



QUALICUM SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA

TUESDAY, APRIL 28, 2026
6:00 PM
VIA VIDEO CONFERENCING

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Meeting ID: 255 499 524 539 9
Passcode: Z2bw9T6b

1. CALL TO ORDER

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: March 10, 2026 p 1-8
- b. Ratification of In Camera Board Meeting Minutes: March 10, 2026 p 9
- c. Receipt of Ministry News Releases
 - K-12 Support Staff Unions Endorse Framework Agreement p 10
- d. Receipt of Reports from Trustee Representatives
 - Early Years Coalition (March) – *Trustee Young* p 11
 - Early Years Coalition (April) – *Trustee Young* p 12
 - Healing Forest Committee at Kwalikum Secondary - *Trustee Young* p 13

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of April 28, 2026, as presented (or amended).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

6. PUBLIC QUESTIONS AND COMMENTS (WRITTEN)

7. BUSINESS ARISING FROM THE MINUTES

- a. Qualicum School District Communications Plan (Peter Jory) p 14-19

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION

9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)

10. DISTRICT PARENTS ADVISORY COUNCIL

11. ACTION ITEMS

a. Trustee Elections – Cost Sharing Agreements (Ron Amos)

Recommendations:

THAT the Board of Education of School District No. 69 (Qualicum) approve staff entering into a cost-sharing agreement with the City of Parksville for expenses associated with the 2026 election.

THAT the Board of Education of School District No. 69 (Qualicum) approve staff entering into a cost-sharing agreement with the Town of Qualicum Beach for expenses associated with the 2026 election.

THAT the Board of Education of School District No. 69 (Qualicum) approve staff entering into a cost-sharing agreement with the Regional District of Nanaimo for expenses associated with the 2026 election.

THAT the Board of Education of School District No. 69 (Qualicum) approve staff entering into a cost-sharing agreement with the District of Lantzville for expenses associated with the 2026 election.

THAT the Board of Education of School District No. 69 (Qualicum) approve staff entering into a cost-sharing agreement with the qathet Regional District for expenses associated with the 2026 election.

12. INFORMATION ITEMS

- a. Superintendent’s Report** (Peter Jory)
- b. Educational Programs Update** (Gillian Wilson/Rudy Terpstra)
- c. Revision to 2026/2027 School Calendar re: Date of Secondary** (Gillian Wilson) p 20
Second Semester Change

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

(Trustee Young) p 21-22

14. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

(Trustee Kellogg) p 23-26

a. 2026/2027 Minor Capital Projects Bylaw

(Ron Amos) p 27-28

Recommendations:

THAT the Board of Education of School District 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2026/27-CPSD69-01 at its Regular Board Meeting of April 28, 2026.
MOTION MUST BE CARRIED UNANIMOUSLY

THAT the Board of Education of School District 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2026/27-CPSD69-01 at its Regular Board Meeting of April 28, 2026.

THAT the Board of Education of School District 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2026/27-CPSD69-01 at its Regular Board Meeting of April 28, 2026.

THAT the Board of Education of School District 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Capital Plan Bylaw No. 2026/27-CPSD69-01 at its Regular Board Meeting of April 28, 2026.

- 15. POLICY COMMITTEE OF THE WHOLE REPORT** (Trustee Flynn) **p 29-31**
- a. Policy 301: Living Wage** **p 32-34**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third reading to adopt the revisions to Board Policy 301: *Living Wage*
- b. Policy 303: Enhancing Student Learning** **p 35-40**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 303: *Enhancing Student Learning* and its attendant Administrative Procedures.
- c. Policy 304: School Closure, Consolidation or Reconfiguration** **p 41-47**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 304: *School Closure, Consolidation or Reconfiguration* and its attendant Administrative Procedures.
- d. Policy 305: Public Interest Disclosure** **p 48-54**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 305: *Public Interest Disclosure* and its attendant Administrative Procedures.
- 16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
- 17. TRUSTEE ITEMS**
- a. BC School Trustees Association - AGM Report** (Trustee Young) **p 55**
- b. Trustee Remuneration/Benefits Discussion** (Trustee Kellogg)
- 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, MARCH 10, 2026
6:00 p.m.
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
Lesley Rowan	Principal of IT Services
	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 for their stewardship of this land, and she thanked them for allowing the Board to live, work, play and learn in this part of the island.

3. ADOPTION OF THE AGENDA

Kwalikum Secondary School Healing Garden was added under Trustee Items

26-30R

Moved: Trustee Kellogg *Seconded:* Trustee Young

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: February 24, 2026
- b. Ratification of In Camera Board Meeting Minutes: February 25, 2026
- c. Ratification of the Special In Camera Board Meeting Minutes: February 17, 2026
- d. Receipt of Ministry News
 - BC Teachers' Federation ratifies agreement

26-31R

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 March 10, 2026, as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

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

Chair Flynn responded to written questions submitted by the District Parent Advisory Council regarding the sale of the French Creek site prior to the meeting as follows:

1. What is the total anticipated value of the sale, and how will the proceeds be allocated between Local Capital Funds and Minister-Restricted Capital Funds?

Gross sale price of \$1.3 million less legal fees of \$1,985.86 for net proceeds of \$1,298,014.14. As this property was purchased by the SD over one hundred years ago, 100% of proceeds are to be placed in Local Capital reserve account.

2. What does this allocation mean for the district's overall financial position and long-term financial sustainability?

These funds will help to replenish our local Capital Reserve Funds and re-establish reserve funds to support ongoing capital needs that are not otherwise funded through either Ministry Capital programs or other operating/special purpose type funding sources.

3. It has been mentioned that the funds may be invested and that only interest income would be used. Can the Board confirm whether this is the current plan and explain how any investment income would be governed and allocated, given the restrictions outlined in Section 100 of the School Act?

All funds that the School District holds are invested prudently in varying financial instruments in order to preserve value, assure liquidity and achieve higher returns when available. Currently funds are invested in short-term lower yield bank accounts and medium term higher interest GICs, and some Ministry term accounts.

From the Board's Policy 106, specifically administrative procedures section, Accumulated Operating Surpluses, local capital includes "...proceeds from the disposition of capital assets, transfers from operating funds and interest earned..."

1-5 year local capital plans have been shared within the Qualicum School District's Multi-Year Financial Plan and recent budget development conversations and planning is ongoing.

4. What implications does this sale have for the district's current and future capital plan, including planned capital projects and priorities?

This property sale, and the proceeds it has provided, will allow for more fulsome conversations regarding the Districts local capital planning (Page 19-20 in the Financial Plan) and provides the means to address the ongoing needs and priorities of the District. No decisions have been made regarding these monies at this time.

7. **BUSINESS ARISING FROM THE MINUTES**

a. **Qualicum School District Communications Plan**

Superintendent Jory reported that the Communications Working Group has been developing a Draft QSD Communications Plan. The latest version, which has taken significant feedback into consideration, was provided in the agenda package. Superintendent Jory stated that the Working Group had come to where it needed the Board's guidance to determine next steps.

Trustees discussed the benefits of a Communications Plan and of having a dedicated Communications position. They further stated the need for clarity on whether a communication position (either part-time or full-time) would be pursued and, if so, what the scope of the position would be. They also noted the importance of outlining deliverables, timelines, staffing needs, the costs associated, how that would be funded and what other budget line items might be affected.

Superintendent Jory noted that an earlier draft included the scope of work and expected outcomes with or without a dedicated communications position. He emphasized the value a part-time role could add and appreciated the Board's openness to considering such a position. He also mentioned the possibility of shared-service contracting with a neighbouring district and said he would explore that option further based on the Board's feedback.

The Working Group will take the Board's feedback and come back with a proposal that would efficiently meet the potential needs of the school district.

8. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)**

No Report

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

Ewen Rycroft, CUPE President, extended his appreciation to all staff who work with and support students to help them succeed.

He then noted that there have been substantial reductions to library worker hours. These staff play a key role in providing students with safe, inclusive access to books and fostering a love of reading, and their loss negatively impacts academic support in schools. He also noted that Education Assistants are currently stretched extremely thin, limiting their ability to provide proactive support in classrooms. He urged the Board to improve these staffing

levels to ensure parents feel confident in the public education system rather than considering private alternatives for their children.

Mr. Rycroft advised that this year is a bargaining year and a provincial framework is anticipated to be in place within the next few months. Bargaining dates are scheduled for March 25–26, with follow-up sessions planned for early April. Once provincial work concludes, local bargaining with the employer will begin and the Union's hope is that it will be collaborative and productive.

He then shared that the February 13 professional development day was a tremendous experience and the Union greatly appreciated the collaboration with the employer and the resources shared by various administrators. He stated that these types of open communication help the District grow as a successful education system. The Union looked forward to building on this collaboration, reviewing what worked well and identifying future opportunities to enhance learning. Mr. Rycroft expressed sincere thanks to Jennifer Fuhrmann, District Principal of Learning Support for her invaluable contributions, to Janine Chartrand for coordinating the professional development opportunities on behalf of CUPE Local 3570, and to the entire CUPE Local 3570 Professional Development Committee for the countless hours that they volunteer.

As spring break approached, he encouraged staff to rest, recharge, and spend time with loved ones after a fast-paced year, while also acknowledging those who continue working through the break. The pause provides a needed opportunity for staff and students to recover and prepare for the months ahead. He closed by thanking everyone for their ongoing dedication to students and the district.

9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

Marina Gardiner, DPAC President, reported that the Springwood and Ecole Oceanside Elementary School PACS were appreciative of the collaborative conversations taking place with the district and community partners to identify solutions and improve safe routes to schools. It is encouraging that these groups are working together to address concerns and DPAC is pleased with the progress being made. DPAC supports the idea of assessing the safest walking, biking, and driving routes to all schools across the district and looks forward to seeing this work continue.

DPAC also appreciated the Trustees reviewing and updating district policies and recognizes the significant effort involved in undertaking this work and noted that the goal of reviewing and modernizing the whole policy set before the October election was an ambitious one. Ms. Gardiner stated that, as a volunteer run organization, DPAC operates on limited capacity and reviewing a large number of policies within a short timeframe is challenging. They want to contribute meaningful parent perspective to the process and wonder whether there might be opportunities to pace the work in a way that allows for more discussion, reflection, and thoughtful feedback.

Ms. Gardiner noted that DPAC also enjoyed hearing the conversation around communications and was happy to hear that the Communications Plan is a priority for Trustees and the District. DPAC believed that a well-designed communication plan can strengthen understanding across the district while also creating efficiencies, reducing confusion, improving clarity, and supporting more effective use of staff time and district resources over the long term. A clear communication strategy can also help strengthen public confidence in the district and support a positive reputation for the district within the broader community. DPAC also agreed it would be helpful for the next version of the plan

to outline proposed strategy, estimated costs, implementation timeline, and deliverables the District intends to achieve.

Further to the Province moving toward permanent daylight savings time, she raised concerns from parents about visibility and safety for students who walk, bike, or wait for buses during the darker morning hours during the darker winter mornings. She anticipated that conversations on the subject will occur locally as well as at the provincial level.

(Trustee Austin advised that the topic will be raised at the April Finance & Operations Committee of the Whole.)

DPAC then thanked the Board of Education and District Staff for creating opportunities for the parent voice through the Communications Working Group, for inviting them to join agency meetings, and for welcoming parent questions and suggestions at the Committee of the Whole meetings. These opportunities for dialogue help strengthen understanding between the district and the families it serves and they value the chance to contribute to conversations that support students and families.

Trustee Young thanked DPAC for the Inclusive Education presentation held on Sunday, March 8th, noting that the information provided was informative and aligned with what has been occurring in the District, with opportunities being provided over the past many years for staff to attend sessions with Dr. Shelley Moore. Ms. Gardiner noted that a recording of that session will be shared as well.

11. ACTION ITEMS

None

12. INFORMATION ITEMS

a. Superintendent's Report

Superintendent Jory reported that the ongoing budget discussions remain a key focus. He noted that the difficult decisions made during last year's budget process have helped the district manage current cost pressures more effectively. While the District continues to have challenges remain, the projected shortfall is significantly smaller than it might otherwise have been.

The Superintendent also reinforced the district's strong provincial assessment and graduation results. These outcomes were not accidental but reflect deliberate practices across the district, including strong school leadership in schools, consistent use of assessment evidence to guide instruction, consistent monitoring of student progress, and ongoing professional learning for staff. These practices are now captured in Administrative Procedure to Board Policy 303: Enhancing Student Learning (FESL), and continued support for leadership and learning structures will remain important during budget season deliberations.

The Joint Traffic Safety Committee met on March 4 with representatives from the Qualicum School District, Ministry of Transportation, Regional District of Nanaimo, BC Transit, the City of Parksville, Oceanside RCMP, and school community partners. Discussion included the potential development of a "Best Routes to School" planning process, beginning with Springwood Elementary before moving onto École Oceanside Elementary School and potentially expanding to other schools over time.

Additional items reviewed during the Committee Meeting included a possible grant application for a pedestrian pathway along Otters Way, completion of pathway clearing to Sanika Close, a planned traffic circulation study of the school parking lot planned for May, discussions with BC Transit regarding buses entering school sites, and potential deployment of Ministry traffic monitoring equipment. Opportunities for safety improvements such as Rapid Flashing Beacons and at crosswalks and infrastructure grants were also discussed. The Joint Traffic Safety Committee will meet again on April 29th after which he anticipates having some proposals for board support to present at the May Board Meeting.

The Superintendent then referred to the provincial announcement regarding a permanent shift to Pacific Time and the potential implications for student transportation and morning travel conditions. This change reinforces the importance of continued work on safe routes and transportation planning, particularly during darker winter mornings.

The Superintendent concluded by thanking staff across the district for their contributions and wished everyone a safe and restful Spring Break.

Trustee Young inquired whether there had been any extra cleaning scheduled in response to recent high absenteeism due to illness in schools.

Superintendent Jory stated that extra cleaning protocols have not been initiated as of yet. Staff are continually monitoring any 'hot spots' and where there are instances of non-replacement of staff. The Director of Operations would advise Senior Staff if additional protocol would need to be triggered.

b. Educational Programs Updates

Associate Superintendent Wilson acknowledged the calibre of work the members of the school teams have been doing in preparation for and during the school review process meetings with her and the District Principal of Learning Support to reflect on the progress students are making and how supports are being provided. A shared template outlines what supports are being provided and school teams are able to use the data tool for other purposes as well. The data will also guide senior staff throughout the next staffing process.

Director of Instruction Terpstra reported on the following:

- QSD is one of five districts that will share a \$400,000 Dual Credit Enhancement Grant. QSD, Port Alberni, Comox Valley, Campbell River and qathet (Powell River) school districts will collaborate with North Island College and hire a coordinator to provide opportunities for students through dual credit programs.
- QSD is hosting the Vancouver Island Career Education Conference on May 7 and 8, 2026 at the Quality Bayside Resort, which will focus on Health and Community Connections. More details will be shared at the Education Committee of the Whole Meeting in April.

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

The next virtual Finance & Operations Committee of the Whole Meeting is scheduled for Tuesday, April 14 at 2:00 via videoconferencing.

14. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

The next virtual Finance & Operations Committee of the Whole Meeting is scheduled for Tuesday, April 21 at 10:30 via videoconferencing.

15. POLICY COMMITTEE OF THE WHOLE REPORT

The next virtual Finance & Operations Committee of the Whole Meeting is scheduled for Tuesday, April 21 at 1:00 via videoconferencing.

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

None

17. TRUSTEE ITEMS**a. Vancouver Island School Trustees Association (VISTA) - Spring Conference Report**

Trustees shared highlights of the VISTA conference and business meeting held on March 6/7, 2026 and hosted by the Cowichan Valley School District, noting that all the sessions and presentations were well received. One particular highlight was on a tour they participated in to Nourish Cowichan (a charitable organization devoted to nourishing and supporting youth in the Cowichan Valley School District with nutritious lunches and snacks each day throughout the school year). The organization's kitchen manager, Alyson McKenzie was also given special mention.

Another highlight mentioned was the informal circle held after the business meeting portion where trustees shared one of the main things they learned in the past 4 years of their term.

b. Ratification BC Public School Employers Association (BCPSEA)

Chair Flynn announced that on Friday, March 6th, the Trustee Representatives to the BC Public School Employers Association (BCPSEA) voted 99.4% in favour of ratification of the Memorandum of Agreement with the BC Teachers' Federation.

Trustee Young added that Chair Flynn also has a provincial and regional role on as the current President of BCPSEA, which is the bargaining agent.

b. KSS Healing Garden

Trustee Young reminded attendees that she was the Trustee liaison to Kwalikum Secondary School and reported that the KSS PAC have taken on the creation of a Healing Garden as was shared at a past Education Committee of the Whole Meeting. Terms of Reference have been created, which includes creation of a committee, of which she hopes to be a part as they move towards drafting a proposal. Her hope was that the healing garden comes to fruition and is long lasting while not relying on support from senior staff or the district's budget at this point. As the project progresses Trustee Young will provide updates to the Board.

18. NEW OR UNFINISHED BUSINESS

None

19. BOARD CORRESPONDENCE AND MEDIA

None

20. PUBLIC QUESTION PERIOD

Trustees and Senior Staff received comments/questions regarding the following:

- None

21. ADJOURNMENT

Trustee Kellogg moved to adjourn the meeting at 6:57 p.m.

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CHAIRPERSON

SECRETARY TREASURER



QUALICUM SCHOOL DISTRICT

IN-CAMERA MEETING

**SECTION 72 REPORT
TUESDAY, MARCH 10, 2026
Via Videoconferencing**

ATTENDEES:

Trustees

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

Administration

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools

The Board of Education discussed the following topics:

- Labour Relations/Personnel
- Legal
- Land

The Board of Education approved a motion on the following topic:

- Personnel

Chairperson

Secretary Treasurer

INFORMATION BULLETIN

For Immediate Release
2026FIN0016-000430
April 17, 2026

Ministry of Finance

K-12 support staff unions endorse framework agreement

VICTORIA – The K-12 Provincial Bargaining Council, which represents the K-12 education sector’s support staff unions, and the BC Public School Employers’ Association (BCPSEA) have endorsed a provincial framework reached between the parties.

The framework is based on the 2025 Balanced Measures Mandate and includes some additional funding to improve service delivery and enhance working conditions across the sector for about 43,000 support staff working in a variety of positions. This includes custodians, trades and maintenance workers, education assistants, clerical, accounting and information technology workers.

The framework paves the way for collective agreements to be negotiated between local unions for K-12 support staff and the 60 public school district employers throughout B.C. over the next few months.

The Canadian Union of Public Employees (CUPE) K-12 Presidents’ Council, comprised of CUPE local union presidents, along with representatives from the sector’s other support staff unions, voted to endorse the framework that forms the basis of the district-level negotiations.

The BCPSEA board of directors endorsed the framework earlier in the week.

Negotiations under the 2025 Balanced Measures Mandate support government’s key priorities to protect and strengthen critical services in B.C.’s public sector, to maintain labour stability in a complex round of bargaining and to support the Province’s efforts to find operational efficiencies that preserve front-line services.

Learn More:

- To learn more about public-sector bargaining in B.C., visit:
<https://www2.gov.bc.ca/gov/content/employment-business/employers/public-sector-employers/public-sector-bargaining>

Contact:

Ministry of Finance
Media Relations
250-893-1202

Connect with the Province of B.C. at: news.gov.bc.ca/connect



Qualicum School District

Trustee Representative Committee Report

Trustee Representative: Elaine Young
Committee Name: Early Years/OBLT Coalition
Meeting Location: Via Teams
Meeting Date & Time: March 12, 2026 Noon

Mission Statement

Building Learning Together Early Years Coalition focuses on encouraging healthy relationships with families, with each other and with community as it relates to the importance of early learning and successful development for young children.

Our Vision:

Thriving children, families and community.

Attendance: Oceanside Building Learning Together (OBLT); Arrowsmith Recreation (ACRA); QSD: RDN - Rec.; Island Health (Dental, Nutrition and practicum student); Metis Nation of BC; Min. Children and Families (Child and Youth Mental Health).

Community Partner Updates:

Those present shared current programming including Spring Break programs. Highlights as follows:

- Island Health Dietitian – Picky Eater Webinar for parents of 1–6-year-olds.
- Island Health Dental – April is Oral Health Month. Community events planned.
- RDN Recreation – Hiring open for summer positions
- ACRA – Programs all open. Family Day event went well (as usual)
- Metis Nation – New programming will begin after spring break.
- SOS – Programs continue. Tax Preparation available for folks.
- MCFD/CYMH – Anxiety groups across the lifespan. Integrated Child and Youth Program available for mild to moderate interventions for children and youth.
- QSD/OBLT – Kindergarten numbers still lower than expected. Those registered can attend other “Steps to Kindergarten” events. OBLT will be operating the daycare being built at Qualicum Beach Elementary School and will be looking for Early Childhood Educators. OBLT Society needs members and board members.

Co-Sponsored Monthly Activities

- Pete the Cat First Steps to School Event – Oceanside Place April 23, 2026
- Discussion about the logistics. The community soup is dedicated to Helene Dufour (Island Health Dietician who championed providing soup to all. Helene was instrumental in advocating for food security. Her positive drive and energy will be missed.)
- Initial discussion about possibly aging Pete out. Not the event but the cat! More at the upcoming meetings.

NEXT MEETING: Thursday, April 9, 2026



Qualicum School District

Trustee Representative Committee Report

Trustee Representative: Elaine Young
Committee Name: Oceanside Early Years Coalition
Meeting Location: TEAMS
Meeting Date & Time: April 9, 2026 at 12:00 p.m.

Mission Statement

Oceanside Early Years Coalition focuses on encouraging healthy relationships with families, with each other and with community as it relates to the importance of early learning and successful development for young children.

Our Vision:

Thriving children, families and community.

- Welcome and Acknowledgements. Acknowledgement of the month of the frogs. Listening to the frogs is the beginning of the return of spring.
- Community Partner Updates from Island Health, Vancouver Island Regional Library (VIRL), Arrowsmith Community Recreation Association (ACRA), Society of Organized Services (SOS), Ministry of Family Development/Child and Youth Mental Health, Parent Support Services, Qualicum School District, and Oceanside Building Learning Together (OBLT). Each person spoke on current events/highlights/challenges. Programs are up and running. Please check the websites or look at school newsletters for posters.
- Co-Sponsored Monthly Activities
 - Pete the Cat First Days of School Event (Thursday, April 23, 2026; 5:00pm-7:00pm at the Oceanside Place Arena/Pond)
 - Set-up between 2:00 and 4:30
 - Community Soup – cost of supplies
 - Stickers for Bus Passport
 - Activity Planning
 - Storybook Village in July/August 2026 – Can sign up for visits on Tu/W/Th mornings from July 14 to August 20
 - Any group wishing to team up in May events with the WOW bus and OBLT, please contact OBLT.

NEXT MEETING: Thursday, May 14, 2026

“Alone we can do so little; together we can do so much” (Helen Keller)



Qualicum School District

Trustee Representative Committee Report

Trustee Representative: Elaine Young
Committee Name: **Healing Forest at Kwalikum Secondary School (KSS)**

Terms of Reference Summary

Full Terms of Reference available by request to Trustee Elaine Young – Trustee Liaison to KSS

Purpose:

The Healing Forest Committee is established by the KSS Parent Advisory Council (PAC) to guide, coordinate, and support the next phase of the KSS Healing Forest Initiative. The committee's purpose is to move the project from initial approval and consultation into design, funding acquisition, installation, and community communication.

This aligns with the project's original sentiment of creating "a calming space that furthers our goals for discussing history and social responsibility while offering a shared memorial to the community" as stated in the Application for the grant from the David Suzuki Foundation.

Goals:

- Create a natural, accessible space for healing, reflection, and cultural learning
- Strengthen relationships with Indigenous partners
- Provide outdoor learning opportunities for students
- Offer a community-accessible space for contemplation and connection

Scope of Work

The committee's work now focuses on the design finalization and implementation phase. The committee is responsible for coordinating and advancing the following project steps (drawn from the grant application):

In Scope

- Convene regularly and invite stakeholders.
- Secure a landscape architect to advise on draft site design.
- Submit formal requests to the School District Operations & Maintenance Department for tree planting, landscaping, and equipment placement, as needed.
- Prepare and deliver a formal presentation to the Town of Qualicum requesting financial support, as needed.
- Prepare and submit funding requests to local clubs, organizations, and foundations, as needed.
- Coordinate in-kind labour and contributions for installation of the Healing Forest, as needed.
- Share the Healing Forest message with the school and broader community, as needed.
- Report regularly to KSS PAC and Qualicum School District Board Meetings

Out of Scope

- Long-term maintenance and stewardship (this will be handled by KSS staff, students, and PAC after installation, as stated in the application).
- Decisions regarding curriculum or instructional use of the space.
- Any activities requiring capital expenditures not approved by PAC or the School District.



QUALICUM SCHOOL DISTRICT

Yath éisum / Always growing / Grandissons ensemble

Briefing Note

Date: April 28, 2026

Re: District Communications Plan

To: Board of Education

From: Ryan Brennan, Director of Instruction – Human Resources

Background:

At the May 27, 2025, meeting of the Board of Education, the Board established a Communications Working Group and its Terms of Reference. The working group is responsible for gathering and reviewing plan examples, and developing a Qualicum School District Communications Plan, in support of the District's Strategic Plan, to be approved by the Board

The Communications Working Group is chaired by me and includes Trustee Austin, along with PVP representatives, representatives from our Partner Groups, and three students from Ballenas Secondary School. The group has met seven times from October 2025 through April 2026.

During these meetings, members reviewed samples of Communications plans from other BC school districts, provided feedback on the current state and effectiveness of district communications, and on three different draft Communications Plans presented.

The draft plan included with this briefing note was co-developed by the Working Group, based on feedback and direction from the Board of Education at the March 10, 2026, Regular Board Meeting. As you can see, the Draft Plan still has two sections left to complete. Once staffing is determined, the Superintendent will assign responsibility for the key responsibilities on page 4. The Appendix will also be completed in collaboration with the Working Group.

The Working Group also held a full discussion about recommending to the Board that the District move forward with engaging a dedicated Communications lead. While there was unanimous agreement that such a position would bring great value and help the District implement the Communications Plan, there was no unanimous support for adding a Communications lead position, given the District's current financial climate.

I want to thank all working group members for their work and feedback on this project.

Recommendation:

The Board of Education accepts the Communications Plan as presented.

Qualicum School District Communications Plan (2026–2028)

The Qualicum School District resides on Coast Salish Territory and within the shared territory of the Snaw-naw-as and Qualicum First Nations.

Purpose

This plan makes sure that the way we (all school district staff) communicate and share information is clear, accessible, timely, and consistent for everyone. Well-planned communication helps students, staff, families, and partners stay informed and connected to our schools.

Who We Communicate With

- Students
- Parents and Caregivers
- Staff and Board of Education
- Indigenous Partners and Local First Nations
- Community and Community Partners (local groups we work with)
- Media

Guiding Principles

All messages from the district and schools will follow these rules when communicating:

Student and Family Centered

- We think about what families will ask (like "How does this affect my child?").
- We explain *why* something is happening and *what to do next*.
- We avoid "jargon" (confusing professional talk) and technical words.

Clear

- We use simple, everyday language.
- We keep messages short when we can.
- We use headings and bullet points to make things easy to read.

Consistent

- Messages look and sound the same across the district.
- Messages are clearly labeled, so you know if they are from a school or the district.

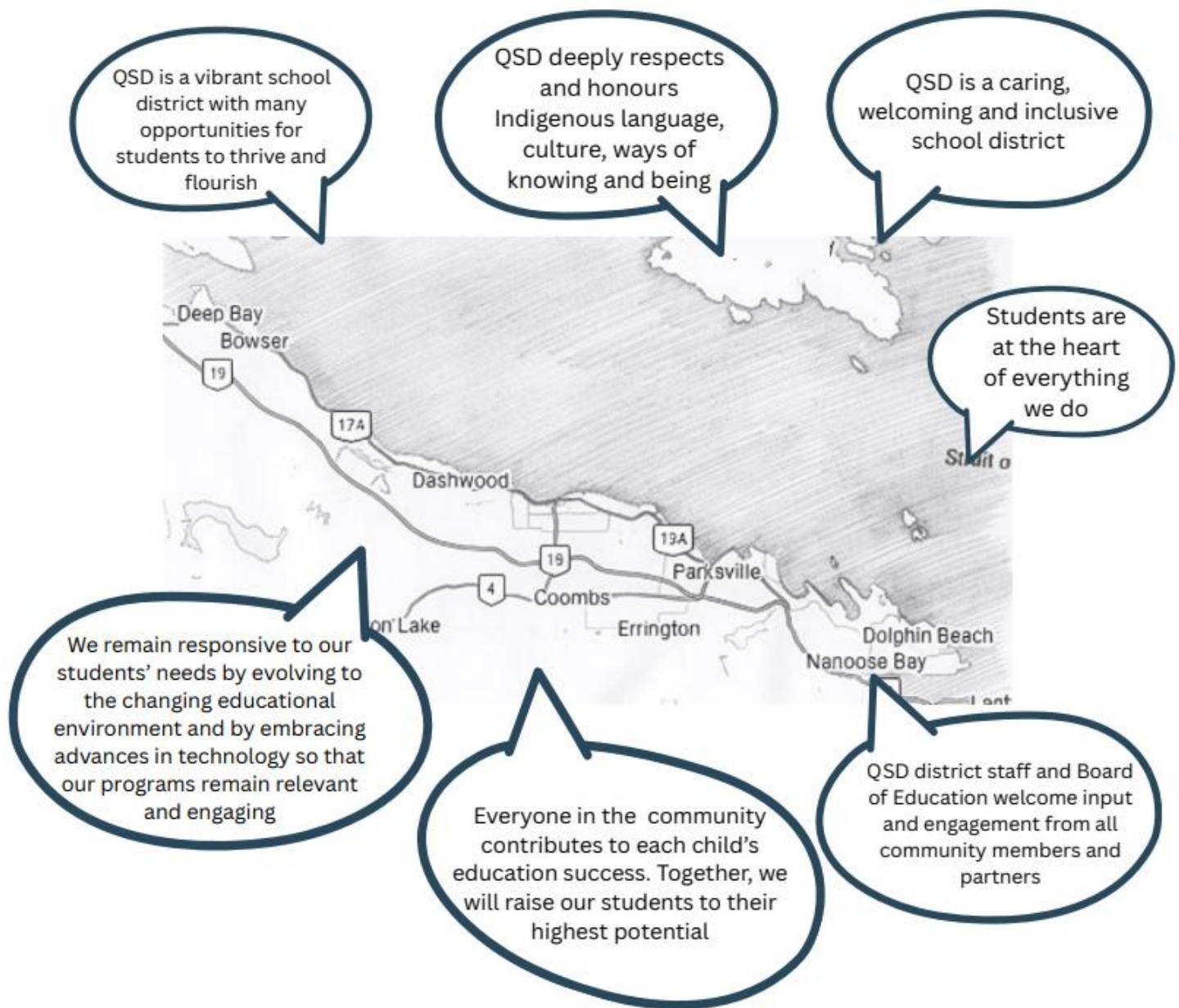
Accessible and Inclusive

- Messages are easy to read in all formats
- We use clear fonts and colours that are easy to see.
- We provide translations and use many ways to send info.

Accountable

- Every message has a person in charge of it.
- Families will always know who to contact if they have questions.
- Families will know exactly when to expect the next update.
- Strive for consistent and regular messaging

Key Messages



Communication Goals

We reflect on our Strategic Plan goals: **To Learn, To Give, To Grow, and To Belong**. This Communications Plan will:

1. **Improve Awareness:** Helping people stay informed.
2. **Share Information:** Making sure everyone knows the facts.
3. **Share Our Stories:** Telling the great things happening in our schools.

Goal 1: Improve Awareness

Alignment: To Learn and To Belong

Families and students get clear messages that help them understand what is happening, why it is important, and what they need to do.

Our Plan:

- All messages clearly state: What is happening, why it matters, what is changing, and where to get help.
- Send a “welcome communication” so that all families and staff know where to access important information.
- Use simple and accessible language when sending messages.
- Share summaries of decisions that impact students, families, and staff quickly.
- Review how we talk after emergencies to see if we can do better.

How We Measure Success:

- Feedback from everyone in our educational community indicates that they understand our updates.
- Feedback from leaders if fewer people ask for corrections or explanations.

Goal 2: Share Information

Alignment: To Give, To Belong, To Grow

Families can find information easily and quickly without feeling like there is too much to read.

Our Plan:

- Create "Source of Truth" webpages (one main place for the real facts).
- Use the same templates, tools, and timing, so information is easy to read and consistent every time.
- Consistent and predictable messaging through various communication methods.
- Send fewer, clearer messages so people don't feel overwhelmed.
- Create a way for high school students to get updates.
- Provide printed versions for people who don't use computers or mobile phones.

How We Measure Success:

- Families can find information in less than two minutes.
- More people click on and read our updates.

Goal 3: Share Our Stories

Alignment: To Belong

We want everyone to see themselves in our school stories. We want to share the voices of our students, staff, and families.

Our Plan:

- Share stories that reflect our full community.
- Include Indigenous voices, perspectives, and ways of knowing in our communications.
- Invite students, staff, and families to share their stories through quotes, photos, and videos.
- Share stories regularly in newsletters and on social media.

How We Measure Success:

- More stories are shared by students, staff, and families.
- More people view, like, and share our stories.

Who will Make this Happen?

Key Responsibilities:

- Oversees templates, standards, and messaging structure
- Manages website organization and “source of truth” content
- Supports drafting of complex or sensitive communications
- Leads training and continuous improvement
- Monitors analytics and feedback
- Approves high-risk and district-level communications
- Ensures alignment with district priorities
- Implements school communications using district standards
- Ensures consistency at the school level
- Formats and distribute communications
- Maintains website content
- Ensures templates and standards are followed

Who is Responsible

To be assigned by Senior Staff

Putting the Plan into Action

Review by December 2026: Set the Foundation

- Assign communications responsibilities
- Launch templates and communication standards
- Establish key website pages
- Implement urgent communication protocols
- Begin staff training

Review by December 2027: Create Consistency

- High adoption of templates across schools
- Improved alignment across communication channels
- Reduced duplication and workload

Review by December 2028: Optimization of Processes

- Refine based on data and feedback
- Strengthen engagement and storytelling
- Improve efficiency and sustainability

Analysis and Review

Qualicum School District wants to build trust through clear and consistent communication.

We perform an audit (a careful checkup) every 6 months for the first two years to ensure our actions are helping the people we serve.

We will review this plan each time we update our District's Strategic Plan to ensure it continues to work well.

DRAFT

This Communications Plan was developed in collaboration with representatives from District and School Leadership, Teachers (MATA), Support Staff (CUPE 3570), and Students, and Families (DPAC), and embodies the spirit of Qualicum School District's Strategic Plan.



Local School Calendar 2026-2027

Designation	2026-2027
Days in Session	186
Days of Instruction	178
Instructional Hours Kindergarten	853
Instructional Hours Elementary	878
Instructional Hours Secondary	952
Schools open	
Regular start time – schools dismiss three hours early	Tuesday, September 8
Ballenas and Kwalikum Secondary – only grade 8 students attend	
Ballenas and Kwalikum Secondary - First day for grades 9-12 students	Wednesday, September 9
National Day for Truth and Reconciliation	Wednesday, September 30
MATA Pro-D Day – Non-Instructional Day	Friday, October 9
Thanksgiving Day	Monday, October 12
Provincial Professional Development Day - Non-Instructional Day	Friday, October 23
Conferencing Adjustment - Non-Instructional Day	Friday, November 6
Remembrance Day	Wednesday, November 11
District Day – Non Instructional Day	Friday, November 27
Winter Vacation Period	December 21 to January 1
Schools Reopen after Winter Vacation	Monday, January 4
Secondary Semester Two Begins – Secondary School Students Not in Attendance	Monday, February 1
MATA Pro-D Day – Non-Instructional Day	Friday, February 12
BC Family Day	Monday, February 15
Spring Vacation Period	March 15 to 25
Good Friday	Friday, March 26
Easter Monday	Monday, March 29
Schools Reopen after Spring Break/Easter	Tuesday, March 30
MATA Pro-D Day - Non-Instructional Day	Monday, April 26
Conferencing Adjustment - Non-Instructional Day	Friday, May 21
Victoria Day	Monday, May 24
Final Day for Students - Schools dismiss three hours early	Tuesday, June 29
Administrative Day - Non instructional Day	Wednesday, June 30



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Qualicum School District
Education Committee of the Whole Report
Tuesday, April 14, 2026
Via Video Conferencing
2:00 p.m.

Facilitator: Trustee Elaine Young

Mandate:

To discuss and make recommendations to the Board on aspects of teaching, learning and educational equity. We will strive to have all students receive whatever they need to develop to their full academic and social potential and to thrive every day.

We would like to give thanks and acknowledge that the lands on which we work and learn are on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations People

Please note that this session was recorded and is available on YT through the main page of the District's website at www.sd69.bc.ca.

A. PRESENTATIONS

I. SCHOOL/STUDENTS

i. École Oceanside Elementary

Ecole Oceanside students presented on the many projects they had done this year. They highlighted Hul'q'umi'num learning, literacy, community building, Earth Day, circles, and cross-grade monthly meet ups. [View the PowerPoint Presentation Here](#)

II. PROGRAM(S)

i. French Immersion – Rudy Terpstra/Trish Cathrine /Ballenas Students

Grade 10 and 11 French Immersion students reported on the things they liked about the program and the things that were wishes for the program.

Things they liked included:

- connecting to other cultures,
- able to read in French,
- easier to learn another language,
- having language parents don't understand,
- increased love for education,
- Contributes to bilingualism,
- more curious and open minded,
- helped when travelling to France.
- Later the students spoke about expanded career choices.

Wishes included:

- no teacher layoffs
- ensuring teachers' have adequate training in Parisian or Quebecois French.
- Concerns about possible deficits in academic English

Director of Instruction Terpstra presented a power point on QSD French Language Programming. [View the PowerPoint Presentation Here](#)

B. EDUCATION UPDATES**i. Director of Instruction/Associate Superintendent
Career Programs Update**

Mr. Greg Muirhead presented information on QSD Career Programs. The District continues to expand the breadth and depth of these programs in accordance with demands outlined by the Province (Early Childhood Educators, Education Assistants, Teaching, etc.).

A pilot program in QSD “Pathways to Possibilities” focuses on Neurodivergent students and is a trade sampler to get students to post Secondary while teaching life skills. This will continue next year. [View the PowerPoint Presentation Here](#)

ii. Update [Racial Equality Together: K-12 Anti-Racism Action Plan](#)

Principal Katie Marin and Joanna Biddlecombe presented information regarding the Provincial directive for staff (and students) to “critically examine their own biases, beliefs, values and practices.”

QSD has established a Cultural Safety and Anti-racism Working Group to implement and expand our work on Social Justice. [View the PowerPoint Presentation Here](#)

C. SHARED LEARNING INFORMATION**a. [BEST 2026](#) – Bettering Environmental Stewardship & Technology Conference
2026**

Notice of this Conference. To be followed up at a later date.

D. ITEM(S) TO RECOMMEND FOR APPROVAL TO THE BOARD MEETING

None

E. UPCOMING TOPICS

- i. State of the Child and Youth Report (when available)
- ii. Educational Technology Plan

F. NEXT MEETING

Tuesday, May 12 at 2:00 p.m. via videoconferencing

G. ADJOURNMENT



**Qualicum School District
Finance & Operations Committee of the Whole Report
Tuesday, April 21, 2026
Via Video Conferencing
10:30 a.m.**

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Facilitator: Trustee Carol Kellogg

Mandate: *To discuss and make recommendations to the board on financial, facilities, maintenance, technology and transportation matters with a view to environmental sustainability.*

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES

We would like to give thanks and acknowledge that the lands on which we work and learn are on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations People.

2. PRESENTATIONS (10 MINUTES)

None

3. PROJECT UPDATES

None

4. ITEMS FOR DISCUSSION

a. 2026-2027 Annual Budget Development

Secretary Treasurer Amos reported on a recent educational partner meeting focused on the district budget and a significant funding gap. The most current estimated shortfall is \$1.4 million, which includes some additional requests from staff. It was shared there is also the potential for additional pressure if international student enrollment declines due to global factors such as geopolitical instability, recent BC school security concerns and higher travel costs. Enrollment projections for the international program are being reassessed and will be incorporated into updated budget scenarios.

A budget survey was widely distributed to partner groups and parents following the partners meeting, generating strong engagement. Approximately 60 new responses were received, bringing the total to 152 respondents, many of them parents. Results are being reviewed for new insights and will be shared with the board when appropriate.

Senior staff are developing options to address the funding gap, primarily through staffing reductions and other measures, which will be presented to the board, likely beginning with in-camera discussions. The goal remains to deliver a balanced budget by June 30.

To reduce pressure on the operating budget, certain expenses (e.g., copiers, laptops, phone systems) may be shifted to local capital planning, supported in part by local capital funds from the sale of French Creek. Trustees also noted future risks from expiring funding sources (e.g., childcare and mental health), and emphasized transparent communication, including posting the partners presentation publicly on the district website.

b. Transportation

Director of Operations Munro reported that bus registration is now live and emphasized the importance of early parent registration to allow effective route planning during July and August. Earlier registration has significantly reduced disruptions at the start of the

school year, though challenges remain. Last year, despite improvements, a surge of late registrants in September caused widespread route changes, affecting families who registered on time. Ongoing communications with DPAC aim to reinforce the importance of early registration.

The district has modernized transportation operations by moving from a paper-based system to electronic registration, introducing time-based fee structures that incentivize early registration. While this has improved route planning, a major unresolved issue is “ghost ridership”—students registered for free busing who rarely or never ride. This results in inefficiencies, such as oversized buses, unnecessary stops, and underused capacity.

Route planning software has improved efficiency and safety, reducing ride times by approximately 15 minutes, but data reveals significant numbers of registered students riding inconsistently or not at all. Comparisons with other districts show that QSD buses a higher proportion of students, many within existing walk limits, which are currently not enforced consistently.

Staff are reviewing practices in other districts, including waitlists, minimum ridership expectations, walk limits, and user fees, while emphasizing that no decisions have been made. The focus is on improving efficiency, equity, affordability, and access—particularly for rural students and programs of choice—while managing rising transportation costs within a fixed funding envelope.

c. Adopting Permanent Daylight Savings Time

The committee discussed the implications of adopting permanent daylight savings time, with a focus on student safety and transportation impacts. Staff noted that recent investments in bus routing software and schedule optimization have reduced average ride times by about 15 minutes, allowing school start times to shift later. These efficiencies are expected to partially mitigate increased darkness during winter mornings by reducing the amount of time students spend waiting at bus stops in low light.

Superintendent Jory emphasized that later start times benefit student learning and mental health but expressed concern about extended periods of morning darkness under permanent daylight savings time. While appreciating the extra daylight after school, he noted uncertainty about the overall net impact once schedules and routines adjust.

Trustees raised significant concerns about student safety while waiting at bus stops or walking to school in darkness, particularly in rural areas. Suggestions included partnerships with ICBC and the Ministry of Transportation to improve visibility through reflective gear, flashing lights, temporary illuminated poles at high-risk bus stops, enhanced signage, bus shelters, and community support such as crossing guards.

Several trustees highlighted the need to balance safety improvements without reopening recent school start-time changes, while leaving open the possibility of revisiting timing decisions after a year of experience. Staff welcomed further collaboration with transportation authorities and community partners to identify practical, short-term safety measures to support students during extended dark winter mornings.

5. INFORMATION ITEM(S)

a. [Lead in Water Report](#)

Director of Operations Munro shared that the district completed mandatory lead testing of drinking water at Nanoose, Springwood, and Oceanside as part of its three-year testing cycle, with results posted on the website. Only one drinking station initially failed both test draws at Springwood. It was promptly addressed, retested, passed, and reopened, and the report will be updated to reflect this correction. All other fixtures met standards and the water is safe. Staff explained that elevated readings can result from fixtures, plumbing, or municipal infrastructure and are mitigated through flushing, fixture replacement, or filtration. Trustees were reassured that school water standards are extremely stringent (5 parts per billion), exceeding typical residential requirements.

b. **Q3 Financial Summary**

Assistant Secretary Treasurer Hung reported on Q3 financial results, noting the district is about 70% through the academic year and tracking closely to expectations. Overall revenues remain stable year over year, with minor increases from tax recoveries, facility rentals, and higher investment income due to improved GIC rates. Expenditures show significant improvement, particularly in salaries, benefits, and supplies, reflecting stronger cost controls and reduced replacement costs. While benefits as a percentage of salaries are gradually increasing, total spending is well below last year at this stage. Program spending aligns with expectations, and operational savings—driven by mild winter conditions, staffing vacancies, and utility reductions—support a cautiously optimistic outlook for meeting the budget with one quarter remaining.

Staff clarified several Q3 financial items and funding questions. Special purpose funds fluctuate year-to-year because many grants are one-time or time-limited, explaining the appearance or disappearance of certain programs. Trustees received clarification on school district governance costs, including BCSTA fees (annual fee just under \$40,000), board and executive administration, stipends, and newly distributed IEC funds, which is now added to the Governance budget line.

Discussion also focused on the international education program, confirming that tuition revenue and instructional costs are directly linked and that the program typically generates a net contribution to district programs. However, early planning indicates a likely decline in international enrollment due to global instability, rising costs, federal policy changes, and safety perceptions. ROAMS programs are believed to support recruitment, though impacts vary. Additional follow-ups were requested on professional learning expenditures and grant spending.

c. **Capital (Major/Minor) Program Announcement**

Secretary Treasurer Amos reported on the Minor Capital Program approvals, confirming receipt of the Ministry's letter approving several projects submitted in September. Approved upgrades include Errington roofing, HVAC improvements at Errington, KSS, Nanoose Bay, and Qualicum Beach, HVAC upgrades across various other schools, and Bowser food infrastructure projects. Planning work is already underway on some items, and the committee will recommend the projects to the board for bylaw approval to allow projects to be organized and for funds to be eventually drawn.

d. **Qualicum Commons Update**

Secretary Treasurer Amos provided an update on Qualicum Commons. Following media releases on April 7 and April 17, the Town has paused lease plans but is actively exploring options to keep the facility open. The School District will respond once the Town's decision is finalized.

6. ITEMS FOR RECOMMENDATION TO THE BOARD

Minor Capital Program Bylaw

7. FUTURE TOPICS

- 2026-2027 Annual Budget
- Annual Facility Grant (AFG) Spending Plan
- Climate Change Accountability Report (CCAR)
- Feeding Futures Funding Update

8. NEXT MEETING DATE:

Tuesday, May 19, 2026, at 10:30 a.m. via videoconferencing

9. ADJOURNMENT

DRAFT

Appendix A: Direction for advancing supported capital projects

Capital Bylaw No.: 2026/27-CPSD69-01

Projects in Business Case Development

New Projects

There are no new projects identified at this time to proceed to business case development.

Minor Capital Projects

The table below reflects minor capital projects that are approved for funding and can proceed to procurement in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

Funding allocation for minor capital projects

Facility Name	Program Project Description	Amount funded by Ministry
Errington Elementary	SEP - Roofing Upgrades	\$1,045,000
Errington Elementary, Kwalikum Secondary, Nanoose Bay Elementary, Qualicum Beach Elementary	CNCP - HVAC Upgrades	\$245,000
Arrowview Elementary, Errington Elementary, Nanoose Bay Elementary, Qualicum Beach Elementary	CNCP - HVAC Upgrades	\$220,000
Bowser Elementary, Ecole Secondaire Ballenas Secondary	FIP - Kitchen Equipment and Infrastructure Upgrades	\$110,000

These projects are now to proceed to design, tender and construction and to be completed by March 31, 2027.

CAPITAL BYLAW NO. 2026/27-CPSD69-01
CAPITAL PLAN 2026/27

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 69 (Qualicum) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education and Child Care (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2026/27 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated April 28, 2026, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 69 (Qualicum) Capital Bylaw No.2026/27-CPSD69-01.

READ A FIRST TIME THE 28th DAY OF APRIL 2026;
READ A SECOND TIME THE 28th DAY OF APRIL 2026;
READ A THIRD TIME, PASSED THE 28th DAY OF APRIL 2026.

CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 69 (Qualicum) Capital Bylaw No. 2026/27-CPSD69-01 adopted by the Board the 28th day of April 2026.

Secretary-Treasurer



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**QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE REPORT
TUESDAY, APRIL 21, 2026
1:00 P.M.
VIA VIDEO CONFERENCING (Teams)**

Facilitator: Trustee Eve Flynn

Mandate: *To discuss and make recommendations to the Board on all matters related to Bylaws, Policy, Administrative Procedures.*

1. INDIGENOUS LAND ACKNOWLEDGEMENT

Chair Flynn acknowledged that the Committee was meeting on the lands of the Qualicum and Snaw-Naw-As (Nanoose) First Nations People on which the committee members live, work, and learn are on the shared traditional territory

**2. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING
600: Personnel**

Concerns were expressed by members of the Committee regarding the current policy process and timeline. The topic was discussed at length, with it being suggested that the original proposed review timeline be slowed down in order to allow a more in depth review and allow for edits to ensure the newly drafted policies are more concise and avoid redundancies while maintaining the original intent of the policy.

The Committee then focused on providing feedback on Policy 600 : Personnel.

Some edits to wording to the policy were suggested as follows:

- Expand the first reference to BCPSEA to read “BC Public School Employers Association (BCPSEA)”
- 2.a. Every employee is entitled to work in an environment that is respectful, professional, and free from discrimination, bullying, harassment, and violence, **regardless of role, identity, or personal circumstances.**
- 2.b. Hiring, development, and workplace practices will support equitable access, welcome diverse identities, and respect Indigenous rights and worldviews **for all.**
- 3.a. Set the overall direction for human resource principles and priorities, **through policy making**
- 3.d. Support **and model** the development of a positive, respectful workplace culture.
- Clarification was provided as to the reference to the creation of an administrative procedure in each of the new draft policies. Most policies would include administrative procedures, which are under the purview of the Superintendent to outline the process by which a policy would be upheld. Any newly drafted administrative procedures will be brought to the Policy Committee for review. Slight changes or edits made to an existing administrative procedure would be brought to the board for information.

- Clarification that the policy was about the district being a good employer as well as being a good employee. Schools are obligated to publish a Code of Conduct for students and staff, and the professional standards are also outlined by the BC Teachers' Federation. The QSD Board attempts not to repeat what is already embedded in external documents. A link will be provided as an external reference to the BC Teachers' Federation Code of Ethics

After additional discussion as to the process for policy review, it was agreed by the Committee members to defer the 500 and 600 series to a future policy meeting and move forward with discussion about the policies that were being considered for third and final reading.

In the interim, the Board and Superintendent will revisit the policy review process and determine how best to move forward with a policy review process on which the full Board could agree.

3. **BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING**

(Final review including input on Administrative Procedures)

a. **Policy 301: Living Wage**

The following edits were suggested:

- 2.a add 'Social Responsibility' to the section title
- Clarification was requested regarding the following sentence after 3.d.:
The district may phase in new requirements to ensure fiscal sustainability.
- Include Definitions as are provided on the current version.

The policy will be presented for third and final reading at the April Board Meeting.

b. **Policy 302: Community Engagement and Volunteers**

It was determined that additional work was required to remove high risk and make it mandatory that all volunteers, whether one-time or ongoing, obtain a criminal record check. It was also suggested that wording be added to outline what is involved with the Criminal Record Check process for potential volunteers.

The policy will be brought back with revisions to the May Policy Committee meeting.

c. **Policy 303: Enhancing Student Learning**

The need for consistency in referencing Strategic "Priorities" rather than "core pillars" was identified.

Committee members were reminded that the Administrative Procedure to this policy was new and maps out what the District's successful practice will be and is supported by practice and research.

The policy will be presented for third and final reading to the April Board Meeting.

It was noted for future consideration to consider referring to "educated citizen" under Guiding Principles in 2.a., rather than 'meaningful graduation' as the Ministry has a definition for the former reference when the latter does not.

d. Policy 304: School Closure, Consolidation or Reconfiguration

Further to a query as to why the employee groups were not specifically identified in this policy, it was shared that there is language in the local teachers' collective agreement. It was decided to reference the agreement under "Internal References" and to specify the employee groups in Section 5.5: Collection of Feedback in the administrative procedure.

The changes will be made and the policy presented for third and final reading at the April Board Meeting.

e. Policy 305: Public Interest Disclosure

The Committee considered whether it was necessary to provide examples regarding the reference to "mismanagement or serious wrong doing". There was no consensus that this would be useful and could be considered in the future if it was determined that additional clarity was required.

No further edits were suggested and the policy will be presented for third and final reading at the April Board Meeting.

f. Policy 701: Student Discipline

It was noted that there was new language added after second reading and a revision to the Checklist Appendix. The MATA representative outlined a series of suggested edits and also requested clarification on why some language was not included in the new version that is contained in the current version.

In light of the number of suggestions and questions, the Committee agreed to defer third reading of the policy. The Superintendent and Committee Chair will review the suggested edits, make revisions and bring the policy and administrative procedure back to the May Policy Committee for review in anticipation of forwarding it for third and final reading to the May Board Meeting.

4. FUTURE TOPICS

- a. Policy Overhaul Continued – Process to be redefined.

5. NEXT MEETING DATE

Tuesday, May 19, 2026 at 1:00 p.m. via videoconferencing



1. Purpose

The Board of Education is committed to fostering healthy, stable, and sustainable communities. Paying a living wage to eligible employees and contracted service providers reflects the Board's values of fairness, dignity, and social responsibility. This policy affirms the district's commitment to supporting the well-being of workers and their families.

2. Guiding Principles

The district's Living Wage commitment is founded on:

- a. **Fairness & Dignity/Social Responsibility**
All workers deserve compensation that supports a reasonable standard of living.
- b. **Equity & Inclusion**
A living wage helps reduce poverty and barriers faced by low-income families, including many with children in the school system.
- c. **Community Leadership**
As a major employer, the district contributes to the social and economic health of the region.
- d. **Fiscal Responsibility**
Living wage decisions must balance social responsibility with sustainable financial planning.
- e. **Compliance with Standards**
The district aligns with the Living Wage for Families BC definition and calculation of the regional living wage.

3. District Commitments

The district will:

- a. Pay at least the current regional living wage to eligible direct employees, except where excluded for specific operational or legislative reasons;
- b. Include living wage expectations in new contracts for eligible contracted service providers;
- c. Review living wage status annually and adjust if required;
- d. Communicate living wage commitments transparently to employees, contractors, and the community.

The district may phase in new requirements to ensure fiscal sustainability.

4. Exemptions & Limitations

Certain categories of workers may be excluded from living wage requirements where:

- a. Compensation is set by a collective agreement, provincial body, or independent compensation framework;
 - b. Contracted services are short-term, small-scale, or specialized;
 - c. Specific operational needs or budget limitations require alternative arrangements.
- Exemptions must be justified and approved by the Superintendent or designate.



5. Superintendent Responsibilities

The Superintendent will develop Administrative Procedures that:

- a. Define eligible and exempt employee groups;
- b. Establish expectations and processes for contracted service providers;
- c. Outline monitoring, reporting, and verification practices;
- d. Align living wage implementation with budget planning.

6. Definitions:

a. Employees are all Union and Exempt Staff employed by the District in either a full-time, part-time, or casual, spare board, or replacement worker capacity.

b. Living Wage is the hourly rate of pay that enables wage-earners living in a family (2 parents and 2 children) household to:

- i. Feed, clothe and provide shelter (based on rental rates) for their family
- ii. Promote healthy child development (child care expenses)
- iii. Participate in activities that are an ordinary element of life in the community
- iv. Avoid the chronic stress associated with living in poverty
- v. Small savings to be used in emergencies.

Living Wage does not include:

- i. Debt or credit card repayment
- ii. Any significant savings (for example to provide a downpayment for a house or to send a student to university)
- iii. Recreation or entertainment costs beyond that needed for physical and emotional health.
- iv. Care of an ill, disabled or aged family member.

c. Premises are all District-owned premises, roadways, and grounds.

d. Service Providers are companies and their employees that have a direct business relationship to the School District 69 (Qualicum). These employees are individuals that perform services to the District on District premises.

e. Sub-contractors are companies and their employees that have been sub-contracted by our Service Providers. They do not have a direct business relationship with School District 69 (Qualicum).

7. Internal References

- [Administrative Procedures to Board Policy 301: Living Wage](#)
- [District Strategic Plan \(To Give / To Belong pillars\)](#)



External References

- [Living Wage for Families BC](#)
- [School Act](#)
- [Ministry of Education & Child Care funding and financial guidelines](#)

Dates of Adoption and Amendments:

Adopted: 2015.11.24
Amended: 2020.04.28 | **2023.09.26**

DRAFT



1. **Purpose**

The Board of Education is committed to improving outcomes for all students through a continuous improvement mindset, evidence-informed decision-making, and a strong focus on equity, well-being, and meaningful learning. This policy aligns district practice with the Ministry of Education and Child Care's Policy for Student Success and establishes the Board's governance role in monitoring, supporting, and reporting student learning.

2. **Guiding Principles**

The Board's approach to student learning reflects the following principles:

a. **Student-Centred Learning**

Every student deserves engaging, relevant, high-quality learning opportunities that prepare them for meaningful graduation and life beyond school.

b. **Equity & Inclusion**

The district identifies and addresses disparities in student outcomes and ensures all learners—particularly those who have been historically underserved—experience belonging, dignity, and success.

c. **Continuous Improvement**

Student learning improves when the system consistently gathers evidence, reflects, adapts, and acts.

d. **Shared Responsibility**

Improving student learning is a collective responsibility across the district, supported by strong partnerships with families, Indigenous communities, and the broader public.

e. **Transparency & Public Accountability**

The Board provides clear, accessible reporting on student learning, well-being, equity, and transitions.

f. **Alignment with Strategic Priorities**

District actions and investments support the Strategic Plan's **Priorities** core pillars: **To Learn, To Give, To Grow, To Belong**.

3. **Board Responsibilities**

The Board will:

- a. Establish strategic priorities for student learning and well-being;
- b. Review evidence on student outcomes, including achievement, belonging, and transitions;
- c. Monitor equity indicators, including disaggregated data where appropriate and permitted;
- d. Approve and publicly communicate the **Enhancing Student Learning Report (FESL)** each year;
- e. Ensure district plans align with provincial policy and local priorities;
- f. Allocate resources that support student learning, instructional quality, and capacity building;
- g. Engage with local First Nations and Indigenous partners in ways that honour rights, protocols, and priorities.



4. Superintendent Responsibilities

The Superintendent will:

- a. Lead the district's continuous improvement cycle—evidence gathering, analysis, planning, implementation, and reflection;
- b. Develop and implement district and school plans to improve student learning and advance equity;
- c. Provide the Board with regular updates on student learning, success indicators, and progress toward strategic goals;
- d. Facilitate meaningful engagement with staff, students, families, Indigenous partners, and stakeholders;
- e. Prepare the annual FESL report for Board approval and public release;
- f. Ensure reporting meets Ministry requirements for transparency and accessibility.

5. Evidence & Indicators of Success

The district will monitor a balanced body of evidence that may include:

- a. Literacy, numeracy, and core competency development;
- b. Indigenous student outcomes and Equity in Action measures;
- c. Student belonging, well-being, and social-emotional indicators;
- d. Transitions from grade to grade, and transitions to post-secondary, training, or the workforce;
- e. **Graduation results and meaningful completion;**
- f. Local evidence aligned with the Strategic Plan and operational learning plans. Indicators will be disaggregated where appropriate to identify inequities and inform improvement.

6. Engagement & Partnerships

The Board acknowledges that student learning is strengthened through collaboration and will:

- a. Engage regularly with Indigenous partners in ways that honour local protocols and the principles of reconciliation;
- b. Encourage student voice in planning and reporting processes;
- c. Consult with families, caregivers, community partners, employee groups, and educational stakeholders;
- d. Communicate progress and priorities clearly to the public.

7. Public Reporting

The Board will publish an annual **Enhancing Student Learning Report** that includes:

- a. Evidence of student learning, transitions, and well-being;
- b. Analysis of strengths, challenges, and inequities;
- c. Actions taken and results achieved;
- d. Alignment to district strategic priorities;
- e. Plans for further improvement.



The report will be accessible, transparent, and reflective of the district's commitment to continuous improvement.

8. Superintendent's Administrative Procedures

The Superintendent will establish Administrative Procedures that:

- a. Provide detailed processes for data collection, analysis, target setting, and reporting;
- b. Support school-level planning aligned with district and provincial expectations;
- c. Ensure Indigenous partners, students, and community groups are meaningfully engaged;
- d. Define timelines and responsibilities for preparing the annual FESL report.

9. Internal References

- QSD [Framework for Enhancing Student Learning](#)
- [QSD Strategic Plan \("To Learn / To Give / To Grow / To Belong"\)](#)
- [QSD Planning Learning for Each Student Plan](#)
- Governance Policy 1030 — Indigenous Education & Reconciliation (*Upcoming*)
- Governance Policy 1050 — Community Engagement (*Upcoming*)
- Administrative Procedures related to planning, reporting and data governance

External References

- [Ministry of Education & Child Care — Policy for Student Success](#)
- [Enhancing Student Learning Reporting Order M302/20](#)
- *School Act* [Section 8.3](#) and [Section 81](#)

Dates of Adoption and Amendments:

Adopted: 2016.03.08

Amended: 2019.08.27 (Renumbered and Reviewed) | **2021.10.26** (Replaced Board Policy 3030-School Planning Councils)



FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL)

(Governance Series)

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Purpose

The purpose of this Administrative Procedure is to establish clear and consistent expectations for the implementation of the Framework for Enhancing Student Learning (FESL) across the Qualicum School District.

This procedure is intended to support improved student achievement and well-being by aligning district, school, and classroom practices with the District Strategic Plan, with particular emphasis on literacy, numeracy, meaningful graduation, and equity of outcomes for priority populations, as per the provincial FESL mandate and the QSD Assessment and Communicating Student Learning Plan, and the QSD Planning Learning for Each Student Plan.

This Administrative Procedure is designed to solidify effective practice, promote coherence across the system, and ensure accountability through outcomes that are concrete, observable, and measurable.

Guiding Principles

1. Literacy, numeracy, and graduation success are foundational priorities that require sustained attention and intentional action through the To Learn goal area.
2. Student well-being is enhanced through the To Give, To Grow, and the To Belong goal areas, with each also acting as a means to support the primary goal of To Learn.
3. Improving the equity of outcomes requires differentiated supports and the purposeful use of data to identify and address barriers to student success.
4. **Students with unique needs, students living in care, and Indigenous students living both on and off reservation, will be considered priority populations who will receive additional support and reporting emphasis on each FESL report.**
5. Professional learning for teachers and school leaders is essential to continuous improvement in student learning.
6. Transparency and communication regarding student achievement strengthen trust and shared responsibility across the system.

Alignment with the District Strategic Plan

1. The District Strategic Plan goals and outcomes serve as the primary framework for all district and school improvement efforts.
2. Schools will select from the Strategic Plan goals and outcomes when developing and revising their School Plans for Impact to ensure district-wide coherence and alignment.
3. School Plans for Impact will demonstrate clear connections between identified student learning needs, selected Strategic Plan outcomes, and planned actions.

Expectations for Assessment and Use of Evidence

1. Provincial assessments are to be treated as critical milestones in a student's educational journey.
2. Schools will ensure the highest level of fidelity to provincial assessment processes, including:
 - a. Reinforcing high expectations for all students;



FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL)

(Governance Series)

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- b. Providing adequate instructional and technical preparation, including practice with online assessment components;
 - c. Establishing safe, supportive, and normalized assessment environments.
 3. As per the Assessment and Communicating Learning Plan, schools will use district-supported assessments for grades that do not already have a provincial assessment, in order to:
 - a. Normalize the assessment experience for students;
 - b. Triangulate with provincial and classroom data;
 - c. Broaden classroom, school, and district-level learning evidence.
 4. Information from provincial, district, and classroom assessments must be used to guide instructional practice and the selection of targeted learning opportunities aligned with Strategic Plan outcomes.
 5. Teachers are expected to:
 - a. Use classroom, district, and provincial assessment data to design learning that meets individual student needs;
 - b. Establish classroom learning goals informed by evidence.
 6. Principals are expected to:
 - a. Work collaboratively with teachers to analyze collective assessment information and support them in classroom goal setting;
 - b. Use this information to inform School Plans for Impact and ongoing school improvement decisions.

Graduation and Student Success (Secondary)

1. Meaningful graduation will be consistently identified and reinforced as a core district priority in group sessions, professional learning opportunities, and district publications throughout the school year.
2. Secondary schools will establish and maintain structures to systematically track, monitor, and support students through the Graduation Program and share progress with senior staff.
3. Schools will use graduation data and related evidence to inform targeted interventions and supports for students at risk of not completing graduation requirements.
4. Counsellors will work directly with students to co-plan and update course selections that prioritize successful completion while providing the maximum postgraduation options.
5. Barriers to student graduation that are non-curricular, arbitrary, or procedural in nature must be identified and addressed.

Access to Data and Systems

1. The School District will provide principals and teachers with access to a user-friendly and efficient data repository system.



FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL)

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2. Data systems will support the development of individual student profiles, classroom profiles, and cohort analyses to inform instructional and school planning.
3. District staff will provide guidance and support to ensure data systems are used consistently and effectively across schools.

Professional Learning

1. Ongoing teacher and administrator learning is essential to sustained improvements in student learning.
2. In addition to contractual professional development days, the School District will provide a range of professional learning opportunities to address varied needs and preferences.
3. Professional learning may include:
 - a. Release time during the instructional day for targeted learning, tool implementation, or high-leverage strategies;
 - b. After-school or evening sessions;
 - c. Small-group collaborative release time to support peer learning, shared problem-solving, and instructional improvement.
4. Professional learning opportunities will be aligned with District Strategic Plan priorities and informed by evidence of student learning needs.

Communication and Reporting

1. The District FESL Report will be made publicly available on the district website within one week of Board of Education approval.
2. School Plans for Impact will be reviewed annually by the Board, and updated versions will be published on the school's website each year prior to summer break.
3. Principals and district staff will regularly share updates regarding student achievement and progress toward Strategic Plan outcomes through meetings, newsletters, and district and school websites.

Monitoring and Review

1. District staff will monitor implementation of this Administrative Procedure through review of FESL data and School Plans for Impact, as well as the observation of assessment practices, graduation data, and professional learning activities.
2. This Administrative Procedure will be reviewed periodically to ensure continued alignment with the District Strategic Plan, Ministry requirements, the QSD Assessment and Communicating Student Learning Plan and the QSD Planning Learning for Each Student Plan, along with emerging evidence of effective practice.



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

(Governance Series)

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1. **Purpose**

The Board of Education has the authority and responsibility to make decisions regarding the closure, consolidation, or reconfiguration of schools. Such decisions have significant impacts on students, families, staff, and communities. This policy ensures that any consideration of change is guided by transparency, fairness, evidence, and meaningful engagement.

2. **Guiding Principles**

When considering potential school closures, consolidations, or reconfigurations, the Board will be guided by the following principles:

- a. **Student Success and Well-Being**
Decisions must support safe, equitable, and high-quality learning environments.
- b. **Transparency and Public Trust**
The process will be open, accessible, and clearly communicated.
- c. **Meaningful Engagement**
Students, families, staff, Indigenous partners, and community members will have opportunities to provide input prior to decisions.
- d. **Respect for Indigenous Rights and Protocols**
Engagement with local First Nations must be early, substantive, and appropriate to the significance of the decision.
- e. **Equity and Inclusion**
Impacts on diverse student groups, including those with unique learning needs or transportation challenges, will be carefully considered.
- f. **Responsible Stewardship**
Decisions will reflect long-term sustainability of district resources, assets, and programming.
- g. **Data-Informed Evaluation**
The Board will consider evidence such as enrolment trends, facility condition, operating costs, transportation impacts, and educational programming implications.

3. **Board Responsibilities**

The Board will:

- a. Initiate a school closure, consolidation, or reconfiguration consideration only through Board motion;
- b. Ensure compliance with the *School Act* and Ministerial Orders, including required public consultation;
- c. Consider all public input before making any decision;
- d. Communicate decisions clearly and respectfully to the public;
- e. Make final decisions in a public meeting.

Only the Board has authority to close, consolidate, or reconfigure schools.



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

(Governance Series)

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4. Superintendent Responsibilities

The Superintendent will:

- a. Prepare analysis, options, and background information for Board consideration;
- b. Facilitate meaningful engagement with affected communities, including Indigenous partners, in alignment with local protocols;
- c. Provide clear, accessible information to the public throughout the process;
- d. Support students, staff, and families through any transition resulting from a Board decision;
- e. Develop Administrative Procedures outlining specific procedural, communication, and consultation requirements.

5. Consultation Expectations

Public consultation will:

- a. Occur early enough to meaningfully influence Board consideration;
 - b. Provide multiple avenues for participation (e.g., meetings, written submissions, online tools);
 - c. Include information on rationale, options, data, and potential impacts;
 - d. Document key themes and feedback for Board review;
 - e. Remain respectful, inclusive, and accessible to all stakeholder **partner** groups.
- Engagement with Indigenous partners will be separate, distinct, and consistent with their protocols.

6. Criteria for Consideration

Possible factors the Board may consider include, but are not limited to:

- a. Enrolment trends and future projections
 - b. Capacity utilization and facility condition
 - c. Ability to deliver educational programs effectively
 - d. Transportation impacts and travel times
 - e. Operational and capital costs
 - f. Community demographics and long-term needs
 - g. Impacts on equity, inclusion, and student experience
 - h. Implications for staffing and resource distribution
 - i. Input from Indigenous partners and community stakeholders **partners**
- These criteria may be weighted differently depending on context.

7. Decision-Making

- a. The Board will not make a final decision until the required consultation period is complete.
- b. Decisions will be made in a public Board meeting.
- c. The Board will provide clear rationale for any decision, including how evidence and engagement informed the outcome.



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

(Governance Series)

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8. Transitions and Implementation

If the Board approves a change, the Superintendent will:

- a. Develop and communicate an implementation plan;
- b. Ensure appropriate supports for students, staff, and families;
- c. Coordinate timelines, transportation adjustments, facility needs, and program continuity;
- d. Maintain ongoing communication throughout the transition.

9. Administrative Procedures

The Superintendent will establish Administrative Procedures that:

- a. Define timelines, documentation, and public notice requirements;
- b. Outline consultation structures and communication expectations;
- c. Ensure alignment with provincial legislation and ministerial guidelines;
- d. Support transparent and consistent processes across the district.

10. Internal References

- [Administrative Procedure 304-1 to Board Policy 304: School Closure, Consolidation and Reconfiguration](#)
- Governance Policy 1050 — Community Engagement (*Pending*)
- Governance Policy 1030 — Indigenous Education & Reconciliation (*Pending*)
- [MATA Collective Agreement Article D.30](#)

External References

- [School Act, Sections 73–75](#)
- [Ministerial Order 194/08 — School Closure](#)
- [Ministerial Guidelines for School Closure](#)

Dates of Adoption and Amendments:

Adopted: 1991.07.09

Amended: 1991.10.08 | 1992.10.27 | 1993.11.23 | 2000.04.25 | 2009.05.26 | 2010.04.27 |
2011.11.22 | 2015.10.27 | 2019.08.27 | **2020.06.23**



1. Purpose

This Administrative Procedure outlines the operational processes supporting Policy 304 – School Reconfiguration, Consolidation & Closure.

It provides a transparent, equitable, and consultative framework for significant changes to school organization, including grade reconfiguration, amalgamation of schools, or permanent school closure. The objective is to ensure that decisions are student-centred, data-informed, and procedurally fair, and that they support long-term sustainability of the district.

2. Definitions

Reconfiguration

A change in school grade structure (e.g., K–7 to K–5).

Consolidation

Merging two or more schools into a single organization.

Closure

A cessation of educational operations in a school building under Section 73 of the *School Act*.

Affected Parties

Students, parents/caregivers, staff, local governments, First Nations, Métis partners, DPAC, and community groups who may be impacted by a proposed change.

Preliminary Report

A district-prepared document summarizing rationale, data, and possible impacts, used to initiate consultation.

3. Roles and Responsibilities

Superintendent

- a. Leads the review of demographic, financial, facility, and educational data.
- b. Develops a Preliminary Report for the Board's consideration.
- c. Oversees the consultation process once directed by the Board.
- d. Ensures Indigenous partners and municipal governments are meaningfully engaged.
- e. Provides a final recommendation to the Board following consultation.

Secretary-Treasurer

- a. Provides financial analysis, facility cost projections, and long-term planning implications.
- b. Ensures that processes meet legal and audit requirements.

Director of Operations / Facilities

- a. Provides facility condition assessments, capacity studies, and enrollment projections.
- b. Identifies capital and safety implications.



Principals and Leadership Staff

- a. Support consultation activities.
- b. Communicate with affected school communities.
- c. Provide insight regarding impacts on students and programming.

Board of Education

- a. Decides whether to initiate formal consultation.
- b. Reviews consultation results and approves, modifies, or declines proposed changes.

4. Initiating Consideration of Reconfiguration, Consolidation, or Closure

A review may be initiated when one or more of the following conditions exist:

- Persistent enrollment decline or pressure
- Significant changes to demographics or community development
- Facility condition, safety, or cost concerns
- Educational program considerations
- Financial pressures requiring reallocation of resources
- Long-term strategy or capital planning requirements

The Superintendent prepares a **Preliminary Report** that includes:

- demographic and enrollment data;
- facility condition and utilization;
- program implications;
- financial considerations;
- transportation impact;
- impact on catchments;
- equity and inclusion considerations;
- risk analysis;
- possible options (status quo, partial change, full change).

The Board reviews the report and determines whether to begin **formal consultation**.

5. Consultation Process

If the Board directs administration to proceed, the district must:

5.1 Develop a Consultation Plan

The plan will:

- a. identify affected parties;
- b. outline engagement methods (town halls, surveys, advisory meetings);
- c. list all materials to be shared (data, maps, timelines);
- d. articulate guiding questions;
- e. set a consultation window (typically 4–12 weeks depending on scope).

5.2 Public Communication

The district will provide clear information, including:

- a. reasons for consideration;
- b. data used in the review;
- c. possible options;



- d. expected impacts;
- e. opportunities for feedback;
- f. timelines.

All materials will be posted publicly on the district website.

5.3 Engagement with Indigenous Rightsholders

The district will:

- a. engage local First Nations and Métis leaders early and meaningfully;
- b. identify impacts on Indigenous students and programming;
- c. ensure culturally respectful dialogue and decision-making.

5.4 Municipal and Community Engagement

The Superintendent will notify:

- a. municipalities;
- b. regional districts;
- c. relevant community organizations.

Dialogue regarding transportation, impacts on neighbourhoods, and potential partnerships will be encouraged.

5.5 Collection of Feedback

Feedback may be collected through:

- a. public meetings;
- b. written submissions;
- c. online surveys;
- d. focus groups **i.e. District employees; parents, students, community groups;**
- e. advisory committees.

All feedback must be summarized accurately and without interpretation bias.

6. Superintendent's Final Report

After consultation is complete, the Superintendent prepares a Final Report for the Board that includes:

- a. summary of consultation activities;
- b. themes and key feedback;
- c. updated data and analysis if applicable;
- d. effects on learning, safety, and student experience;
- e. financial and operational implications;
- f. transition considerations;
- g. recommended course of action or alternatives.

The report will be made publicly available prior to the Board meeting.

7. Board Decision

The Board may choose to:

- a. approve the recommended change;
- b. approve a modified version;
- c. decline the change;



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

d. request additional information or consultation.
The Board's decision must comply with *Section 73 of the School Act* and case law regarding procedural fairness.

8. Transition Planning (if approved)

The Superintendent will oversee a detailed transition plan, including:

- a. student placement and support;
- b. staff reassignment processes;
- c. transportation adjustments;
- d. communication to families;
- e. timelines for phased implementation;
- f. capital upgrades or facility modifications;
- g. coordination with child care or community partners;
- h. supports for vulnerable learners.

A public communication plan will accompany the transition.

9. Records and Documentation

The district will maintain:

- a. all consultation materials and summaries;
- b. Board decisions;
- c. final reports;
- d. public communications;
- e. transition documents.

Records must be retained in alignment with FOIPPA and district retention schedules.

10. Emergency Situations

This AP does **not** apply to emergency temporary closures (e.g., mechanical failure, natural disasters). Those fall under Policy 708 – Emergency Preparedness & Closures.

11. Review Cycle

This AP will be reviewed every three years, or sooner if:

- a. legislative requirements change;
- b. Ministry consultation expectations shift;
- c. large-scale demographic shifts occur.



1. Purpose

The Board of Education is committed to maintaining a culture of integrity, transparency, and public trust. This policy supports the reporting and investigation of serious wrongdoing within the district and protects individuals who make disclosures in good faith. The policy aligns with the *Public Interest Disclosure Act* (PIDA) and establishes the Board's governance role in ensuring a safe reporting environment.

2. Guiding Principles

The district's approach to public interest disclosure will reflect the following principles:

- a. **Integrity & Accountability**
- b. The district promotes ethical conduct and responsible stewardship of public resources.
- c. **Safe Reporting Environment**
Employees and others must feel safe to report serious wrongdoing without fear of reprisal.
- d. **Fairness & Confidentiality**
Disclosures will be handled discreetly, respectfully, and in accordance with legal requirements.
- e. **Good Faith Protection**
Individuals who make disclosures honestly and without malicious intent are protected from reprisal.
- f. **Compliance with Legislation**
All processes will follow PIDA and any associated regulations or guidelines.

3. Definition of Serious Wrongdoing

For the purposes of this policy, and consistent with PIDA, "serious wrongdoing" may include:

- a. Contravention of provincial or federal legislation;
- b. Gross mismanagement or misuse of public funds or assets;
- c. An act or omission that creates a substantial and specific danger to life, health, or safety;
- d. A serious breach of district policy that undermines public trust;
- e. Directing or counselling a person to commit serious wrongdoing.

Routine human resource matters (e.g., performance management, interpersonal disputes) do **not** meet the threshold of serious wrongdoing unless linked to the above.

4. Reporting Mechanisms

Individuals may report serious wrongdoing to:

- a. The district's **Designated Officer** (the Secretary Treasurer as appointed under PIDA);
- b. The **Superintendent**, if appropriate;
- c. The **Ombudsperson**, in cases permitted under PIDA.



Reports must be handled in a manner that protects confidentiality and complies with statutory requirements.

5. Protection from Reprisal

- a. No employee or individual acting in good faith may face reprisal for making a disclosure, seeking advice, or cooperating in an investigation.
- b. Reprisals may include dismissal, demotion, discipline, harassment, or other disadvantage.
- c. Allegations of reprisal will be addressed promptly and may be referred to the Ombudsperson as required.

6. Responsibilities of the Board

The Board will:

- a. Promote a district culture where ethical conduct is expected and valued;
- b. Ensure compliance with PIDA;
- c. Receive anonymized or aggregate reporting on PIDA-related activity;
- d. Support processes that ensure fair, timely, and impartial investigations;
- e. Protect the confidentiality and safety of individuals involved in disclosures.

7. Responsibilities of the Superintendent

The Superintendent will:

- a. Implement procedures consistent with this policy and PIDA;
- b. Support the Designated Officer in receiving, reviewing, and managing disclosures;
- c. Ensure training and awareness for staff regarding their rights and responsibilities;
- d. Maintain appropriate records while protecting confidentiality;
- e. Report annually to the Board on district implementation of PIDA.

8. Responsibilities of the Designated Officer

The Designated Officer (appointed by the Board or Superintendent, depending on structure) will:

- a. Receive and assess disclosures;
- b. Determine whether an investigation is warranted under PIDA;
- c. Conduct or coordinate investigations that are fair, thorough, and impartial;
- d. Communicate required updates to the discloser, subject to confidentiality requirements;
- e. Report findings and recommendations to the Superintendent and, where appropriate, to the Ombudsperson.

9. Confidentiality

- a. Personal information will be collected, used, and disclosed only as permitted by PIDA and FOIPPA.
- b. Confidentiality will be maintained to the extent possible, recognizing that some information may need to be disclosed to investigate allegations, protect individuals, or comply with law.



10. Administrative Procedures

The Superintendent will establish Administrative Procedures that:

- a. Detail how disclosures may be made, received, documented, and reviewed;
- b. Specify thresholds for referral to the Ombudsperson;
- c. Outline investigation processes, timelines, and communication requirements;
- d. Address protection from reprisal and confidentiality safeguards;
- e. Support training and staff awareness.

11. Internal References

- Governance Policy 1060 — Privacy & Information Stewardship (*Pending*)
- [Administrative Procedures to Board Policy 305: Public Interest Disclosure](#)

External References

- [School Act](#)
- [Public Interest Disclosure Act](#)
- [Freedom of Information and Protection of Privacy Act](#)

Dates of Adoption and Amendments:

Adopted: **2021.10.26**

Amended:

DRAFT



QUALICUM SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE 305-1
PUBLIC INTEREST DISCLOSURE

(Governance Series)

Page 1 of 4

1. **Purpose**

This Administrative Procedure outlines the operational process for reporting, investigating, and responding to serious wrongdoing in support of Policy 305 – *Public Interest Disclosure*.

The purpose is to ensure that employees can report concerns confidentially, safely, and without fear of reprisal, and that the district responds to disclosures in a fair, timely, and impartial manner.

2. **Definitions**

Disclosure / Report

A good-faith report of suspected wrongdoing that affects the public interest or the integrity of district operations.

Wrongdoing may include:

- a. a contravention of legislation;
- b. misuse or waste of public funds;
- c. gross mismanagement;
- d. serious breach of district policy;
- e. substantial danger to the health, safety, or security of the public or environment;
- f. directing or counselling someone to commit wrongdoing.

Reprisal

Any negative employment action taken against an employee because they made, attempted to make, or cooperated in a disclosure. Reprisal includes dismissal, discipline, demotion, intimidation, or discriminatory treatment.

Designated Officer

The Secretary-Treasurer is the senior district administrator assigned to receive and respond to disclosure. If the disclosure is related to the Secretary-Treasurer, then the Superintendent of Schools would receive and respond to disclosure.

3. **Roles and Responsibilities**

Superintendent

- a. Ensures appropriate processes are in place.
- b. Appoints a Designated Officer to receive disclosures.
- c. May act as Designated Officer when appropriate.
- a. Secretary-Treasurer / Designated Officer
- d. Receives disclosures in confidence.
- e. Conducts preliminary reviews.
- f. Determines whether an investigation is warranted.
- g. Coordinates investigations and responses.
- h. Ensures protection from reprisal.
- i. Maintains secure records.



QUALICUM SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE 305-1
PUBLIC INTEREST DISCLOSURE

(Governance Series)

Page 2 of 4

Employees

- a. Report suspected wrongdoing in good faith.
- b. Cooperate with investigations.
- c. Maintain confidentiality.

Board of Education

- a. Receives final reports on substantiated wrongdoing when required.
- b. Does not participate in investigations except where the allegation involves the Superintendent.

External Oversight Bodies

Where appropriate, the district may refer matters to:

- a. Police;
- b. Ministry of Education & Child Care;
- c. Office of the Information and Privacy Commissioner;
- d. BC Securities Commission;
- e. WorkSafeBC;
- f. Other statutory authorities.

4. Reporting a Disclosure

Employees may make a disclosure:

1. To the Designated Officer (preferred route)
2. To the Superintendent (if the Designated Officer is implicated)
3. To the Board Chair (if the Superintendent is implicated)
4. To an external authority (if the matter involves an immediate risk to public safety or a criminal act)

4.1 Method of Reporting

Reports may be made:

- a. in writing;
- b. by secure email;
- c. by confidential meeting;
- d. through a district-provided reporting tool (if applicable).

Anonymous reports are accepted but may limit the district's ability to investigate.

4.2 Required Information

Employees should provide:

- a. description of the suspected wrongdoing;
- b. names of individuals involved;
- c. dates, times, and locations;
- d. supporting evidence, if available;
- e. whether the matter has been raised previously.

Employees are not expected to prove wrongdoing — only to report concerns in good faith.



QUALICUM SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE 305-1
PUBLIC INTEREST DISCLOSURE

(Governance Series)

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5. Confidentiality

- a. The district will protect the identity of the person making the disclosure to the greatest extent possible under FOIPPA and applicable law.
- b. Information will be shared strictly on a need-to-know basis.
- c. All investigation records will be stored securely.
- d. Confidentiality cannot be absolute if disclosure is necessary to:
 - i. conduct a fair investigation;
 - ii. meet legal obligations;
 - iii. prevent imminent harm.

6. Protection from Reprisal

No employee may be disciplined, dismissed, demoted, or otherwise penalized for:

- a. making a good-faith disclosure;
- b. seeking advice;
- c. cooperating in an investigation.

Any employee who believes they are experiencing a reprisal must report it immediately to the Superintendent or Board Chair (if the Superintendent is implicated).

Reprisal allegations will be investigated as a separate and serious breach of policy.

7. Preliminary Assessment

Upon receiving a disclosure, the Designated Officer will complete a preliminary review within 10 business days to determine whether:

- a. the allegation appears credible;
- b. the matter falls within the definition of wrongdoing;
- c. another formal process (e.g., HR investigation, student safety reporting, financial audit) is more appropriate.

The employee will be informed whether the matter is proceeding to investigation.

8. Investigation Process

8.1 Assignment of Investigator

The Designated Officer may:

- a. conduct the investigation;
- b. assign another senior administrator; or
- c. retain an external investigator for independence.

8.2 Investigation Standards

Investigations must be:

- a. impartial
- b. timely
- c. thorough
- d. consistent with procedural fairness



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8.3 Scope of Investigation

May include:

- a. interviews;
- b. review of documents and records;
- c. examination of financial or technical data;
- d. consultation with experts.

8.4 Timelines

Most investigations should be completed within 60 days, depending on complexity.

9. Findings and Outcomes

The investigator will prepare a written report including:

- a. summary of allegations;
- b. evidence reviewed;
- c. findings of fact;
- d. whether wrongdoing was substantiated;
- e. recommendations for corrective action.

The Designated Officer will determine next steps.

Possible outcomes:

- a. corrective action or discipline (if warranted);
- b. policy or procedure changes;
- c. training or communication measures;
- d. referral to external authorities;
- e. closure of the file if allegations are unsubstantiated.

Employees who made the disclosure will be informed of the general outcome, subject to privacy and HR constraints.

10. Documentation and Record Retention

All records relating to disclosures:

- a. must be stored securely by the Designated Officer;
- b. are confidential under FOIPPA;
- c. must be retained for at least seven years.

11. False or Malicious Reports

Disclosures made in bad faith, with intent to mislead or harm others, may result in disciplinary action.

However, a report that is unsubstantiated but made in good faith will not result in discipline.

12. Review Cycle

This Administrative Procedure will be reviewed every three years, or sooner if provincial legislation changes or if a review of practice suggests revision.



**Trustee Report
Annual General Meeting
BC School Trustees' Association (BCSTA)
April 9-11, 2026
Hyatt Regency Hotel, Vancouver**

Prepared By Trustee Young

April 9 - Opening Sessions:

Inspirational thoughts from Opening:

- Living in a good way means being kind, respectful, having reciprocity in relationships and honouring the self and others.
- BCSTA aims to build a culture of care in the service of our students.

Keynote Speaker – Clara Hughes (Summer and Winter Olympic Medal Winner) Mental Health Advocate and Right to Play Sponsor

Clara's story is inspirational from her dysfunctional family, adolescent exploration of drugs and alcohol to her finding a healthier road through commitment first to speed skating and then to cycling. Olympics saved Clara and also led her to understand mental health. She became involved with the Bell "Let's Talk" initiative and cycled across Canada in support of mental wellness. She also was an ambassador for Right to Play. Clara lives in our area, has written books on her life, and is a very inspirational storyteller.

April 10 - Day of Learning:

The next two days centred on the deep learning that Trustees must have to do our work.

On Governance – Policy Review for Boards of Education

Presentation on the importance of clearly defining Bylaws, Policies and Administrative Procedures and of regularly reviewing all of the above. In our district we are conducting a full review which we hope to finish by the end of the current Trustee term. This Board has been committed to reviewing and updating our governance documents regularly. Each time we are making the information more accessible and clearer. This work is ongoing.

Continuous Improvement in Board Communications

This was an interactive workshop. QSD has used a few options to try to make our communications more accessible and transparent. The QSD has a working group report including recommendations to improve further. QSD hopes to include improvements in next year's budget.

Trustee Learning Program

BCSTA has prepared 11 Learning Guides for Trustees. These span the depth and length of knowledge needed to function effectively as a Trustee including Capital, leadership, and financial planning; visioning; governance; labour and Indigenous relations; communications; superintendent reviews.

April 11 - The AGM:

BCSTA is our provincial organization, and we have a co-governance agreement with the Provincial Government. Motions are debated and discussed at the AGM. This year, almost all motions were submitted before the meeting and reviewed by the legal team before the AGM. Then motions were debated, possibly amended and passed or defeated.

QSD sponsored a motion at the AGM requesting a gradual end to funding most private schools and using that funding to support public education. Trustees Austin and Young spoke in favour of the motion which passed without amendment.