism Network, discussed teaching strategies. She discussed prevalence (1 in 25 although probably underdiagnosed); person first and identity first language suggesting ask the person their preference; and resources. The goal is for students to participate fully.

Session 3 – Naloxone and Training: The Importance of Both Kits and Teaching how to use them in BC Schools (Naloxhome Society) <https://naloxhome.com/>

This was a hands-on presentation as well as a lecture. The poisoned drug crisis was declared in 2016 and there has been little improvement. Naloxone kits need to be made available to all who attend schools, however, there has been no requirement for training. Naloxhome provides peer-based training for students on recognition of overdoses and use of injectable and nasal spray naloxone. We saw a demonstration of both and agreed the spray was easier and quicker to use. Sadly, the costs are not covered (Yet.)

We did an exercise to outline the medical steps necessary and they are as follows:

- Stimulate – Is the person conscious? Can they communicate?
- Airway – check on breathing and other signs of possible respiration difficulties.
- Ventilate – Begin mask to mouth breathing once each 5 seconds. Oxygen depletion is the impact of the drug and it is important to start as soon as possible.
- Evaluate – Is the person breathing on their own?
- Medicate – 1 dose at a time. Note this must be done as soon as possible to prevent brain damage.
- Evaluate and support – If another dose is needed do it. And call the paramedics!

Session 4 – Quality Decision-making and Governance (Critical Thinking Consortium)

<https://www.tc2.ca/>

Critical Thinking is an essential skill for all of us. The presentation was far too short and extra resources were provided. (My winter vacation homework!!) We looked at logic biases; projection (We all think the same way); Saliency (attending to the most dramatic or pressing issue); ego rather than systems thinking and group think.

Critical thinking can be nurtured through the use of a guiding metaphor and having a conceptual framework like a strong strategic plan that focuses on action and accountability.

Regional (Branch) Meeting (Vancouver Island School Trustees' Association VISTA)

At this meeting we passed our new constitution and bylaws; set the terms of reference for a Motion Review Committee to review motions before sending them to BCSTA AGM; and reviewed two possible motions – One on teacherages and our own motion to end funding to private schools and divert that funding to the public system. Both will now be sent to the review committee and then on to the BCSTA AGM (April 9-11 2026.)

Plenary – Putting the Trust in Trustees: Navigating the Ethical Landscape of Elected Officials (Southern, Butler, Price Law Firm)

This workshop focused on the political side of being a school trustee. As with all politicians, there has been a reduction in trust, questioning of knowledge, skills and transparency, and a marked increase in litigation. Social media can increase this lack of trust.

Trustees must act carefully and ethically within the guidelines of conduct and conflicts of interest. (Another reason to look at critical thinking and biases.)

Ministry of Infrastructure Update (Bowinn Ma Minister)

This ministry was established and funded last year specifically to reduce wait times and make building public “vertical” buildings more cost efficient. The ministry will focus on construction as a core product and work to expedite processes, standardize construction making the buildings more cost effective for taxpayers.



Qualicum School District

Trustee Conference Report

BC School Trustees Association (BCSTA) Trustee Academy Vancouver; November 27–29, 2025 Report Submitted by Carol Kellogg

I had the opportunity to attend the BCSTA Academy from November 27th to 29th. It was a valuable experience connecting with trustees from across the province to discuss challenges, successes, and emerging issues within our districts. It was wonderful to hear what is working well in other communities, where districts are struggling, and how different boards are approaching similar concerns.

A recurring theme in trustee conversations was **funding pressures**, or the lack of sustainable funding, and the ongoing importance of **Feeding Futures** to support students' basic nutritional needs so they can learn.

During the Academy, I attended three informational workshops that were particularly relevant to my role.

Session 1: Governance 101

This session served as a refreshing reminder of the foundations of effective school district governance. It helped realign my focus and reinforce that:

- My loyalty is to the **School District as a whole**, not individual interests.
- Trustees serve **all students, families, staff, and the broader community**.
- Our role is to ensure that the Board is **trustworthy, transparent, and responsive**, and that our decisions support improved outcomes for every learner.

The session emphasized maintaining a governance lens, staying aligned with our strategic plan, and working collaboratively as a unified board.

Session 2: Motion Building

This workshop highlighted the importance of crafting **student-focused motions** that support the Board's strategic priorities and move meaningful work forward. Key takeaways included:

- Motions should be aligned with the district's **strategic plan** and grounded in student needs.
- Trustees must remain aware of **historical motions** to avoid duplication or unintentionally revisiting work already completed.
- Our board is fortunate to have strong motion writers who help ensure clarity and alignment.
- **On-the-spot motions** are discouraged because they often have financial or operational implications that require proper review.
- Motions should be **achievable**, realistic, and well-reasoned.
- Not every issue or concern requires a motion; some matters are better addressed through questions, referrals, or committee work.

This session strengthened my understanding of how thoughtful motions can drive effective governance and support student success.

Session 3: Understanding BCPSEA

The third session provided background and clarity on **BCPSEA (BC Public School Employers' Association)**, including its history, role, and current responsibilities in the provincial education system. Key points included:

- An overview of how BCPSEA was established and how its role has evolved.

- A clear explanation of the **bargaining structure** in BC, including provincial vs. local components, the role of employers, and how agreements are shaped.
- Information on where districts are currently situated in the bargaining cycle and what responsibilities Boards hold during this process.

This session gave helpful context for understanding the labour relations environment in which school districts operate and how trustees fit into that framework at the governance level.

Conclusion

The BCSTA Academy provided meaningful learning, valuable networking, and a renewed sense of direction in my role as a trustee. The sessions reinforced the importance of strong governance practices, thoughtful decision-making, and understanding the broader provincial systems that impact our district. I look forward to applying these insights as we continue our work to support all students and families in our community.