



QUALICUM SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA

TUESDAY, OCTOBER 28, 2025
6:00 PM
VIA VIDEO CONFERENCING

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Meeting ID: 255 499 524 539 9

Passcode: Z2bw9T6b

1. CALL TO ORDER AND INTRODUCTIONS

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

3. ADOPTION OF THE AGENDA

Recommendation:

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

4. APPROVAL OF THE CONSENT AGENDA

- | | | |
|----|--|---------|
| a. | Approval of Regular Board Meeting Minutes: September 23, 2025 | p 1-11 |
| b. | Ratification of In Camera Board Meeting Minutes: September 23, 2025 | p 12 |
| c. | Receipt of Ministry News Releases | |
| | • Province to remove barriers, make way for more child care at schools | p 13-15 |
| | • Families throughout BC will benefit from more than 900 new child care spaces | p 16-18 |
| d. | Receipt of Reports from Trustee Representatives | |
| | • Coalition for Healthy Schools Food – Trustee Kellogg | p 19 |
| | • Early Years Table – Trustee Young | p 20 |
| | • Vancouver Island School Trustees (VISTA) Fall Conference/ Business Meeting | p 21-22 |

Recommendation:

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

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

6. PUBLIC QUESTIONS AND COMMENTS (WRITTEN)

7. BUSINESS ARISING FROM THE MINUTES**a. Disposition of Craig Street Commons (former Parksville Elementary School) p 23-25***Recommendations:*

THAT the Board of Education of School District 69 (Qualicum) confirm that Lot 1 and Lot 2, Plan VIP17240, District Lot 13, Nanoose Land District (known as the former Parksville Elementary School property) will not be required for future educational purposes by the Board of Education.

THAT the Board of Education of School District 69 (Qualicum) seek approval from the Ministry of Infrastructure to proceed with the disposition of Lot 1 and Lot 2, Plan VIP17240, District Lot 13, Nanoose Land District (known as the former Parksville Elementary School property).

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION**9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)****10. DISTRICT PARENTS ADVISORY COUNCIL****11. ACTION ITEMS****12. INFORMATION ITEMS**

- | | | |
|---|--------------------------------|-------------|
| a. Superintendent's Report | (Peter Jory) | |
| b. Preliminary Enrolment Summary | (Gillian Wilson) | p 26 |
| c. Class Size Report | (Gillian Wilson) | p 27 |
| d. Educational Programs Update | (Gillian Wilson/Rudy Terpstra) | |

13. EDUCATION COMMITTEE OF THE WHOLE REPORT (Trustee Young) **p 28-35****14. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** (Trustee Kellogg) **p 36-38****a. 2025-2028 Financial Plan** (Ron Amos) **p 39-61***Recommendation:*

THAT the Board of Education of School District 69 (Qualicum) receive the 2025-2028 Financial Plan as presented.

b. Proposal for Collaboration on Safe Routes to School (Julie Austin)*Recommendation:*

THAT the Board of Education of School District 69 (Qualicum) work with Springwood and École Oceanside Elementary School administration and parents to develop, through collaboration with local governments, the province and ICBC, short-, medium-, and long-term road safety plans and action steps for those two sites; and,

THAT the Qualicum School District pursue avenues for a provincial safety review around École Oceanside Elementary School.

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15. **POLICY COMMITTEE OF THE WHOLE REPORT** (Trustee Flynn) p 62-65
- a. **Board Policy 700: Safe, Caring and Inclusive School Communities** p 66-69
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 700: *Safe, Caring and Inclusive School Communities*.
- b. **Board Policy 709: Board of Education Bursary** p 70-72
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 709: *Board of Education Bursary*.
- c. **Administrative Procedure: Response to Unexpected Health Emergencies** p 73
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve the Administrative Procedures: *Response to Unexpected Health Emergencies*.
16. **REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
17. **TRUSTEE ITEMS**
- a. **Letter to Minister of Education and Child Care re: Cessation of Private Funding for Private Schools** (Trustee Austin)
- Rationale:*
- Unlike provinces such as Ontario, New Brunswick, Nova Scotia, Newfoundland- Labrador and Prince Edward Island, where private schools receive no public funding, British Columbia continues to direct nearly half a billion dollars of taxpayer money to private schools every year. Many of these are elite prep schools that also benefit from additional public subsidies through tax breaks and credits.
- Public schools are under significant strain. Schools are more crowded, resources for students with special needs remain insufficient, and teachers face increasing demands with limited support. Reinvesting in and reallocating to public education and updating B.C.'s funding formula are necessary steps to ensure all students have equitable opportunities to succeed.
- Phasing out public funding for private schools would free up hundreds of millions of dollars to strengthen the public system where the vast majority of B.C.'s children learn.
- Funding would continue for special-needs-focused private schools and First Nations independent schools, which together represent only about 5% of the current \$491 million funding envelope.
- A strong, inclusive public education system is one of the best investments we can make for our children, our communities and our future.

Continued:

Recommendation:

THAT the Board of Education of Qualicum School District write a letter to the BC Minister of Education and Child Care advocating for the cessation of public funding for private schools, and for the reallocation of those funds to strengthen public education; and,

THAT the Board invite our partner groups within the district to be co-signatories to this letter; and,

THAT this motion be presented at the Vancouver Island School Trustees' Association (VISTA) branch meeting of the BC School Trustees Association (BCSTA) in November, requesting VISTA's endorsement of the motion, that VISTA also write a letter of support, and that VISTA advance the motion as a branch resolution to the BCSTA Annual General Meeting in April.

- 18. **NEW OR UNFINISHED BUSINESS**

- 19. **BOARD CORRESPONDENCE AND MEDIA**

- 20. **PUBLIC QUESTION PERIOD**

- 21. **ADJOURNMENT**



Yath ísum
Always growing
Grandissons ensemble

QUALICUM SCHOOL DISTRICT
REGULAR BOARD MEETING MINUTES
TUESDAY, SEPTEMBER 23, 2025
6:00 PM
VIA VIDEO-CONFERENCING

ATTENDEES

Trustees

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

Administration

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent of Schools
Rudy Terpstra	Director of Instruction
Ryan Brennan	Director of Instruction – Human Resources
Sarah Hung	Vice Principal, Qualicum Beach Elementary School
	Qualicum District Principals and Vice Principals Association

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.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

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

3. ADOPTION OF THE AGENDA

A Trustee item and a Notice of Motion were added to the agenda.

25-79R

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: August 26, 2025
- b. Approval of the Special Board Meeting Minutes: August 26, 2025
- c. Ratification of In Camera Board Meeting Minutes: August 26, 2025
- d. Receipt of Ministry News Releases
 - Minister's statement about returning to school
 - More youth will be supported with tools to prevent additions, substance use
 - BC launches mandatory early literacy screening to help students succeed
 - New community-based teacher-education programs will increase First Nations K-12 teachers
- e. Receipt of Reports from Trustee Representatives
 - Canadian School Boards Association - National Indigenous Gathering & Congress – Trustee Young
 - OBLT Early Years Table – Trustee Young

25-80R

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 August 26, 2025, as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS**a. 2024-2025 Audited Financial Statements**

Auditor Leanne Souchuck, of MPS Accounting Services, provided a high level overview of the statements, noting that audit report is provided and that the statements presented fairly in all material respects as at June 30, 2025. The Auditors did not find any material errors or misrepresentation and had issued a clean audit opinion.

b. What I did on My Summer Vacation - An Introduction to the Canadian Museum for Human Rights

Trustee Young shared her experience and highlighted the various exhibits she visited at the Canadian Museum for Human Rights in Winnipeg.

Trustee Austin noted that she had visited the website and there is a section of education and resources for educators which was also well worth visiting.

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

Chair Flynn noted that two questions (as follows) were submitted to Trustees via email prior to the Board meeting and would be addressed by the Secretary Treasurer under Item 11.a.

- a. *Which roles are included under 'Other Professionals' (Schedule B of the Budget documents).*
- b. *Clarification on how the approximate increase of 17.38% for 'Other Professionals' of \$2,139,889 in 2024/25 from \$1,823,117 in 2023/24 occurred given the school district's student population is decreasing?*

7. BUSINESS ARISING FROM THE MINUTES

None

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Matt Woods, MATA President, stated that he found it interesting that an enrolment fluctuation of 25 students from 2020/21 to 2024/25, as well as other contributing factors such as inflation, that go unfunded when budgets are passed, could put immense pressure on the District to where it loses education assistants in the classroom, reduced 15 full time teaching positions that were supportive of teacher and supportive of change, and moved the district from what was a funded position to potentially being in funding protection.

He then reminded the Board that Sunday, October 5th is World Teachers' Day. While this falls on a Sunday, MATA will be visiting all schools on Friday, October 3rd and leaving appreciation gifts in staffrooms for teachers to enjoy in celebration of World Teachers' Day and the importance of teachers in a democratic society.

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

Ewen Rycroft, President of CUPE Local 3570, opened by recognizing the National Day for Truth and Reconciliation, urging reflection on the legacy of residential schools and the shared responsibility to promote healing and reconciliation.

He then addressed the district's financial challenges, emphasizing that budget cuts are impacting staff and students alike—reducing resources, increasing workloads, and diminishing individualized support. Despite these pressures, Mr. Rycroft commended staff for their resilience and dedication, but stressed that their efforts shouldn't replace proper education funding. He called on the board, parents, and community to advocate for sustainable investment in public education.

He noted that many unions are entering bargaining amid economic uncertainty. CUPE Local 3570 will begin negotiations after provincial talks conclude, aiming for constructive dialogue and reaffirming its commitment to members and students.

Mr. Rycroft also acknowledged the added strain on parents and caregivers, encouraging them to stay engaged and advocate for students. He reassured them of CUPE members' deep commitment to student well-being.

Finally, he celebrated the completion of the community track as a symbol of collaboration and a space for wellness, thanking all who supported the project.

10. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

Jason Howard, Interim DPAC Representative, expressed appreciation to Trustee Kellogg, Superintendent Jory and MATA President, Matt Woods, for attending the first DPAC meeting of the school year. DPAC valued receiving information directly from district leadership and the opportunity to raise parent concerns – especially regarding food programs, field trips, accessibility and inclusion – while also working together on solutions.

DPAC stressed the need for a dedicated working group on food programs to ensure stronger coordination across the district, better use of existing food programs, and provincial and federal funding are used fully and effectively. Food insecurity is growing, the need is pressing and parents are committed to being part of the solution.

He further noted that clear, consistent and timely communication is of importance to families and DPAC appreciates the chance to participate in the Communications Working Group and is committed to seeing meaningful action from the Group.

Mr. Howard closed by stating that DPAC is optimistic that, after the October DPAC elections, the newly elected DPAC executive will continue to collaborate with key education partners and raise important issues on behalf of families.

11. ACTION ITEMS

a. 2024-2025 Audited Financial Statements

i. Indigenous Education Targeted Funding

Secretary Treasurer Amos provided some context to the motions before the Board and how they dovetailed into the approval of the Audited Financial Statements.

Indigenous Education has targeted funding and that funding needs to be spent in the year in which the district receives it. In the event that the funds are not spent in their entirety then the Board is asked to appropriate the surplus in order that they be embedded in the following year's planning. Note 13 of the Financial Statements outlines the appropriated surplus which three of the motions were meant to address – Indigenous Education, School Budgets and appropriated for future years' budgets.

Superintendent Jory referred to the new legislation (Indigenous Education Council Policy) and the responsibilities for districts to work in conjunction with their Indigenous Education Councils (IEC) and ensure fulsome consultation and spending the monies in a way that meets the needs and interests of our local Indigenous people.

25-81R

Moved: Trustee Flynn *Seconded:* Trustee Kellogg

THAT the Board of Education of School District No. 69 (Qualicum) request approval from the Ministry of Education to underspend the targeted Indigenous Education funding for the 2024-2025 school year in an amount of \$63,560; and,

THAT the Board of Education of School District No. 69 (Qualicum) confirm that the surplus has been allocated and will be spent on Indigenous Education programs in the 2025-2026 fiscal year.

CARRIED UNANIMOUSLY

ii. Schedule of Internally Restricted Surplus

25-82R

Moved: Trustee Flynn *Seconded:* Trustee Kellogg

THAT the Board of Education of School District No. 69 (Qualicum) accept the Schedule of Internally Restricted Surplus as presented.

CARRIED UNANIMOUSLY

iii. 2024-2025 Audited Financial Statements

Secretary Treasurer addressed the two questions posed in the Public Question Period.

Which roles are included under 'Other Professionals' (Schedule B of the Budget documents).

Secretary Treasurer Amos referred to Note 2, which was the summary of significant accounting policies, and outlined a list of various areas that the financial statements are prepared under including those identified as 'Other Professionals' under I) Expenditures (Page 12 of the Financial Statements). They included the Superintendent, Secretary Treasurer, Associate Superintendent, Assistant Secretary Treasurer, Director of Operations, Managers of Operations, Homestay Coordinators, Health & Wellness Coordinator and the ICY Counsellor – employees excluded from union contracts.

Clarification on how the approximate increase of 17.38% for 'Other Professionals' of \$2,139,889 in 2024/25 from \$1,823,117 in 2023/24 occurred given the school district's student population is decreasing?

Secretary Treasurer Amos referred to Schedule 2B (page 25) of the Financial Statements to explain the variance. In 2024, some of the Director of Operations' wages were allocated to capital planning—such as the False Bay School project—making it a lower-than-normal year. In contrast, 2025 reflects a standard year and includes an additional Ministry staff member: an Integrated Child & Youth Counsellor, funded through a new program. This role falls under "Other Professionals" and is part of the \$2.1M entry, which also includes costs from provincial bargaining agreements that extend to exempt staff.

Trustee Austin requested further clarification of what looked to be a 17.38% increase in the 'other professional' wages.

Secretary Treasurer Amos explained that in 2024, about \$100,000 of professional salary was charged to capital projects, not regular salary expenses. A clinical counsellor was hired in 2025, adding approximately \$120,000 in wage costs. The remaining difference of \$80,000 was in response to the negotiated wage increases at the provincial MATA and CUPE tables.

Trustee Austin clarified that the actual increase is closer to 4%, not 17.38%, when considering the \$80,000 increase against the \$1.9 million base, which aligned with provincial agreements.

25-83R

Moved: Trustee Flynn *Seconded:* Trustee Young
THAT the Board of Education of School District No. 69 (Qualicum) approve the 2024-2025 Audited Financial Statements as presented.
CARRIED UNANIMOUSLY

b. School Codes of Conduct

Superintendent Jory shared the internal process of reviewing the school Codes of Conduct prior to the Board receiving them. He advised that, after two years working with a new template, all school Codes of Conduct across the district are now

aligned in their design and intention with descriptions being stated in more positive and aspirational terms.

Trustee Young suggested that it might also be beneficial to review the district's personnel policies overall regarding what is right and proper behaviour in the system. She also encouraged parents and Parent Advisory councils to really look at the Codes of Conduct as they are the ones students are held to. She expressed her hope that the district continued to review and increase consultation to make the Codes of Conduct key living documents.

25-84R

Moved: Trustee Flynn

Seconded: Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) receive the School Codes of Conduct for the 2025-2026 school year as previously provided.

CARRIED UNANIMOUSLY

12. INFORMATION ITEMS

a. Superintendent's Report

Schools are off to a positive start, with great energy across classrooms. Operations staff once again set a high bar, ensuring that sites were ready for students and staff this September.

Facilities and Capital Projects

The new track is now fully operational, and washroom upgrades at both secondary schools are set to open next week. On Lasqueti Island, community consultation for the new school has gone well. A contractor has been selected, and their team has begun site planning—an exciting milestone for the project.

Enrollment and Funding

Enrollment trends remain challenging. Two years ago, the district saw a small increase, last year a slight dip, and this year it remains down overall. While some new students have joined the district—including those with unique learning needs—numbers are not high enough to generate new revenue; therefore, the district remains in funding protection. (Further details on current enrolment were provided by Ms. Wilson later in the meeting)

Transportation

Transportation improvements introduced last year—shorter routes, swipe cards, and the MyRide app—continue to deliver better service and efficiency. However, late registrations and a routing error required mid-September adjustments. Staff thank families for their patience during this reset. Courtesy rider fees were raised to reduce unfilled seats and extra routes, but the district remains committed to supporting families who face financial hardship, and encourage them to connect with their school principal for assistance. Next steps include reviewing field trip practices, with a goal of ensuring equitable opportunities for rural and centrally located students alike.

Catchment Boundaries

Three years ago, a facilities review led to boundary changes that shortened rural travel times, increased enrollment in École Oceanside's English program, and relieved overcrowding at Springwood Elementary. These adjustments were considered a success. However, continued residential development has once again pushed Springwood Elementary School's population above 500, prompting

the need to revisit district boundaries. Planning will resume this fall, with recommendations expected to return to the Board this winter for possible changes in 2026–27.

Trustee Austin requested that if staff plan to forward any recommendations in terms of changes to catchment areas that the information is shared with families as soon as possible in the year to provide as much time as possible for them to provide feedback and input.

b. Preliminary Enrolment Report

Associate Superintendent Wilson stated that staff are still working on enrolment data and provided the background as to how the district is funded for students in Grades 10-12. She noted that the enrolment numbers she provided on screen were still 'draft' and based on Head Count and not Full Time Equivalent (FTE). Staff continue to work to identify and connect with students who have not yet attended as anticipated and determine how best to provide support to those students the district is concerned about to get them re-engaged and attending school.

Ms. Wilson then drew the Board's attention to the difference between the number of new Kindergarten students as compared to the graduating class, which indicates that there would be even lower enrolment in future years as those Kindergarten students move through to graduation.

As of this date, the district was still 14.45 FTE under its projected enrolment of 4257, part of which is due to some grade 11 and 12 students not yet having a full timetable and some reduction in registration in the Collaborative Education Alternate Program (CEAP). She anticipated that there will be some changes prior to September 30th when the student enrolment is to be submitted to the Ministry.

Ms. Wilson further noted that in the area of learning supports, the district has seen a decrease in students designated at Level 3 while seeing an increase in students designated at Level 2. This can be due to changes in designation and sometimes in de-designation as well as students new to the district. Staff continue to work to the end of the week to ensure all the screening notes are submitted with the enrolment report. While the enrolment report is due to the Ministry by September 30th, given the District Planning Day on September 29th and the National Day for Truth & Reconciliation, districts will need to submit their reports by Friday, September 26th; therefore, any new students arriving on October 1 and onwards, will not be included in the funding.

c. Educational Programs Updates

Director of Instruction Terpstra reported on the following:

- During the first month of school, fall assessments will take place as teachers familiarize themselves with their learners.
- The formal provincial Foundation Skills Assessments will also take place in October.
- The assessments drive teacher learning which begins in October
- Kindergarten snapshot is underway.

Associate Superintendent Wilson reported on the following:

- The Rotary Club has funded the continuation of the Braveheart Outreach Program which was initiated through an Island Health grant and the District

is very appreciative to be able to continue that program due to Rotary's support.

- Last year the district applied for, and was successful in receiving, training, coaching and funding through Foundry BC to run the PreVenture program, PreVenture is a drug prevention program which supports youth by providing them with access to tools they need to manage stress, build resilience and prevent early substance use and mental-health challenges. The District's Grade 8's will participate in an on-line screening process in the fall and then they will participate in groups that meet early in the new year.
- Acknowledgement of the work Sheila Morrison, District Principal of Early Learning & Child Care, has done on school meals. Collaboration will be done with school administrators to identify the allocation of additional funds provided by the government 2 weeks ago to provide food programs in district schools, and to ensure that they are addressing the specific requirements of the Federal funding. Ms. Wilson has also had a conversation with DPAC to identify ways that they can support a working group regarding school meals. (Trustee Kellogg requested that a trustee be a member, should a working group be created.)
- The Hands & Hearts Program is a program that was founded and coordinated by a community member almost 30 years ago and began by providing Christmas hampers for 6-10 families. The program has now expanded and, through the founder's fundraising efforts and the recent additional provincial and federal financial support, has been providing as many as 70 hampers each month to families facing food insecurities. These efforts are supported by schools who supply the community organization with the number of families in need and volunteers who package and distribute the food to schools and the families.
- Schools are in full session and students are happy and connecting with new friends in new classrooms and new teachers.
- The Terry Fox Fundraising runs have been taking place across the District.
- The September 29th District Planning Day will focus on Truth & Reconciliation with each school participating in a variety of activities, some of which will be shared at the next Education Committee.
- A Literacy learning series is being planned with a group of individuals that are working with a teacher whom the district was able to maintain and support partially through the professional learning grant to promote literacy and helping support teachers practices within our schools and classrooms around literacy.

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

Trustee Young provided the background to the Education Committee, which was to focus somewhat on the areas of social justice and the environment. The Committee is seeking students and/or teachers who have something to share on those two topics. The time of the September meeting was not ideal and, after consultation by Director of Instruction Terpstra with principals a change in the time to 2:00 p.m. was recommended for the October meeting to see it that might be more convenient and allow for more student presentations. Trustee Young noted that, due to privacy concerns, student presentations might not be published with the remainder of the meeting recording.

a. Framework for Enhancing Student Learning (FESL)

Superintendent Jory referred to his briefing note as contained in the agenda package and noted that he had provided an in-depth review of the FESL at the Education Committee of the Whole meeting on September 9th, which was recorded and could be viewed on the district's YouTube channel.

He noted that he had moved the reporting of transitions from the Numeracy section of the template and relocated it to the graduation section as the district's thinking is that improvement on transitions ostensibly supports students on their way to graduation.

Overall, staff was pleased with the results that were achieved or maintained across the categories of Literacy, Numeracy, Transition and Graduation. One exception was Grade 10 Numeracy; however, the results that have just come out that are not represented in the FESL are extremely strong with a huge jump there, and staff are encouraged by all the work that is being undertaken in the school district in support of Numeracy. There are also varying perceptions among students as to how they feel about school and the district is below in its transition rates of post-secondary.

Once approved, the final version of the FESL will be placed on the district website prior to September 30th.

25-85R

Moved: Trustee Young *Seconded:* Trustee Kellogg

THAT the Board of Education of School District 69 (Qualicum) approve the Framework for Enhancing Student Learning Report as presented.

CARRIED UNANIMOUSLY

14. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

a. 2026-2027 Minor Capital Plan Submission

Secretary Treasurer Amos noted that approval of the capital plan submission was to be done in two stages with the Minor Capital Plan for the Food Infrastructure Program coming forward as a separate motion.

25-86R

Moved: Trustee Kellogg *Seconded:* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) support the 2026-2027 Minor Capital Plan submission as presented.

CARRIED UNANIMOUSLY

25-87R

Moved: Trustee Kellogg *Seconded:* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) support the 2026-2027 Minor Capital Plan (School Food Infrastructure Program) submission as presented.

CARRIED UNANIMOUSLY

15. POLICY COMMITTEE OF THE WHOLE REPORT

There was no Policy Committee of the Whole held in September.

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

None

17. TRUSTEE ITEMS**a. Board External and District Committee Representatives and Trustee Liaison Schools for 2025-2026**

Chair Flynn noted that there were a few changes to the committee representatives and trustee liaison schools.

b. Report out of minister's meeting of September 22

Chair Flynn stated that on September 22, 2025, Trustees and Senior Leadership Staff met on-line with Hon. Lisa Beare, Minister of Education and Child Care, and ministry staff (Joel Block and Meaghan Macrae). This came from part of the Minister's Mandate, which was to meet with all school districts in the province. Trustees had the opportunity to speak with the minister on funding, which had come up a number of times, funding from the point of view of public school and private schools, diverse learners and adequate supports.

Trustees also touched on positive initiatives supported by the Ministry and highlighted the District's work with the Feeding Futures Fund, the new child care builds, and the False Bay School replacement.

Chair Flynn shared that the Minister commended the District for having its Indigenous Education Council Terms of Reference approved ahead of other districts, for implementing Automated External Defibrillators (AED's) in all schools, and for planning Naloxone training for students.

Trustee Kellogg then noted that while funding is not yet available, the Minister confirmed that additional school support staff is still under consideration. Chair Flynn added that the Minister encouraged broader thinking around educator certification and remote learning to make training more accessible. Trustee Kurland emphasized that while health and education are BC's largest ministries, investing in education is a long-term commitment, with results that may only be seen decades from now.

18. NEW OR UNFINISHED BUSINESS**a. Notice of Motions**

Chair Flynn submitted the following two notices of motion to come forward for consideration at the October meeting:

THAT the Board of Education of School District 69 (Qualicum) confirm that Lot 1 and Lot 2, Plan VIP17240, District Lot 13, Nanoose Land District (known as the former Parksville Elementary School property) will not be required for future educational purposes by the Board of Education.

THAT the Board of Education of School District 69 (Qualicum) seek approval from the Ministry of Infrastructure to proceed with the disposition of Lot 1 and Lot 2, Plan VIP17240, District Lot 13, Nanoose Land District (known as the former Parksville Elementary School property).

19. BOARD CORRESPONDENCE AND MEDIA

None

20. PUBLIC QUESTION PERIOD

None

21. ADJOURNMENT

Trustee Kellogg moved to adjourn the meeting at 7:45 p.m.

CHAIRPERSON

SECRETARY TREASURER



QUALICUM SCHOOL DISTRICT

IN-CAMERA MEETING

**SECTION 72 REPORT
SEPTEMBER 23, 2025
Via Video-Conferencing**

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:

- Audit
- Legal
- Land
- Labour Relations/Personnel

The Board of Education agreed to bringing forward a notice of motion to the September Regular Board Meeting on the following topic:

- Land

Chairperson

Secretary Treasurer

NEWS RELEASE

For Immediate Release
2025ECC0041-000970
Oct. 7, 2025

Office of the Premier
Ministry of Education and Child Care

Province to remove barriers, make way for more child care at schools

VICTORIA – The Province has introduced legislation to enable school districts in B.C. to support families with more child care on school grounds.

“As a parent, I know that finding safe, convenient and affordable child care is a top priority for young families, but it’s not always easy,” said Premier David Eby. “We are building a seamless child care system in our province that supports parents from the early years through to graduation. This legislation is the first step on the path to getting more child care on school grounds all across our province. Using our existing infrastructure and partnering with school districts is a smart, sustainable solution that puts existing resources to their best use for families.”

On Tuesday, Oct. 7, 2025, government tabled Bill 19, the school amendment act. If passed, this act will enable school districts to provide child care to children of all ages, including infants and toddlers. Districts also will be allowed to provide care during non-school days, such as professional development days, and winter, spring and summer breaks.

These changes could also improve the ability of school districts to support sustainable child care programs or expansions by ensuring districts can recover reasonable costs, similar to how non-for-profit centres can operate. School districts will work with local communities and First Nations to inform expansion planning and how best to meet community needs.

“Our successful child care on school grounds pilots in places like Okanagan-Similkameen have shown us what’s possible when we work in partnership with local districts,” said Lisa Beare, Minister of Education and Child Care. “Not only will these changes make way for more access to high-quality care before and after school, younger kids will also get a chance to familiarize themselves with spaces and faces at school, setting them up for success for their future K-12 journey.”

Since 2018, government has undertaken plans to build more child care spaces and provide significant savings for families. ChildCareBC’s space-creation programs have helped fund more than 41,500 new licensed child care spaces in B.C., with 26,200 of these open and providing care for families. School districts have been strong partners in creating these new spaces, with more than 14,700 new spaces on school grounds and more than 7,600 of those spaces open across 43 school districts.

“Empowering school districts to support child care throughout B.C. is a fantastic way to expand access to care, while using spaces effectively,” said Rohini Arora, parliamentary secretary for child care. “These proposed changes will make a real difference in the future of our communities – one where families can really see themselves thriving with child care stability

and continuity for years to come.”

If passed, this legislation will allow school districts to add child care spaces on school grounds and opt into the Province’s Child Care Fee Reduction Initiative program, which reduces the cost of child care for families by as much as \$900 per child per month. The Affordable Child Care Benefit is also available to reduce parents’ fees further and, in some cases, can eliminate fees altogether for the families that need it most.

Expanding access to school-age care in B.C. could create more job openings for those looking to join the workforce, as well as providing current employees with new opportunities in this field.

The Province will continue to work closely with school districts, local governments and community partners to identify opportunities and create new sustainable spaces that meet the needs of families in every corner of B.C. as part of government’s continued work to building a universally accessible child care system in the province.

Quotes:

Karen Ranalletta, president, CUPE BC –

“We are excited for this important change, one that will expand school-based child care in communities all across British Columbia. Better enabling our public schools to deliver quality child care, and at all times of the year, responds to a critical need among parents for accessible, trusted care for their kids. CUPE is enthusiastic to work with government and school boards to realize the publicly delivered seamless before- and after-school care sparked by this legislative change.”

Daljit Gill-Badesha, chair, Provincial Child Care Council –

“These are important steps and reflect our shared commitment to bringing accessible, inclusive and high-quality care to more B.C. families. We’re excited to see strong community and provincial partnerships helping reach this milestone. We look forward to continued collaboration to ensure affordable child care is accessible and available into the future.”

Naomi Bailey, chair, Nanaimo Ladysmith board of education –

“We have a critical need for child care in our communities of Nanaimo-Ladysmith. As a school district, we have seen tremendous success in providing space for child care on our school grounds, helping meet the need for safe, affordable child care for local families. We are pleased to see barriers removed that will allow us as a school district to further support our communities with child care spaces.”

Quick Facts:

- This announcement follows the provincial announcement on Aug. 28, 2025, about the opening of 640 new child care spaces on school grounds.
- ChildCareBC affordability programs are saving families throughout B.C. an average of \$6,700 per year on child care fees at more than 156,000 spaces.
- Since 2018, ChildCareBC has kept more than \$3 billion in the pockets of working B.C. families.

Learn More:

For more information about this legislation, visit: <https://strongerbc.gov.bc.ca/legislation/>

For more information about ChildCareBC, visit: <https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children>

More information about the ChildCareBC New Spaces Fund is available online: www.gov.bc.ca/childcare/newspacesfund

For information about how to connect to services and help save money, visit the B.C. Benefits Connector: <https://gov.bc.ca/BCBenefitsConnector>

For more information about Canada-wide Early Learning and Child Care, visit: <https://canada.ca/child-care>

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NEWS RELEASE COMMUNIQUE

For Immediate Release
2025ECC0044-001021
Oct. 17, 2025

Ministry of Education and Child Care
Employment and Social Development Canada

Families throughout B.C. will benefit from more than 900 new child care spaces

NORTH VANCOUVER – Families in 14 communities throughout the province will benefit from more than 900 new licensed child care spaces that will open this fall, expanding access to affordable, high-quality child care.

“Families throughout British Columbia are seeing new child care spaces open in their communities, giving families real options they can count on,” said Lisa Beare, B.C.’s Minister of Education and Child Care. “These spaces mean shorter waitlists, more access to affordable, high-quality child care and peace of mind for parents, knowing children are learning in safe, supportive environments. This is about making life easier for parents today, while investing in stronger communities for generations to come.”

Nearly \$34 million in ChildCareBC New Spaces funding was provided to non-profit organizations, local and Indigenous governments to create these new child care spaces. The New Spaces Fund is supported by provincial and federal funding under the 2021-22 to 2025-26 Canada-British Columbia Canada-wide Early Learning and Child Care Agreement. British Columbia and the federal government signed an extension to the agreement for 2026-27 until 2030-31.

“Canada’s new government, in collaboration with the Government of British Columbia, is creating over 900 new licensed child care spaces across the province,” said Anna Gainey, Canada’s Secretary of State for Children and Youth. “These spots will ease financial pressure on families, allow more parents to choose to join the workforce and strengthen local economies by expanding access to high-quality early learning.”

These new spaces will provide greater access for families that have faced barriers to finding affordable, high-quality child care close to home, such as single parents, families with young children and those living in under-served areas.

“Having access to high-quality child care that we can afford has changed so much for our family,” said Philippa Horton, parent of a child at Lynn Creek child care centre. “It’s helped us find a routine that works and it’s amazing to see my child excited to come here every morning. It’s given us more balance and more peace of mind knowing our son is in a nurturing learning environment where he can thrive.”

Families who attend these centres will benefit from affordable child care fees, through the Province’s fee-reduction program, which reduces the cost of child care by as much as \$900 per child, per month. Families that need additional support may be eligible for the Affordable Child Care Benefit, which can bring the cost down to \$10 a day, or in some cases, eliminate fees altogether for families that need it most.

Since 2018, ChildCareBC's space-creation programs have helped fund more than 41,500 new licensed child care spaces in B.C, with 26,200 of these open and providing care.

Quotes:

Rohini Arora, parliamentary secretary for child care –

"Every new space represents a family that now has the support they need to balance work, school and home life. For parents who have struggled to find care, especially single moms, this is life-changing. These centres create nurturing environments for children and empower parents to pursue personal goals, strengthening both families and the communities where they live."

Susie Chant, MLA for North Vancouver-Seymour –

"It's great news for the community that Lynn Valley has more access to high-quality, affordable child care. I know from experience that Lynn Valley is a wonderful place to raise a family and our government's investments will support families now and into the future."

Shaun Wysiecki, president, Parkgate Society –

"As a parent, having access to affordable, high-quality child care has been life-changing for our family. Knowing our kids are thriving, learning and cared for gives us peace of mind and allows us to focus on work and giving back to the community."

Edith Rock, early childhood educator (ECE), Lynn Creek child care centre –

"There is nothing more exciting than to be welcomed to a new space and to work in a brand-new place. We have much new quality equipment, which helps us ECEs provide quality experiences for children. It is a wonderful feeling to be trusted and respected by families and to be a part of their life."

Quick Facts:

- ChildCareBC affordability programs are saving families throughout B.C. an average of \$6,700 per year on child care fees at more than 160,000 spaces.
- Since 2018, ChildCareBC has kept more than \$3 billion in the pockets of B.C. families.
- No matter the child care option parents choose, the Canada Child Benefit provides direct, tax-free support, helping about 3.5 million families every year, including more than 450,000 families in B.C.
- While families can use the Canada Child Benefit however they need, it significantly reduces child care costs for many people, cutting expenses entirely in some cases, due to federal, provincial and territorial investments to reduce child care fees in the Canada-wide early-learning and child care system.

Learn More:

To learn about recent new child care spaces on school grounds that opened, visit:

<https://news.gov.bc.ca/32703>

For more information on ChildCareBC, visit:

<https://www.gov.bc.ca/childcare>

More information on the ChildCareBC New Spaces Fund is available online:

www.gov.bc.ca/childcare/newspacesfund

For information on how to connect to services and help save money, visit the B.C. Benefits Connector:

<https://gov.bc.ca/BCBenefitsConnector>

For more information about Canada-wide Early Learning and Child Care, visit:

<https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories/british-columbia-canada-wide-2021.html>

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Qualicum School District

Trustee Representative Committee Report

Trustee Representative: Carol Kellogg
Committee Name: Coalition for Healthy School Food
Meeting Location: Online
Meeting Date & Time: Wednesday, September 25 at 6:30 p.m.

There is a Coalition for Healthy School Food and, so far, the following districts are involved: Vancouver, Sooke, Comox, Prince Rupert, Saanich, Chilliwack, New Westminster, Maple Ridge, Qualicum and Rocky Mountain House.

The presentation with this group was really motivating. The ideas and seeing what other districts do are interesting and eye-opening. Having teachers who lead the programming, working with the students to develop a desire to eat better, making food that is grown, prepared and served is so appealing.

In other provinces, the provincial money pays for breakfast, and federal funds pay for lunch. It would be ideal if all students had the opportunity to have lunch provided for them, removing the stigma of financial need. It would be better to have a universal program in all schools. Those who want to participate and can pay should pay a cost-neutral amount.

A policy needs to be developed on how the Qualicum School District should use the funds.

Mark Robinson, Trustee from the Nanaimo-Ladysmith School District made a short presentation. His school district is moving along and still figuring it out. They are trying to fit the challenge. He was very optimistic. Island Trustees will be meeting in October, and plan on talking to the Nanaimo-Ladysmith Trustees as well as other districts.

Brent Mansfield, teacher of Edible Education in the Vancouver School District, did a wonderful presentation, video and provided plenty of information about student involvement and feeding large groups of students. Garden to table!

Summary:

- Teacher-led involvement
- Universal participation
- PAC involvement
- Universal use of funds would be best

Conclusion:

Keep moving forward to provide the best practical service. Being on the Coalition is a good first step for the Qualicum School District.



Qualicum School District

Trustee Representative Committee Report

Trustee Representative: Elaine Young
Committee Name: Early Years/OBLT Coalition
Meeting Location: Via Teams
Meeting Date & Time: October 9, 2025 at 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 Community Recreation Association(ACRA); Qualicum School District (QSD); Regional District of Nanaimo (RDN) -Recreation.; Island Health X 2 – Family Support Worker and Dietician; Métis Nation of BC; PacificCARE

Indigenous Acknowledgment – Included the information that this is the “Getting Cold” moon – a time of preparation and transition.

Program updates: (Focused on Halloween because they are all fabulous events)

- OBLT Spooktacular – October 22, 4-6 PM at Storybook Village.
- RDN – Monster Mash – October 28 – Details soon on the RDN website.
- ACRA – Coombes Candy Walk – October 31 at the Coombs Fairgrounds – the theme is *Halloween at the Library* with stories for the kids....

Still in the planning stages:

- RDN/OBLT/Pacific Care Sponsored Winter Wonderland Skate for the under 8 crowd. Ice rink at Oceanside Place 3:30 to 5:30 December 15 --- Mark those calendars!
- OBLT Family Literacy Night – Last week of January at Storybook Village.

Next Meeting – November 13 at noon.



Qualicum School District

Trustee Conference Report

Trustee: Elaine Young (reporting out)
Event: Vancouver Island School Trustees Association (VISTA) Branch Fall Meeting
Meeting Location: Campbell River
Event Dates: October 3-4, 2025

VISTA meetings are held twice a year on Vancouver Island. Each meeting centres on themes chosen by the hosting district as well as conducting the business of the Branch as a whole. Meetings are always lively and interesting. Campbell River District hosted in their hybrid community/alternative school, Robron Centre.

Session 1 – Cultivating Pathways to Success with Anti-ableism and Disability Justice

- Natalie Raedwulf Pogue

This was the second time Natalie, a Campbell River Teacher, has presented. She has lived experience as she is diagnosed as Autistic. She is a researcher specializing in inclusive education.

In Euro-centred North America we have used the medical model to frame ability. This model labels folks who are different as “Disabled”. In education, this has meant that students must fit into a “normal” classroom and not the classroom fit with the student needs. Ableism assigns value and privilege to the norm. Others are seen as lacking or less than.

There are other ways of thinking about ability like the social model which seeks to remove barriers allowing those who are “dis” abled to participate fully. This softens the need to fit in however, may not reduce the stigma. In education, this is the inclusive model of education. Indigenous nations often have a different way of looking at “dis” ability that is often more holistic. Like our views about difference, ability is viewed differently in each culture.

There are particular ways in which barriers can be created:

- Structured policies and systems (often outdated) that restrict access and opportunities.
- Institutional practices like school rules, curricula or routines
- Interpersonal biases and discrimination which may become internalized
- Ableism is supported by living in a colonial and capitalist society

There is a path forward – Disability Justice. We take action to break down barriers and systems. We value and honour lived experience. We listen and we do. In education we value all learning pathways and equally recognize all types of diversity. We allow all students to be fully themselves. We teach disability history and rights. There will be further information on Disability Justice uploaded soon to Teach BC.

/2



Qualicum School District

Trustee Conference Report

Session 2 – Land-based and Relationship Learning

– Steve Joyce Outdoor Adventures Program (Very much like the QSD ROAMS programs)

Like all outdoor education programs, deep and abiding relationships are built. Okay, so only 2 lines of notes here. Ask me—I'm a believer.

Session 3 – Inclusive Education – What made a difference?

Yakawidi- Shawn Decaire; Chief Christopher Roberts; Janice Gladish.

Listening to the panel was so fascinating I forgot to write notes!! These elders spoke of their educational experiences. The three had very different pathways even though all are Indigenous. One was sent to a private school and had a family that believed in education; another suffered considerable trauma and ended up on the mean streets of the downtown east side before coming home to complete their educational journey; and another experienced dislocation from their family, day school, a series of foster homes while boarding out to finish their education. Each now contributes to education working as advocate, elder or School Trustee.

Session 4 – VISTA Business Meeting

We were updated on provincial committees and BC School Trustees' upcoming learning modules. This is part of Trustee Professional Development. Campbell River presented information on their literacy and numeracy work. Finally, we discussed motions that VISTA could endorse to go forward to the BCSTA AGM in April.

Our Next VISTA business meeting will be in November at the Trustee Academy (further Pro-D). Our Spring VISTA Conference will be in March and hosted by the Cowichan Valley School District.

As always, I am available to discuss any of these topics in more detail.

Respectfully submitted,
Trustee Young



Yath éisum
Always growing
Grandissons ensemble

QUALICUM SCHOOL DISTRICT SECRETARY TREASURER

Briefing Note

Date: October 28, 2025

To: Board of Education

From: Ron Amos, Secretary Treasurer

Copy: Peter Jory, Superintendent of Schools

RE: **Craig Street Commons formerly Parksville Elementary – Consideration of Disposal**

Background:

Over the last three years the Board has engaged in extensive discussions regarding its ability to continue to operate the French Creek School, Parksville Elementary (Craig Street Commons) and Qualicum Beach Elementary (Qualicum Commons) as rental space for outside organizations.

During the 2022/23 school year, then faced with the anticipated capital costs required for the buildings, the Board made the decision to close French Creek School to public and business use, effective July 1, 2023, and a further decision at the December 12, 2023 Board Meeting to proceed with the disposition process including seeking Ministerial approval.

Since that time, the discussions continued and the financial aspects of both the operating costs and capital costs required to run the two remaining sites were shared at several Finance and Operations Committee of the Whole and the Regular Board Meetings.

When presented with the decision at the June 28, 2024 Regular Board Meeting to close Qualicum Commons and Craig Street Commons effective July 1, 2025, the Board postponed their decision in order to gain more information through a public notice consultation.

The public notice consultation through the Fall of 2024 provided the Board with further information on the public's perspective, as well as revealing some possible alternatives to the facilities closure including the consideration of sale or lease opportunities.

Although some possible options had come forward for the Craig Street Commons site, including discussions with developers, municipal partners and service providers, none have resulted in a successful conclusion. As these discussions were happening, the Board made its decision at the Regular Board Meeting of January 28, 2025, to close Craig Street Commons effective January 1, 2026.

From the public notice input and from Ministry of Education and Child Care feedback there is a general consensus that the School Board work with another public body in order to maintain the site as a community asset. In the event of a disposition, public submissions have acknowledged the significant community value of this property and historically, the Ministry has required that such properties be transferred to public organizations to preserve their public benefit.

As indicated previously, although we have received proposals from interested parties, none have resulted in a finalized agreement or completed transaction, even so far as the Board entertaining a purchase offer, which was eventually rescinded by the interested party.

In order to have a more meaningful and transparent public dialogue and to ultimately seek Ministerial approval for an eventual disposition, it is important that the Board publicly state its intentions for the Craig Street Commons facility and its surrounding land.

Attached are the latest Baragar enrolment projections and facility capacities for the next ten years. As is shown, the enrolment is projected to continue its decline for the foreseeable future. While the Parksville community is anticipating some growth, current demographic trends indicate that this growth will primarily occur within the senior population. As a result, there is no projected increase in school-age children, and since our current facilities can accommodate catchment demands, the facility is not expected to be required for future educational use.

It is to this end that I am recommending the following motions be considered at the October Regular Board Meeting:

Recommendations:

THAT the Board of Education of School District 69 (Qualicum) confirm that Lot 1 and Lot 2, Plan VIP17240, District Lot 13, Nanoose Land District (known as the former Parksville Elementary School property) will not be required for future educational purposes by the Board of Education.

THAT the Board of Education of School District 69 (Qualicum) seek approval from the Ministry of Education to proceed with the disposition of Lot 1 and Lot 2, Plan VIP17240, District Lot 13, Nanoose Land District (known as the former Parksville Elementary School property).

Attachment: Capacities and Projected Enrolments by Program

Capacities and Projected Enrolments by Program

Qualicum School District

	Official Capacity	Actual		Projected Enrolment										% of Capacity		
		2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2024	2029	2034
Ecole Ballenas Secondary	950	957	1,024	1,032	1,066	1,081	1,107	1,114	1,113	1,092	1,066	1,029	995	107.8%	117.3%	104.7%
Kwalikum Secondary	900	822	817	825	766	733	735	729	698	681	681	672	648	90.8%	81.0%	72.0%
	1850	1779	1841	1857	1832	1814	1842	1843	1811	1773	1747	1701	1643	99.5%	99.6%	88.8%
Arrowview Elementary	340	307	288	271	257	267	264	255	256	262	259	263	264	84.7%	75.0%	77.6%
Bowser Elementary	220	182	186	188	184	176	172	168	170	164	166	163	163	84.5%	76.4%	74.1%
Ecole Oceanside Elementary	510	502	491	469	452	446	431	423	413	405	399	398	395	96.3%	82.9%	77.5%
Errington Elementary	365	285	254	243	233	227	212	209	204	195	196	197	197	69.6%	57.3%	54.0%
False Bay School	50	25	22	23	23	23	23	22	22	22	22	21	21	44.0%	44.0%	42.0%
Nanoose Bay Elementary	390	351	326	320	306	280	264	246	236	225	221	223	224	83.6%	63.1%	57.4%
Qualicum Beach Elementary	440	413	406	400	397	404	406	397	398	395	389	385	385	92.3%	90.2%	87.5%
Springwood Elementary	510	499	519	513	514	494	479	460	442	434	423	416	409	101.8%	90.2%	80.2%
	2825	2564	2492	2427	2366	2317	2251	2180	2141	2102	2075	2066	2058	88.2%	77.2%	72.8%
Collaborative Education Alternative Program		122	110	102	108	112	116	121	116	116	113	110	112			
PASS/Woodwinds Alternate School		47	47	47	46	47	47	47	47	47	47	47	47			
		169	157	149	154	159	163	168	163	163	160	157	159			
Total:	4675	4512	4490	4433	4352	4290	4256	4191	4115	4038	3982	3924	3860	96.0%	89.6%	82.6%
Difference to capacity																
Scdy		71	9	-	7	18	36	8	39	77	103	149	207			
Elem		261	333	398	459	508	574	645	684	723	750	759	767			
Available seats		332	342	391	477	544	582	652	723	800	853	908	974			
Decline from previous year		-22		-57	-81	-62	-34	-65	-76	-77	-56	-58	-64			

Qualicum School District
Preliminary Enrolment Summary
(as of September 29, 2025)

10/16/2025

Facility Name	Prog	Cap	Sept 2024 Actual	2025-26 Budget	Sept 2025 Prelim	Change From Budget
Ballenas	Reg	950	797	806	812	6
	FI		125	135	133	-2
Kwalikum	Reg	900	751	769	749	-20
PASS	Alt		48	47	53	6
Subtotal (Secondary)		1850	1721	1757	1747	-10
Arrowview	Reg	340	285	271	271	0
Bowser	Reg	220	180	198	195	-3
Errington	Reg	365	249	243	248	5
False Bay	Reg	50	22	23	30	7
Nanoose Bay	Reg	390	324	320	314	-6
Springwood	Reg	510	513	513	520	7
Qualicum Beach	Reg	440	404	390	385	-5
Oceanside	Reg	510	147	164	159	-5
	FI		345	305	306	1
Subtotal (Elementary)		2825	2469	2427	2428	1
School Based Total		4675	4190	4184	4175	-9
Continuing Ed	CE		5	0	3	3
CEAP	OL		172	174	170	-4
TOTAL ENROLMENT			4367	4358	4348	-10
International Student Program			136	135	137	2

Notes:

False Bay is now offering K - 12 programming so additional 7 are from secondary programs.



QUALICUM SCHOOL DISTRICT

Class Size Report - October 1, 2025 Snapshot

School	Division or Course Name	Class Size
Ballenas Secondary School	Choral Music: Concert Choir 10, 11, 12	32
Ballenas Secondary School	Instrumental Music: Concert Band 10, 11, 12	41
Kwalikum Secondary School	BA English Language Development 10A (01)	31
Kwalikum Secondary School	Choral Music: Concert Choir, 10 (01), 11 (01), 12 (01)	39
Kwalikum Secondary School	Physics 11 (01)	31

This declaration is to confirm that I have received and reviewed the Principals' reports for all schools and classes, and I verify that as of the date of this report the organization of classes in the school district:

- (a) is in compliance with the provisions as defined in the School Act and related regulations and,
- (b) is appropriate for student learning.

Respectfully submitted,

Gillian Wilson
Associate Superintendent



**Qualicum School District
Education Committee of the Whole Report
Tuesday, October 14, 2025
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

A. PRESENTATIONS (15 Minutes Each)

I. SCHOOL/STUDENTS

i. Errington Elementary School – National Day for Truth & Reconciliation (Orange Shirt Day) Activity

Students talked about the recent assembly they presented. They reflected on the what they had learned – Connection to nature, story telling, being curious, repairing the land, and kindness. Their presentation was not available at the meeting but will be sent for posting on the QSD website (pdf attached).

One student shared the impact of bullying and ended with the statement “Kindness is reconciliation.” Students in most of our schools are learning and practicing Hul’q’umi’num daily.

II. PROGRAM(S)

i. District and Provincial Assessment

Director of Instruction Terpstra presented an overview of the assessments being done in schools. Assessments are done at nearly all grade levels and these inform us on student progress and on Professional Development needs for educators.

The Literacy Screening in Kindergarten is new this year and is province wide. The Education Committee will have a presentation on this in January or sooner.

ii. Education Committee Change of Time and Revised Schedule of Topics

Trustee Young confirmed that the Education Committee would now be held at 2:00 p.m. which would be more convenient for student participation.

She then reviewed the schedule of topics as attached to the agenda, noting that it was a fluid document with additions/revisions being made as necessary.

B. EDUCATION UPDATES**I. Associate Superintendent/Director of Instruction****i. Enrollment Update**

Associate Superintendent Wilson reported that the District is still not entirely certain of its enrollment; however, it may be very close to being out of funding protection. For more on funding protection and what this means follow the budget cycle through the Finance and Operations Committee of the Whole.

ii. Other Updates

Director of Instruction Terpstra stated that the professional development on the District sponsored day focused on the work of Indigenous Education Services. Note: information provided on that day will be condensed and presented at the next Education Committee of the Whole Meeting.

Math specialist Carol Fullerton continues to provide Professional Development for Numeracy.

C. SHARED LEARNING/INFORMATION**i. Zero Waste – Denise Spencer-Dahl**

The Regional District of Nanaimo (RDN) has granted \$20,000 to the Qualicum School District. Applications are open for educators to access the grant money until November 13.

Last year there were student and staff-led projects to reduce paper, garbage, lamination, alternative energy, worm bins, composting and a climate symposium, etc. This year could be centred on reducing soft plastics and could be tied to the Recycle BC exhibit at Science World.

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

No items were recommended for approval to the Board Meeting.

E. UPCOMING TOPICS

- i. Indigenous Education
- ii. Results of the BCSTA Anti-Racism, Diversity, Equity and Inclusion (ADEI) Working Group
- iii. Racial Equity Together: K-12 Anti-Racism Action Plan
- iv. State of the Child and Youth Report (when available)

F. NEXT MEETING

November 12, 2025 (Due to Remembrance Day) at 2:00 via video-conferencing

G. ADJOURNMENT

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.

Education Committee Presentation

October 14, 2025

Errington Elementary's focus on Reconciliation



Reconciliation board symbolism

- Each shell on the board is unique - just like the shells in the ocean and each student in our school
- The idea of the board came after reading the book “Abalone Woman” in June
- The abalone and scallops have been harvested by Coast Salish peoples for centuries - uses were for food, tools, jewelry and decorations
- At Errington Elementary, we are learning about the local lands that we live on (Snaw’na’was and Qualicum First Nations), and about the hul’qu’mín’um language
- Each shell on the board was coloured by a student at EES - we started the shells in June for National Indigenous Peoples Day, and finished it for September 30th - National Day for Truth and Reconciliation

Our Truth and Reconciliation Assembly

Was student led and focused on 5 things we all could do to work towards reconciliation. These were:

1. Spending time in nature and taking care of the lands we live on
2. Reading Indigenous stories and learning about the Snaw'naw'as and Qualicum peoples and their territories
3. Being curious and open to learning about others
4. Working together and repairing relationships if we disagree
5. Being kind and accepting of others

Shyanne's Story

My sister and I have skin condition called ICHTHYOSIS

- Ichthyosis cannot be cured - it causes us to have dry, scaly skin
- We were born with ichthyosis, no one can catch it from us though
- We need to be careful in the sun
- It hurts us when people make fun of us, or say mean things
- If people are curious about our skin condition, you can ask us questions
- Being mean to others because of their uniqueness is NOT ok
- Please remember to be kind to everyone.
- Kindness is reconciliation.

Learning hul'qu'min'um

Our grade 7 students read out announcements daily.

Each day, we greet the school speaking in hul'qu'min'um. We have learned how to say Good morning, respected friends and Wildcats. We acknowledge the territories, the season and the moon - following the seasonal rounds information. We also make notices and wonderings about the land, weather and time of year.

We say a word of the week in hul'qu'min'um each week too. This week it is thqet - which means tree



Yath éisum
Always growing
Grandissons ensemble

**Qualicum School District
Finance & Operations Committee of the Whole Report
Tuesday, October 21, 2025
Via Video Conferencing
10:30 a.m.**

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

Trustee Kellogg gave thanks and acknowledged that the lands on which the District works and learns 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

a. False Bay School

Phil Munro, Director of Operations, shared that there was a recent public forum held at False Bay School and led by the project lead architect, Studio Hub. There was good feedback received which has led to follow up work to distill the thoughts and ideas down to 2 design concepts that would be shared out in late November.

There was a question regarding public access to the BSS track and it was shared that during school hours the school had priority use of the track and fields, but the public could use it in conjunction with school activities if not too intrusive; otherwise, during non-school hours the facility is available for booking through the Regional District of Nanaimo. It was also shared that PQB News will be publishing an article to remind the public to support the School District in protecting the track from vandalism and misuse.

4. ITEMS FOR DISCUSSION

a. Student Safety Crossings/Crossing Guards (SES/ÉOES)

Trustees Kellogg and Austin led the discussion on recent traffic concerns brought forward from PAC conversations regarding safe routes to school. It was clarified that the road safety is not a School District responsibility; however, the Board can support and facilitate lobbying efforts to the appropriate authorities when these concerns come forward.

The Committee members were reminded of two recent efforts that brought together partner groups with concerns to address Springwood Elementary and Oceanside road safety. These efforts were a positive opportunity to bring together individual groups to collaboratively work towards a common resolution.

It was generally supported for the Board to take leadership in lobbying for efforts to review the transportation and safety of students in those two schools. Some identified partner groups and authorities could include reaching out to Municipal

staff, RCMP, Ministry of Transportation, and ICBC, which all share jurisdiction of road/highway safety. Trustee Austin then asked for support of a motion to be brought forward to the October Regular Board meeting.

b. Photocopier Replacements

Lesley Rowan, District Principal of IT, shared the status of the copier/printer fleet needs in the District. At present there are approximately 50 plus units in the District that were purchased about 4-5 years ago. They are now facing some increased needs for servicing as they approach end of life in some cases. This early discussion is meant to start the planning to develop an approach that can be addressed in the next budget cycle. It was shared that, as the planning moves forward, additional usage statistics and financing options will be provided as suppliers are identified.

5. INFORMATION ITEM(S)

a. Q1 Financial Summary

Ryan Hung, Assistant Secretary Treasurer, reviewed the 1st quarter financial summary with the Committee, noting that most expenses are where they should be at this time of year, with a reasonableness test of 10% of the educational year or 25% of the operating year when considering year to date expenses. Some areas that continue to be monitored include on the revenue side, the timing of receipts for rental income, and transportation fees. On the expense side, it was observed that the Indigenous department has some carry over balance that are required to be spent so appears slightly higher than normal. Other areas being monitored include replacement budgets and departmental supply and services budgets.

b. Enrolment Report

Gillian Wilson, Associate Superintendent, reported that the September Enrolment Snapshot has been submitted to the Ministry, with the Echo review to be done in the next two weeks. As reported at the September Board Meeting, overall enrolment numbers are slightly down but very close to projections. It was also pointed out that the False Bay School, which now includes a Secondary program, will likely need to be shown differently as their numbers are slightly skewing the Secondary/Elementary totals.

Ron Amos, Secretary Treasurer, shared that it is anticipated that once the funding is finalized in December when the recalculated operating grants are announced the District will likely be out of funding protection; however, it is not yet clear if there will be additional operating grant funds. Over the coming months, more information on other revenues and operating costs will become clarified. As these unknowns become known the Amended budget will be developed and presented for Board approval in January or February of 2026.

6. ITEMS FOR RECOMMENDATION TO THE BOARD

a. 2025-2028 Multi Year Financial Plan

Ron Amos, Secretary Treasurer, provided a walk-through of a multi-year financial report that is recommended by the Ministry as part of the annual report out to the public in order to provide greater transparency and accountability in the development of financial processes and reporting. The highlights included a review of the projected enrolments going out to 27/28 which guides the anticipated revenues and expenditures.

Also shared was the anticipated approach that would help to rebuild the operating fund reserves to the policy recommendations of 2-3 % of total operating expenses. Also highlighted was the area of local capital needs that are identified as requiring to be addressed over the next three years.

- b. **Student safety** conversation, the Board supported forwarding the following motion to the October Regular Board meeting:

***THAT** the Board of Education of School District 69 (Qualicum) work with Springwood and École Oceanside Elementary Schools' administration and parents to develop, through collaboration with local governments, the province and ICBC, short-, medium-, and long-term road safety plans and action steps for those two sites ; and,*

***THAT** the Qualicum School District pursue avenues for a provincial safety review around École Oceanside Elementary School.*

7. FUTURE TOPICS

- a. Statement of Financial Information
b. Transportation Revenues

8. NEXT MEETING DATE:

Tuesday, November 18th, 2025 at 10:30 via TEAMS

9. ADJOURNMENT

QUALICUM
SCHOOL
DISTRICT



2025-2028

FINANCIAL PLAN

Yath cisum

Always Growing

Grandissons ensemble

Table of Contents

Purpose	2
District Overview	3
Board of Education	4
Alignment with Strategic Plan	7
Budget Development Overview	9
Community Engagement	10
Grant Funding	11
2025-2028 Financial Plan	13
Multi-Year Financial Plan Summary	21

Purpose

The 2025-2028 Multi-Year Financial Plan (the “Plan”) is developed in accordance with the requirements as outlined by the Ministry of Education and Child Care (the “Ministry”). The Plan provides greater transparency and accountability to stakeholders with regards to the development of financial processes and reporting. The Plan is also developed to outline the alignment of financial decisions that support the Strategic Priorities as developed by the Qualicum School District’s Board of Education (the “Board”), and to set financial direction for the development of the annual budget.



District Overview



The **Qualicum School District** (the “District”) resides on Coast Salish Territory and within the shared territory of the Snaw'naw'as and Qualicum First Nations. The District is centrally situated on east Vancouver Island and serves a student population of approximately 4500 students. There are eight elementary schools (Grades K-7), two secondary schools (Grades 8-12), an alternate school (PASS/Woodwinds) and a Distributed Learning program to support home-learning families called the Collaborative Education Alternative Program (CEAP). The district French Immersion program is available at École Oceanside Elementary and École Ballenas Secondary Schools.

As a major employer in the area, the District contributes to the local economy. The District's commitment to environmental sustainability through energy and water-saving programs, fuel choices and fuel efficiencies, recycling, and other measures contributes to reducing the area's carbon footprint. This commitment is shared not only with staff but also with our students.

The District welcomes community organizations and community members into our schools. Parents, seniors, peer and intergenerational mentors can be found in various programs throughout our district. The Board's mandate has expanded beyond K-12 to include early and adult learning. This underscores the work the District has undertaken both in the early years - through ***Oceanside Building Learning Together***, and in adult years - through Adult and Continuing Education programs. Our work with ***Decoda Literacy*** is helping us look at the resources in the community for literacy support as well as gaps we need to address.

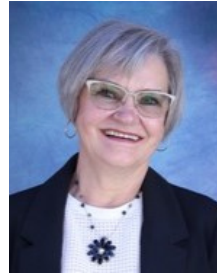
Our communities support our schools in a variety of ways. Support for school events, fundraisers, and scholarships for graduating students all point to the phenomenal support our students and schools have from businesses, organizations, service groups and individuals.

Board of Education



Trustee Eve Flynn
Chairperson

Electoral Area E.



Trustee Carol Kellogg
Vice Chairperson

Electoral Area G.



Trustee Julie Austin

Electoral Area F.



Trustee Barry Kurland

Electoral Area H.



Trustee R. Elaine Young

Electoral Area G.



The Board is Comprised of Five Locally Elected Officials (the “trustees”).

Electoral Areas E, F, G, and H are represented by the trustees.

Area E → Nanoose Bay (portion of District of Lantzville)

Area F → Coombs, Hilliers, Errington, Whiskey Creek and Meadowood

Area G → City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo Area G (French Creek, Dashwood, Englishman River), qathet Regional District Area E (Lasqueti Island)

Area H → Shaw Hill, Qualicum Bay, Deep Bay, Bowser

The Board has established a set of Guiding Principles for Organization Decision-Making which they use as a touchstone for the decisions they make as a Board. These *Guiding Principles* are reviewed annually and reflect the qualities the Board looks for in schools and work sites across the district.

- Our primary focus is to meet the needs of all learners where they are, and planning for the next steps in their journey.
- The foundation of organizational health and success is trust relationships – we commit to clear, open communication that builds personal and public confidence in the work we do with, and for, our learners.
- Parents and the broader community are our partners in education - we must ensure that they are given meaningful roles in helping to shape the educational experience provided to students.
- People are the most valuable asset in our organization - we invest in this asset when we provide opportunities for employees and volunteers to further their own knowledge, skills and competencies in deep, purposeful and relevant ways.
- Stewardship of the public investment in education in our community is crucial – this requires an unwavering commitment to fiscal responsibility and allocation of resources based on identified needs and strategic priorities.
- Leadership is most powerful when responsibility and accountability are spread across the system at all levels – we expect everyone in our district to demonstrate a commitment to system change and improvement.
- We care deeply about the impacts of our work – that is evident when we access and use credible information to develop plans, measure progress and inform decision-making.



Public education has a key role to play in creating an understanding of the harm caused by colonialism and residential schools, as well as an obligation to move forward on a path toward reconciliation.



Roles and Responsibilities

The trustees engage our communities in building and maintaining a school system that reflects local priorities, values and expectations. They listen to their communities, guide the work of their school district and set plans, policies and the annual budget.

Trustees perform a variety of important duties including establishing educational and administrative policies and regulations, as well as advocating for enhanced government funding for the educational, operational, and capital needs of the District. The Board, through its trustees, guides the work of the Superintendent and the members of the administrative staff who provide the day-to-day leadership and management of the District.

The Board and its trustees are committed to transparency and have adopted the Ministry's financial governance requirements. These requirements include the development of an annual budget which is guided by the District's vision and includes a consultative budget engagement process. The Board and trustees are also committed to a thoughtful and student-centred approach to balancing the budget each year.

Alignment with Strategic Plan

7

The Strategic Priorities

- To Learn -** Focusing on student curricular skills and competencies that lead to meaningful graduation and a successful life beyond school.
- To Give -** Student leading local and global change
- To Grow -** Supporting all learners in pursuit of equity of outcomes
- To Belong -** Developing critical social skills and all the strategies necessary for a healthy self



Priority Alignment

- To Learn -**
- Resources to provide flexible, student-centered learning environments that lead to improved student outcomes
 - Funding for opportunities to develop practical and life skills that are meaningful and beneficial for success beyond school.
 - Staffing and in-service training for educators and staff to provide the knowledge and frameworks required to promote student inquiry.
 - Focus on the promotion of student achievement including local and provincial assessments, and successful and meaningful graduation.
- To Give -**
- Core funding for promotion of student led events, student voice, and Indigenous student leadership.
- To Grow -**
- Budget provisions to support the needs of diverse learners.
 - Budget allotments to support professional development for assessment and reporting.
 - Capital funds allocated to prioritize the maintenance of school environments that provide clean, safe, and welcoming learning spaces.
- To Belong -**
- Allocation of funds to help create school environments that are supportive of physical, mental, and emotional wellness.
 - Supporting the professional growth of educators and staff to be able to teach, model, and support awareness of self, express kind and respectful communication, solve conflict in peaceful ways, and take responsibility for their actions.



BUDGET DEVELOPMENT OVERVIEW

October - December

- Staff adjustments
- Grant Recalculations

Amended Annual Budget adoption
(by Feb 28)

July - September

- New School Year
- School Start Up
- Section/Classroom Adjustments



January - March

- Information Gathering/Survey
- Enrolment/Staffing Projections
- **Inclusion of Multi-year Planning***
- Partner/Public info sessions

Grant Announcement (mid-March)

April - June

- **Follow up with Partners/Public**
- **Board/Management Discussions**

Annual Budget adoption by (June 30)

PERIOD

DETAILS

October -
December

- Adjustments to staffing are made based on finalized student enrolment counts.
- Grants are recalculated to reflect the finalized enrolment numbers.

January -
March

- Information gathering period that includes internal and external surveys.
- Enrolment projections are established to determine staffing requirements.
- Partner and public information sessions occur during this period.
- Grant announcements from the Ministry occur in mid-March to provide funding details.
- Amended Annual Budget for the current fiscal year is adopted by February 28th.

April - June

- Follow-up discussions and consultation with partners and public.
- Board and management discussions to finalize decisions.
- Annual budget adoption occurs by June 30th.

July -
September

- New fiscal year begins.
- School start up occurs in September.
- Classroom adjustments are made to accommodate enrolment.

COMMUNITY ENGAGEMENT

*"The foundation of organizational health and success is trust relationships – we commit to clear, open communication that builds personal and public confidence in the work we do with and for our learners."
(SD69 Board of Education's Guiding Principles for Organizational Decision-Making)*



The District aligns its community engagement with the “Goals of the external communications plan”. These include:

1. Implement ongoing communication strategies that are focused on consistent, inclusive, open, and transparent communications.
2. Build trust and garner support in the district and school communities by ensuring stakeholders and the public have timely access to information about district initiatives, issues, programs, and activities.
3. Foster strong relationships by providing opportunities for stakeholder engagement in public education.
4. Enhance and appropriately represent the district's identity/brand.

Community engagement opportunities that occur during the Budget Development cycle include but are not limited to the following:

- Committees of the Whole
- Surveys / Questions
- Individual Stakeholder Meetings
- Town Hall Meetings
- Budget and Financial Literacy Sessions
- Email Feedback
- Social Media Engagement

Information gathered from the above engagement opportunities are incorporated into the District's Multi-Year Financial Plan to further align with the Strategic Priorities and support of the enhancement of student outcomes within the capacity of available resources.

GRANT FUNDING

The Province funds public education annually and utilizes a funding formula to allocate the funds proportionately to the boards across the Province.

The funding includes 3 types of funds:

Operating

Annual program revenues and expenditures are reported within the Operating fund and Special Purpose fund (see below). Annual and accumulated surplus within the Operating fund are important indicators of financial performance and financial health for school districts. This is because school districts are not permitted to budget for or incur an accumulated deficit position. This means when a school district has accumulated operating surplus available it can be used to budget for future expenditures and to reduce financial risk associated with unforeseen expenditures.

Special Purpose

The Special Purpose fund includes grants and school generated funds that are restricted for a specific purpose. Annual and accumulated surplus is always zero because revenues are recognized only as related expenditures occur (deferral method of accounting). Examples of Special Purpose funds may include:

- Annual Facilities Grant
- Federal French Funding
- Learning Improvement Fund
- Classroom Enhancement Fund
- Strong Start
- Ready, Set, Learn
- Community Link
- School Generated Fund
- Student and Family Affordability Fund
- Feeding Futures Fund



GRANT FUNDING - CONTINUED

Capital

The Capital fund reports investment in and financing activities related to capital assets. Capital contributions from the Province are accounted for using the deferral method of accounting, whereby recognition of capital funding revenue is spread out over the life of the related capital assets to match with the amortization expense which reflects the use of the asset over its life. This means capital fund revenues are not a reflection of funding actually received in a given year. Also, capital revenues only offset amortization expense in the capital fund to the extent assets were funded by provincial capital grants. As many capital investments are funded by operating revenues (recorded as transfers of accumulated operating surplus to the capital fund), the capital fund normally reports an annual deficit.



The following is a discussion on the Financial forecasts that make up the School District planning work for the next three years.

2025-2028

FINANCIAL PLAN

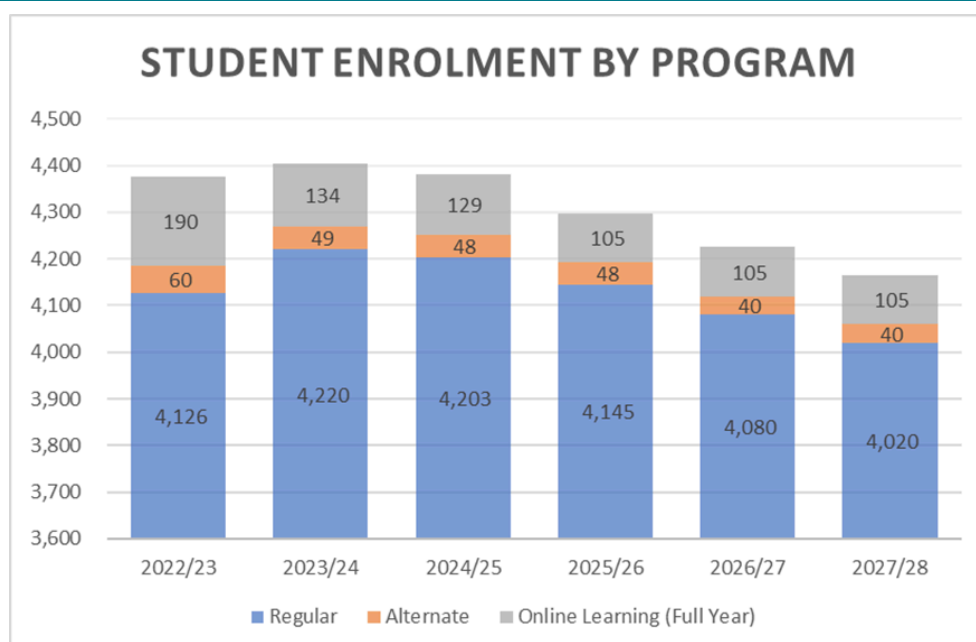
Student Enrolment

The most significant source of school district funding is generated by the student population. Funding is provided for basic student enrolment, as well as a number of supplement funding categories.

The Ministry of Education and Child Care collects student enrolment data three times per school year, September, February and May (online learning only). The Operating Grant is then adjusted accordingly to reflect actual enrolment. The International Education program enrolment utilizes available classroom space once resident students are all placed in classrooms and is funded by student fees.

For financial planning purposes the Ministry requires three-year enrolment projections, the first year provides the information that is used to calculate the estimated Operating Grant allocation that then is used for the Annual Budget cycle. Year two and three estimates are used to facilitate provincial and district based budgeting and financial planning. Each year the projections are updated using current statistics, local knowledge and trends.

The chart below includes historic enrolment figures, as captured in the Data Collection cycle, as well as estimates for the next three years.



The table below shows the enrolment by programs as well as student counts that have funding significance within the Funding Allocation System (FAS).

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	Actual	Actual	Actual	Budgeted	Projected	Projected
Student Enrolment (Full Year)						
Regular	4,126	4,220	4,203	4,145	4,080	4,020
Alternate	60	49	48	48	40	40
Online Learning (Full Year)	190	134	127	105	105	105
	4,375	4,403	4,379	4,298	4,225	4,165
International Student Program	157	135	135	135	135	135
September Enrolment Count						
K-12 Standard (Regular) Schools FTE (School-Age)	4,125.563	4,219.875	4,203.375	4,145.000	4,080.000	4,020.000
Continuing Education FTE (School-Age)	-	-	1.375	-	-	-
Alternate Schools FTE (School-Age)	60.000	49.000	48.000	48.000	40.000	40.000
Distributed Learning FTE (School-Age)	109.438	77.750	77.250	65.000	65.000	65.000
Adult Education FTE (Non-Graduates only)	1.938	0.625	-	-	-	-
	4,296.938	4,347.250	4,330.000	4,258.000	4,185.000	4,125.000
Home Schoolers	27	26	27	27	25	25
Supplemental Funding Categories						
Level 1 Special Needs FTE	4	2	1	1	1	1
Level 2 Special Needs FTE	198	203	175	163	165	165
Level 3 Special Needs FTE	87	109	144	138	135	135
High Incidence	267	287	314	310	300	300
English Language Learning FTE	79	65	80	80	80	80
Indigenous Education FTE	516	544	560	560	560	560
February Enrolment Count - CE/OL						
Continuing Education FTE	0.500	-	-	-	-	-
Online Learning FTE	45.063	33.313	24.688	20.000	20.000	20.000
May Enrolment Count - CE/OL						
Continuing Education FTE	0.750	-	-	-	-	-
Online Learning FTE	32.125	22.375	25.375	20.000	20.000	20.000
Funded FTE (Full Year)	4,375.375	4,402.938	4,380.063	4,298.000	4,225.000	4,165.000
Change from previous year		27.56	(22.88)	(82.06)	(73.00)	(60.00)



Multi-Year Estimates - Operating Revenue

Using the district's enrolment projection to calculate the estimated operating grants, then accounting for other known or anticipated revenues, the following reflects the overall expected revenue in each of the next three years. The board will manage and allocate their funding based on local spending priorities that align with both the mandate of the Ministry of Education and Child Care and the school district strategic and operational plans.

	2025/26	2026/27	2027/28	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	Actual	Est.	Est.	Actual	Actual	Actual	Budgeted	Projected	Projected
	per pupil	per pupil	per pupil	Funding	Funding	Funding	Funding	Funding	Funding
OPERATING REVENUE									
Ministry of Ed Grants				49,628,525	53,378,770	54,848,896	53,850,944	53,116,148	52,575,249
Off shore Tuition				3,917,837	3,654,088	3,647,781	3,850,000	3,850,000	3,850,000
Miscellaneous				1,571,374	1,912,072	1,720,001	1,235,000	1,200,000	1,200,000
TOTAL OPERATING REVENUES (from all sources)				55,117,736	58,944,930	60,216,678	58,935,944	58,166,148	57,625,249
Student Base Allocation:									
Standard (Regular) Schools	9,015	9,015	9,015	32,530,060	36,396,422	37,473,088	37,367,175	36,781,200	36,240,300
Continuing Education	9,015	9,015	9,015	0	0	12,258	0	0	0
Alternate Schools	9,015	9,015	9,015	473,100	422,625	427,920	432,720	360,600	360,600
Distributed Learning	7,280	7,280	7,280	696,023	541,140	556,200	473,200	473,200	473,200
Home Schooling	250	250	250	6,750	6,500	6,750	6,750	6,250	6,250
Course Challenges	282	284	284	246	270	1,395	1,410	0	0
Total Student Based Funding				33,706,179	37,366,957	38,477,611	38,281,255	37,621,250	37,080,350
Supplemental Funding									
Special Ed - L 1	51,300	51,500	51,500	179,400	98,140	50,730	51,300	51,300	51,300
- L 2	24,340	24,350	24,350	4,213,440	4,725,840	4,212,250	3,967,420	4,016,100	4,016,100
- L 3	12,300	12,250	12,250	935,250	1,281,840	1,751,040	1,697,400	1,660,500	1,660,500
English as a Second Language	1,815	1,810	1,810	125,215	112,775	143,600	145,200	145,200	145,200
Aboriginal Education	1,790	1,775	1,775	807,540	930,240	991,200	1,002,400	1,002,400	1,002,400
Adult Education-non grad	5,755	5,530	5,530	9,746	1,032	2,845	0	0	0
Equity of Opportunity				185,992	199,468	211,611	202,234	200,000	200,000
Vulnerable Students							581,272	600,000	600,000
Salary Differential				802,320	784,102	782,844	769,737	745,450	745,450
Unique Geographic Factors				4,750,702	4,973,152	5,532,568	5,051,230	5,051,230	5,051,230
Total Supplemental Funding				12,009,605	13,106,589	13,678,688	13,597,573	13,602,180	13,602,180
Curriculum & Learning Support				38,438	38,655	39,120	38,970	39,001	39,002
September Operating Grant				45,754,221	50,512,201	52,264,827	51,995,514	51,262,431	50,721,532
February Count (Operating Grant)				381,215	344,908	333,386	145,600	145,600	145,600
May Count (Operating Grant)				206,924	155,938	178,114	145,600	145,600	145,600
Full Year Operating Grant Total				46,342,360	51,013,047	52,776,327	52,286,714	51,553,631	51,012,732
Other Ministry of Education Grants									
Pay Equity				936,176	936,176	936,176	936,176	936,176	936,176
Transportation Grant				426,341	426,341	426,341	426,341	426,341	426,341
Labour Settlement funds				1,807,664	851,904	495,995			
Other Ministry grants				115,984	151,302	214,057	201,713	200,000	200,000
Total Other Ministry of Education Grants				3,286,165	2,365,723	2,072,569	1,564,230	1,562,517	1,562,517
TOTAL MINISTRY OF EDUCATION FUNDING				49,628,525	53,378,770	54,848,896	53,850,944	53,116,148	52,575,249
OTHER REVENUES									
Other Provincial Revenues				140,016	159,560	159,395	150,000	150,000	150,000
Off shore Tuition				3,917,837	3,654,088	3,647,781	3,850,000	3,850,000	3,850,000
Miscellaneous				251,920	412,747	381,921	385,000	400,000	400,000
Rental and Leases				726,127	745,368	775,592	350,000	300,000	300,000
Investment Income				453,311	594,397	403,093	350,000	350,000	350,000
TOTAL OTHER REVENUE				5,489,211	5,566,160	5,367,782	5,085,000	5,050,000	5,050,000
TOTAL OPERATING REVENUES				55,117,736	58,944,930	60,216,678	58,935,944	58,166,148	57,625,249

Assumptions - Enrolments

- Enrolments used for revenue estimates were those contained within the district's "Three-year Enrolment Estimates", submitted to the Ministry of Education and Child Care (February 2025)

Assumptions - Funding

- 2026/27 basic per pupil rates were calculated to include a 0% General Wage Increase (GWI) projected for July 2025; then rounded per historic analysis of funding vs GWI's year-over-year
- 2027/28 basic per pupil rates were calculated to include the 0% GWI due July 2026; then rounded per historic analysis of funding vs GWI's year-over-year
- Amounts under "Other Funding Categories" were estimated using historical values
- Inflation has not been factored into any of the Ministry of Education and Child Care funding rates or supplemental categories
- Amounts under "Other Operating Fund Revenues", have been estimated using historic data and high-level projections
-

Multi-Year Estimates - Staffing FTE

District staffing is anticipated to decrease over the period of this financial plan. Over the last number of years, the district has been in a period of a varying enrolment changes and staffing adjustments were made to address program needs. At this time growth has slowed considerably, future enrolment is less certain, and budgeted staffing levels will need to match district needs. If student enrolment exceeds projections however, the revenues generated will fund the staffing necessary to support the additional students.

The financial plan presented below includes reductions in Teacher and staffing levels only in order to support the estimated decreases in student enrolment. Additional cost increases relate to negotiated general wage increases as well as replacement and benefit cost estimates.

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	Actual	Actual	Actual	Budgeted	Projected	Projected
Staffing (FTE)						
Teachers	262.7	264.1	265.0	254.0	248.0	244.0
Principals and Vice Principals	26.0	28.0	30.0	27.5	28.5	28.5
Educational Assistants	90.2	95.2	87.0	84.0	83.0	82.0
Support Staff	107.9	110.8	105.0	99.0	98.0	97.0
Other Professionals	17.0	17.0	17.0	16.5	16.5	16.5
	503.8	515.1	504.0	481.0	474.0	468.0
Anticipated Changes in FTE		11.3	(11.1)	(23.0)	(7.0)	(6.0)



Assumptions - Staffing FTE

- 2024/25 and 2025/26 FTE figures are as noted in the Amended and Annual Budget presentations, respectively
- 2026/27 and 2027/28 FTE represent the projected needs to account for preliminary enrolment estimated decreases

Multi-Year Estimates - Staffing Expenses

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	Actual	Actual	Actual	Budgeted	Projected	Projected
<u>SALARIES AND BENEFITS</u>						
Teachers	20,570,559	22,122,209	22,553,994	21,570,706	20,815,181	20,311,497
Principals and Vice Principals	3,562,573	3,928,685	4,235,710	3,899,447	3,899,447	3,899,447
Educational Assistants	3,495,924	3,834,299	3,809,864	3,385,201	3,298,180	3,211,160
Support Staff	5,880,870	6,360,590	6,820,342	6,255,834	6,158,936	6,062,037
Other Professionals	1,879,734	1,823,117	2,139,889	2,123,434	2,123,434	2,123,434
Substitutes	2,137,249	2,506,986	2,135,592	2,431,513	2,431,513	2,431,513
Benefits	9,637,421	10,897,287	11,414,548	11,060,491	11,060,491	11,060,491
TOTAL SALARIES AND BENEFITS	47,164,330	51,473,173	53,109,939	50,726,626	49,787,182	49,099,579

Assumptions - Staffing Expenses

- Annual YE Actuals are the district's year-end expenses as shown in the Financial Statements, with 24/25 pending internal audit confirmation
- 2025/26 Budgeted salaries were taken from the 2025/26 Annual Budget
- 2026/27 and 2027/28 expenses reflect any FTE changes as previously noted for decline
- 2026/27 and 2027/28 staffing expenses for all categories have been incremented by the negotiated 0% GWI
- 2026/27 and 2027/28 replacement expenses were incremented by 1% to account for wage costs and implications of new ESA 5 sick day standards
- 2026/27 and 2027/28 benefits expenses were incremented by 1% to account for increasing benefits rates

Multi-Year Estimates - Supplies and Services Expenses

Service and supplies are expected to increase due to inflationary cost pressures. Historical and projected expenses are shown below, along with our notable assumptions.

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	Actual	Actual	Actual	Budgeted	Projected	Projected
SERVICES AND SUPPLIES						
Services	3,161,978	3,209,035	3,126,143	3,808,668	3,846,755	3,923,690
Training and Travel	437,405	486,093	447,660	391,500	395,415	403,323
Rental and Leases	29,979	22,082	20,213	30,000	30,300	30,906
Dues and Fees	88,083	97,175	98,562	68,000	68,680	70,054
Insurance	180,765	197,473	215,093	205,000	207,050	211,191
Supplies	2,652,142	2,853,934	2,673,488	2,611,150	2,637,262	2,690,007
Utilities	1,143,342	1,034,646	1,030,904	1,095,000	1,105,950	1,128,069
TOTAL SERVICES AND SUPPLIES	7,693,694	7,900,438	7,612,063	8,209,318	8,291,411	8,457,239

Assumptions - Supplies and Services

- Annual YE Actuals are the district's year-end expenses as shown in the Financial Statements, with 2024/25 pending internal audit confirmation
- 2025/26 Budgeted expenses were taken from the 2025/26 Annual Budget
- 2026/27 and 2027/28 expenses include increases for inflationary pressures and adjustments to department allocations
- 2026/27 and 2027/28 Supplies, Rentals and Utilities includes additional adjustments to align with 2024/25 actuals

Multi-Year Estimates - Of Financial Position (Operating Fund)

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	Actual	Actual	Actual	Budgeted	Projected	Projected
OPERATING REVENUE						
Ministry of Ed Grants	49,628,525	53,378,770	54,848,896	53,850,944	53,116,148	52,575,249
Offshore Tuition	3,917,837	3,654,088	3,647,781	3,850,000	3,850,000	3,850,000
Miscellaneous	1,571,374	1,912,072	1,720,001	1,235,000	1,200,000	1,200,000
TOTAL OPERATING REVENUE	55,117,736	58,944,930	60,216,678	58,935,944	58,166,148	57,625,249
SALARIES AND BENEFITS						
Teachers	20,570,559	22,122,209	22,553,994	21,570,706	20,815,181	20,311,497
Principals and Vice Principals	3,562,573	3,928,685	4,235,710	3,899,447	3,899,447	3,899,447
Educational Assistants	3,495,924	3,834,299	3,809,864	3,385,201	3,298,180	3,211,160
Support Staff	5,880,870	6,360,590	6,820,342	6,255,834	6,158,936	6,062,037
Other Professionals	1,879,734	1,823,117	2,139,889	2,123,434	2,123,434	2,123,434
Substitutes	2,137,249	2,506,986	2,135,592	2,431,513	2,431,513	2,431,513
Benefits	9,637,421	10,897,287	11,414,548	11,060,491	11,060,491	11,060,491
TOTAL SALARIES AND BENEFITS	47,164,330	51,473,173	53,109,939	50,726,626	49,787,182	49,099,579
TOTAL SERVICES AND SUPPLIES	7,693,694	7,900,438	7,612,063	8,209,318	8,291,411	8,457,239
TOTAL OPERATING EXPENSES	54,858,024	59,373,611	60,722,002	58,935,944	58,078,593	57,556,819
TOTAL OPERATING SURPLUS / (DEFI	259,712	-428,681	-505,324	0	87,555	68,430
Appropriated Surplus	433,700	297,976	68,807	65,000	65,000	65,000
Appropriated for Future Years	1,200,484	907,527	631,372	635,179	722,734	791,165
	1,634,184	1,205,503	700,179	700,179	787,734	856,165

Assumptions - Estimated Multi-Year Financial Plan

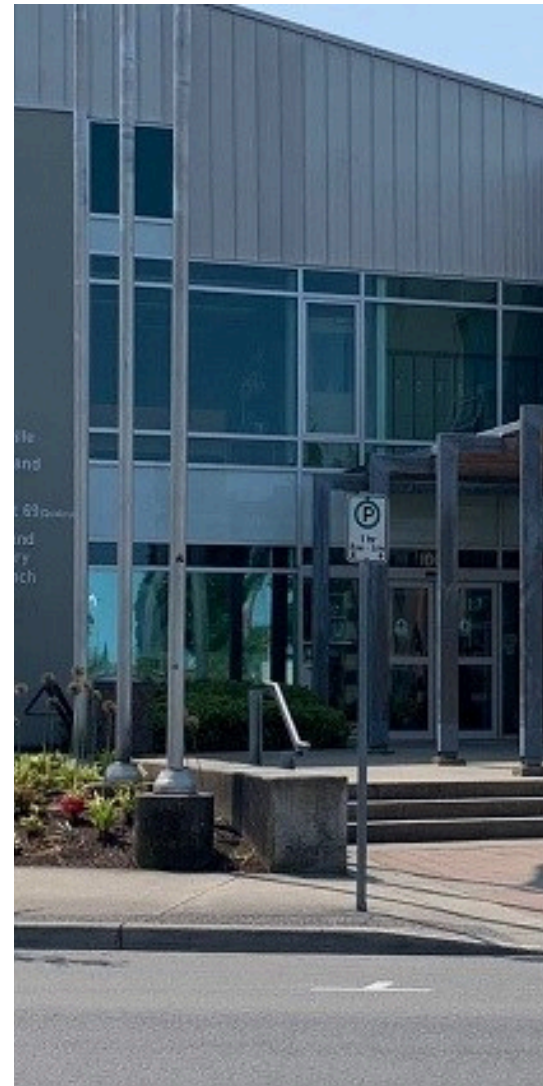
- 2022/23 and 2023/24 Actuals are those represented in the district's Financial Statements (24/25 pending internal audit confirmation)
- • 2025/26 figures are from the 2025/26 Annual Budget as submitted to the Ministry of Education and Child Care (May 2025)
- • 2026/27 and 2027/28 account for revenue and expense changes as previously noted
- • 2025/26 Appropriated Surplus - represents restricted funds that are not readily available for use
- • 2025/26 Appropriated for future years use in 2025/26 – represents the surplus available to balance the budget in future years
- • 2025/26 Operating Surplus (Deficit), end of year is the total estimated carry-forward accumulated surplus amount for use in 2026/27
- • 2026/27 Surplus balance is the estimated total amount available to support operations

Multi-Year Estimates - Local Capital Reserve Funds and Other Reserves

Separate from the Operating fund analysis, ongoing capital needs arise and will have to be addressed using other funds.

Within the capital fund the following two balances are important as they represent funds available for future capital investment:

- **Local Capital Reserve** – this balance forms part of accumulated surplus in the capital fund and represents funds available for investment in capital assets at the discretion of the Board of Education. These funds are generated primarily from proceeds of disposition of assets that are allocated to the School Board or through Board motion the transfer of surplus from the Operating fund.
- **MoECC Restricted Capital** – this balance forms part of the deferred capital revenue balance in the capital fund and represents funds available for investment in capital assets at the discretion of the Ministry of Education and Child Care. These funds are generated primarily from proceeds of disposition of assets that are allocated to the Minister of Education pursuant to the *School Act*.



Other Capital and Other Provincial Capital Reserves also serve to address future capital needs but have commitments attached to them. Below shows the value and current commitments on these other capital reserve funds.

			Unspent Deferred Capital Reserves			
		Local Capital- 2024/25	M Ed Restricted Capital	Land Capital	Other Provincial Capital	Other Capital
Committed for:						
Ballenas running track		-				-
Qualicum Beach Childcare centre		-	1,953,390			
Land purchases		-		239,559		
Total commitments		-	-	239,559	1,953,390	-
Uncommitted balance		-	15,984	-	-	-
Balance, at end of year		-	15,984	239,559	1,953,390	-

As part of the planning, the District has identified some priority areas to which there is a rising need to address. In the absence of land sales or other large cash infusion, the common practice for school districts to support these projects is to fund them through a transfer from the Operating Fund to Local Capital.

The goal in the next couple years will be to establish a practice of transferring some portion of the Operating Funds to Local Capital within the Budget and Year End process. If this is achievable then the priorities below can be addressed.

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	Actual	Actual	Actual	Budgeted	Projected	Projected
Planned Local Capital Projects						
Bus Route software		75,000	75,000			
White Fleet replacement	100,000				100,000	100,000
Ballenas running track	200,000					
Copier replacement					100,000	150,000
IT Tech Refresh					75,000	100,000
	300,000	75,000	75,000	-	275,000	350,000



MULTI-YEAR FINANCIAL PLAN SUMMARY

Overall, the district appears to be in a positive financial position for the next three years as long as we plan accordingly. The projections include a decline in enrolment which will reduce district revenues. There are of course a number of risks that may have a significant impact on our financial position including student enrolment, the rising cost of living and the local housing market which impacts enrolment, inflationary cost pressures as well as other unexpected issues that may arise. In addition, there are continued financial pressures given the lack of targeted Provincial funding to support the increased replacement costs and ongoing costs associated with the technology required for education. Ongoing provincial advocacy will hopefully provide some relief in future years but in the meantime a plan to fund these priorities locally will address the short-term needs.

Despite the unknowns, our three-year financial plan provides the public and our stakeholders a general sense of the health of the district from a financial perspective and confirms the alignment of the Boards resources with its strategic plan.

If you have questions about this report or need additional financial information, please contact the Secretary Treasurer's office.





**QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE REPORT
TUESDAY, OCTOBER 21, 2025
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, and Administrative Procedures.

1. INTRODUCTIONS AND TERRITORIAL ACKNOWLEDGEMENT

Chair Flynn gave thanks to the Qualicum and Snaw-Naw-As (Nanoose) First Nations People for their stewardship of the lands on which the district is located.

She then welcomed the newly elected members of the District Parents Advisory Council and noted that the meeting was being recorded.

2. FOR INFORMATION

a. Policy 101 - Tendering, Purchase and Disposal (potential new Separate Purchasing Policy)

Chair Flynn reported that this policy was being reviewed by Secretary Treasurer Amos with a view to creating a separate policy for Purchasing.

Secretary Treasurer Amos added that he believed the current policy could stand as is and, instead, he would sever the administrative procedures to clarify how the district purchases items and to outline the tendering or request for proposals processes. It was noted that it was beneficial to include figures which established thresholds and provide information so that readers understand the process connected to various amounts. As those thresholds change, it would be easy to update the administrative procedures.

b. Policy 603 – Employee Attendance Support

Chair Flynn mentioned that this policy, as well as 604 and 606 were awaiting updated WorkSafeBC Regulations after which the Districts Health & Wellness Coordinator would implement revisions to ensure the board policies were tied to the new language from WorkSafeBC. This may also result in required updated to Board Policy 801: *Health & Safety of Employees in the Workplace*, which is one of the policies to be reviewed next.

c. Policy 604 – Workplace Bullying and Harassment

As noted in 2b.

d. Policy 606 – Respectful Workplace

As noted in 2b.

e. Policy 701 – Student Discipline

(May be subsumed into Policy 700 after School-Based Reviews)

Chair Flynn indicated that the Superintendent is currently visiting with school-based administrators to review the student discipline processes with consideration

being given to holding discipline meetings at the student's school rather than at the Board Office and removing some judicial processes.

Superintendent Jory then provided a first draft of what the policy might look like once revised after considering ways to move those disciplinary conversations into the school and/or Indigenous communities and reduce the number of conversations at the board office to a smaller percentage. He also indicated that the administrative procedures could be refined for clarity and brevity.

f. Policy 708 – Emergency Preparedness and Closure (Merge 2 Ap's?)

Chair Flynn stated that this policy is being reviewed by Brant Prunkl, Manager of Operations – Safety and Transportation, with consideration being given to merge the two administrative procedures, a draft of which was provided in the agenda package, as well as to update the language to reflect current practices.

3. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING OR APPROVE AS CURRENTLY WRITTEN

a. NEW DRAFT Policy and AP 700 – Safe, Caring and Inclusive School Communities

Superintendent Jory shared that the policy and administrative procedures have been streamlined to be more succinct. A suggestion had been made to perhaps combine 701 with 700; however, he recommended not to do that as policy 700 outlines how the district designs its schools in the context of making them safe and appropriate for learning, while policy 701 outlines what the discipline process would be in the event of a student acting outside of policy and a school's Code of Conduct.

There was discussion about also clarifying responsibilities of the adults; however, it was determined that language is contained in the 600-policy series which covers Personnel.

It was recommended that links to the *BC Anti-Racism Act*, the *BC Multiculturalism Act* and *United Nations Declaration of the Rights of Indigenous Peoples Act* be referenced, and that the internal and external links be separated under the Reference section for clarity as to the origins of the information.

It was also recommended that the section under which policies fall be included in the category in the title of each policy (i.e. 600: Personnel; 700: Student Services) to provide further clarity for the reader.

Those revisions will be made and the policy brought forward for first reading to the October Regular Board Meeting.

b. Policy 709 – Board of Education Bursary

Chair Flynn indicated that there was a change in the title to refer only to 'bursary' and the specific sites to which the three bursaries would apply, and how students could apply for them.

It was requested that the language in the policy and administrative procedure clarify that one bursary would be awarded to a student from each of the three secondary schools, for a total of three bursaries. It was noted that graduating students attending False Bay School would fall under the umbrella of the Collaborative Alternate Education Program (CEAP)

It was also noted that information regarding a student's financial situation during the interview process was as non-invasive as possible.

Board Policy 709 will be brought forward for first reading at the October meeting.

c. Policy 710 - Resolution of Student and Parent/Caregiver Complaints-No change/DPAC

Chair Flyn advised that, at this time, no changes had been suggested as the policy had been recently updated. She also acknowledged the work the District Parent Advisory Committee had done to create a graphic outlining the resolution of complaints process for parents.

It was noted that the form with which parents could submit a complaint in writing was embedded quite far down the administrative procedures document and it was suggested that a link to the complaint process and the form to be completed be provided on each of the school websites as well as the district website for ease of access for parents.

That discussion led to the need for a more streamlined and easily accessible process for parents to access information about the complaint process and to complete the complaint form when needed. Chair Flynn will contact the DPAC President to request permission from DPAC for the Board to adopt their graphic as a resource.

The policy was deferred for further revisions and discussion at the November Policy Committee of the Whole.

d. NEW Policy 805 - Response to Unexpected Health Emergencies

Chair Flynn noted that this new policy was a requirement from the Ministry and was to be in place by December 2025 and training on AEDs be included as part of the PE 10 Curriculum.

Superintendent Jory noted that the document could be provided as an administrative procedure, and the Board could then determine an appropriate policy to which it could be attached.

It was suggested that administrative procedures that encompassed both staff and students might have a separate section on the policies and bylaws webpage. This led to a further discussion as to the layout of policies and administrative procedures on the website, which would be given further consideration.

Consideration will also be given to whether the training should be expanded to include students or any other staff member interested as an incident could occur anywhere on school property and the individual trained may not be available.

It was clarified that each site's Health & Safety Committee would be responsible for the monthly inspections and to maintain inspection logs for the AEDs and Naloxone kits.

The administrative procedure only will be brought forward for information after which time the Policy Committee Chair and the Superintendent will determine where it would best fit within the policies.

4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING

None

5. BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING

None

6. FUTURE TOPICS

a. Continue Review of 600 and 700 Series

b. Review of 800 Series: Health & Safety

Chair Flynn noted that 801: *Health & Safety of Employees in the Workplace* may fall under the work being done on the three remaining policies in the 600 series in that WorkSafeBC may have language that would need to be included.

Committee members were asked to review Policies 802: *Student Health & Common Medical Conditions* and 803: *Towards a Scent Considerate School-Workplace Environment* in the context of whether they might be able to be combined to avoid repetition and/or if the information contained in the latter is already covered under other legislation such as WorkSafeBC.

Chair Flynn further noted that there may be information forthcoming from the Ombudsperson's report on their investigation into the exclusion of students from BC's K-12 schools that may impact Board Policy 804: *Physical Restraint and Seclusion of Students*.

c. Review of Policy 900: Privacy Management and Accountability

Chair Flynn noted that this policy was a result of the combining of what was originally 3 separate policies in 2023 and it could benefit from another review to ensure it is as succinct as possible.

7. NEXT MEETING DATE:

Tuesday, November 18, 2025, at 1:00 p.m. via Teams.



**BOARD POLICY 700: SAFE, CARING, AND INCLUSIVE SCHOOL
COMMUNITIES
(Student Services Series)**

Context

The Board of Education of Qualicum School District is committed to providing safe, caring, and inclusive learning environments for all students, staff, and community members. This commitment aligns with:

- The B.C. Human Rights Code
- The Canadian Charter of Rights and Freedoms
- Ministerial Orders (276/07, M341/16, M89) on Standards for Codes of Conduct
- The United Nations Universal Declaration of Human Rights
- United Nations Declaration on the Rights of Indigenous Peoples Act
- BC Anti-Racism Act
- Canadian Multiculturalism Act

The Board recognizes that inclusive, respectful learning environments are foundational to student success and well-being.

Policy Statement

The Board supports actions that promote and sustain safe, caring, and inclusive school communities. The Board expects that students and staff will actively contribute to positive school culture through the demonstration and promotion of respect, equity, and responsibility.

Guiding Principles

The Board believes that:

1. Every student has the right to learn in a safe, caring, and inclusive environment.
2. Educational equity requires recognition and celebration of diversity in all forms.
3. Collaboration with community partners strengthens safety, inclusion, and trust.
4. Responses to safety concerns should, wherever possible, be restorative, seeking to repair harm and rebuild relationships.
5. Schools must provide proactive teaching and modelling of positive behaviour.
6. Trauma-informed practices enhance student well-being and staff capacity.
7. Individual expression and identity will be respected, provided it does not compromise the safety and well-being of others.

Board Expectations

1. Every school shall establish and maintain a Code of Conduct that:
 - Uses the district template.
 - Clearly articulates expected and unacceptable behaviours.
 - Includes anti-discrimination language and digital-device use expectations.
 - Provides safe reporting mechanisms and protects against retaliation.
2. Incidents that compromise safety shall be addressed promptly, fairly, and transparently.
3. District-wide professional learning will support staff in promoting inclusive and restorative practices.



BOARD POLICY 700: SAFE, CARING, AND INCLUSIVE SCHOOL
COMMUNITIES
(Student Services Series)

INTERNAL REFERENCES:

- [Administrative Procedures to Board Policy: Safe, Caring, and Inclusive School Communities](#)
- [Board Policy 701: Student Discipline and its attendant Administrative Procedures](#)

EXTERNAL REFERENCES:

- [B.C. Human Rights Code as of July 2021](#)
- [Violence, Threat-making, Risk and Threat Assessment Community Protocol](#)
- [Provincial Standards for Codes of Conduct Order](#) [Ministerial Order 276/07([M89](#))]
- [SOGI 1 2 3](#)
- [Universal Declaration of Human Rights \(United Nations\)](#)
- [Canadian Charter of Rights and Freedoms](#)
- [Ministry of Education Province of B.C. Core Competencies](#)
- [United Nations Declaration on the Rights of Indigenous Peoples Act](#)
- [BC Anti-Racism Act](#)
- [Canadian Multiculturalism Act](#)

Dates of Adoption/Amendments:

Adopted: 2016.11.22

Amended: 2018.01.23: 2022.01.25: 2022.11.22: 2024.06.25: 2024.08.24: **2024.10.22**



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 700:
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES
(Student Services Series)**

Purpose

These Administrative Procedures outline expectations for school-level implementation of Board Policy 700. They guide principals, staff, students, and parents in fostering safe and inclusive environments.

Application

- Applies to student conduct in all school programs and activities, whether on or off-site.
- Addresses bullying, intimidation, discrimination, harassment, or violence by students toward peers or staff.
- Misconduct by adults is addressed through other district procedures, collective agreements, or applicable law.

Procedures

1. Codes of Conduct

- Principals, with input from students, staff, and parents, shall develop and annually review a school Code of Conduct using the district template.
- Codes must include:
 - Positive behaviour expectations (matrix format encouraged).
 - Restrictions on personal digital devices, consistent with provincial directives.
 - Clear consequences and restorative options for misconduct.
 - Safe reporting processes and protection from retaliation.
- Codes shall be filed annually with the Superintendent by **July 15** and approved by the Board in **September**.

2. Roles and Responsibilities

- Principals/Vice-Principals hold primary responsibility for discipline and Code of Conduct enforcement.
- All staff are expected to model respectful behaviour and act to protect student safety.
- Students and families shall be engaged in consultation and communication processes.

3. Instruction and Support

- Schools will actively teach and reinforce expected behaviours through curriculum, advisory programs, and assemblies.
- Staff shall access ongoing professional learning in restorative and trauma-informed practices.

4. Documentation

- Significant breaches and interventions must be recorded in the district student information system.

5. Equity and Accessibility

- Codes of Conduct must consider age, developmental stage, accessibility, medical needs, and equity of outcomes.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 700:
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES
(Student Services Series)

Accountability and Review

- Annual review of Codes of Conduct (by **May 15** confirmation to Superintendent).
- Posting of Codes of Conduct in a public and accessible location (school website and common areas).
- Continuous monitoring of implementation through district leadership.

INTERNAL REFERENCES:

- [Board Policy: Safe, Caring, and Inclusive School Communities](#)
- [Board Policy 701: Student Discipline and its attendant Administrative Procedures](#)

EXTERNAL REFERENCES:

- [B.C. Human Rights Code as of July 2021](#)
- [Violence, Threat-making, Risk and Threat Assessment Community Protocol](#)
- [Provincial Standards for Codes of Conduct Order \[Ministerial Order 276/07\(M89\)\]](#)
- [SOGI 1 2 3](#)
- [Universal Declaration of Human Rights \(United Nations\)](#)
- [Canadian Charter of Rights and Freedoms](#)
- [Ministry of Education Province of B.C. Core Competencies](#)
- [United Nations Declaration on the Rights of Indigenous Peoples Act](#)
- [BC Anti-Racism Act](#)
- [Canadian Multiculturalism Act](#)

Dates of Adoption/Amendments:

Adopted: 2016.11.22

Amended: 2018.01.23: 2022.01.25: 2022.11.22: 2024.06.25: 2024.08.24: **2024.10.22**



BOARD POLICY 709
BOARD OF EDUCATION BURSARY SCHOLARSHIPS/BURSARIES
(Student Services Series)

Page 1 of 1

Context

Students making the transition from Secondary School to a Post-Secondary placement face increasing costs. While some students may rely on family resources to assist them, many students cannot attend due to significant financial barriers.

Policy Statement

The Board believes that every student should be offered an opportunity to attend a post-secondary institution should they desire to do so. The Board will set aside an amount for scholarships/bursaries a bursary to be awarded to one student from each of Ballenas Secondary School (BSS), Kwalikum Secondary School (KSS) and an alternate secondary school (CEAP/PASS/False Bay) annually during the budget process.

Guidelines

1. Students must be in their graduation year from a school within the Qualicum School District.
2. Students must be entering an accredited post-secondary institution within 18 months of the award date.
3. Students will NOT be advised of their selection until the Graduation ceremony.

Definitions – Scholarships and Bursaries

~~Scholarships and bursaries are financial awards offered with the intention of covering further educational costs after graduation from high school. Scholarship winners are typically selected through merit, which may include high achievement on class or provincial assessments and/or other notable service or leadership. Bursaries winners are typically selected through need, which may include household means and program opportunity. Criteria for award selection is often determined by the donating body in collaboration with school or district staff.~~

Internal Reference:

- [Administrative Procedures to Board Policy 709: Board of Education Bursary Scholarships/Bursaries](#)

Dates of Adoption/Amendments:

Adopted: 2022.09.13

Amended:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 709
BOARD OF EDUCATION BURSARY SCHOLARSHIPS/BURSARIES
(Student Services Series)

Purpose

These Administrative Procedures are written in support of Board Policy 709: Board of Education Scholarships/Bursaries Bursary.

Graduating students will be informed of the Board of Education Scholarship/Bursary opportunity as a part of their school's scholarship process. Policy guidelines will be used as to determine the criteria for application and selection as outlined below.

During budget deliberations, the Board will establish the amount of the scholarship/ bursary.

School counsellors and/or scholarship committees at each Secondary School site will assess the applications and provide up to three candidates from each site for the interview process. School counsellors and/or scholarship committees may choose to provide a letter of introduction for the candidates selected.

The Board will establish an interview team composed of:

1. Two School Trustees (~~one of whom will facilitate the interview process~~)
2. The Director of Instruction, who will facilitate and organize the interview process (~~responsible for organizing the interviews~~)
3. A member of the management team
4. A representative of the Qualicum District Principals and Vice-Principals' Association.

Candidates will be considered by a combination of the following:

1. Evidence of economic need that would ~~seriously~~ impede entering post-secondary.
2. Successful work and or volunteer experience.
3. Evidence of contribution to their school.
4. Evidence of contribution to the community or family.
5. Acceptable academic standing that indicates post-secondary success.

At the Interview

1. Students will summarize their educational plans.
2. Each member of the interview team will ask a (previously selected) question.
3. Students will be given an opportunity to ask any questions or summarize their reasons for applying for this award at the end of the interview.

After the Interview

1. Members of the interview team will discuss the applications and interviews
2. The two School Trustees will make decisions regarding one student from each of Ballenas Secondary School (BSS), Kwalikum Secondary School (KSS) and an alternate secondary school (CEAP/PASS/False Bay) to be awarded the scholarship/bursary.
3. The ~~Trustee facilitator~~ Director of Instruction will share this information with the Executive Assistant so that the information goes forward to an In Camera meeting of the Board for ratification.
4. All documents will be returned to the Director of Instruction to be disposed of.
5. The Director of Instruction will advise School Counsellors/Scholarship Committees of the Board's choices.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 709
BOARD OF EDUCATION BURSARY SCHOLARSHIPS/BURSARIES
(Student Services Series)

At the Graduation Ceremonies

1. The Board will determine the Trustee who will present the award to the each student
2. Clear instructions for accessing the award will be given to the each student.
 - a. The student will send their proof of enrollment including their post-secondary student number to district staff.
 - b. Staff will transfer the funds to the student's account at the post-secondary where they are registered.

Internal Reference:

- [Board Policy 709: Board of Education Bursary Scholarships/Bursaries](#)

Dates of Adoption/Amendments:

Adopted: 2004.12.14: 2005.03.08: 2018.02.27: 2018.04.24

Amended: 2022.09.13



ADMINISTRATIVE PROCEDURES TO BOARD POLICY ____:
RESPONSE TO UNEXPECTED HEALTH EMERGENCIES
(Series TBD)

Page 1 of 1

Purpose

To outline the procedures for ensuring the accessibility, maintenance, and use of AEDs and naloxone kits in all schools within the Qualicum School District as per the BC Public School Policy – *Response to Unexpected Health Emergencies*.

Procedures

1. Accessibility

- AEDs and naloxone kits must be installed in a central, easily accessible location in each school.
- Signage must be standardized across all schools to ensure visibility and recognition.
- Locations must be barrier-free and accessible to individuals with diverse needs.

2. Maintenance

- Designated staff from each site's Health & Safety Committee will conduct monthly inspections of AEDs and naloxone kits.
- Inspections will include:
 - Checking battery levels and device functionality.
 - Verifying expiry dates of naloxone kits.
 - Ensuring signage remains visible and intact.
 - Maintenance logs must be kept and reviewed quarterly.

3. Training

- Staff will receive annual training on the use of AEDs and naloxone kits.
- Training will be coordinated with local health authorities or certified providers.

4. Reporting and Review

- Any use of AEDs or naloxone kits must be reported to the school principal and district health & safety office.
- Incident reports will be reviewed to improve emergency response protocols.

5. Community Engagement

- The district will consult with school medical officers and public health professionals to ensure the policy reflects the needs of each school community.
- Information about the policy and procedures will be made publicly available on the district website.

Internal Reference:

- TBD

External Reference:

- [BC Public School Policy - Response to Unexpected Health Emergencies](#)

Dates of Adoption/Amendments:

Adopted:

Amended: