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QUALICUM SCHOOL DISTRICT

REGULAR BOARD MEETING AGENDA

TUESDAY, JANUARY 27, 2026

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: December 9, 2025	p 1-6
b.	Ratification of In Camera Board Meeting Minutes: November 25, 2025	p 7
c.	Receipt of Ministry News Releases	
	• Protecting parents from extra daily childcare fees	p 8-9
d.	Receipt of Reports from Trustee Representatives	
	• Early Years/OBLT Coalition – <i>Trustee Young</i>	p 10-11

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of January 27, 2026, as presented (or as amended).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

None

6. PUBLIC QUESTIONS AND COMMENTS (WRITTEN)

7. BUSINESS ARISING FROM THE MINUTES

a.	Letter of Response from Minister Beare re Funding of Private Schools	p 12-13
b.	QSD Letter to Community Partners re: Joint Safety Review	p 14-15
c.	Catchment Boundary Adjustments – Phase Two Update	p 16-17

Recommendation:

THAT the Board of Education of the Qualicum School District approve the Phase Two catchment boundary changes as presented.

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**
- b. **Educational Programs Update**

(Peter Jory)
(Gillian Wilson/Rudy Terpstra)

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

(Trustee Young) **p 18**

14. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

- a. **2025-2026 Amended Annual Budget**

(Trustee Kellogg) **p 19-22**
(Ron Amos) **p 23-42**

Recommendations:

THAT the Board of Education of School District No. 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Amended Annual Budget Bylaw for the 2025-2026 fiscal year at its Regular Board Meeting of January 27, 2026.

THAT the Board of Education of School District No. 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$73,895,412 for the 2025-2026 fiscal year.

THAT the Board of Education of School District No. 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$73,895,412 for the 2025-2026 fiscal year.

THAT the Board of Education of School District No. 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$73,895,412 for the 2025-2026 fiscal year.

15. POLICY COMMITTEE OF THE WHOLE REPORT

(Trustee Flynn) **p 43-46**
p 47-48

- a. **Policy 301: Living Wage**

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 301: *Living Wage*.

b. **Policy 302: Community and Volunteer Involvement** p 49-50
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 302: *Community and Volunteer Involvement*.

c. **Policy 303: Enhancing Student Learning** p 51-53
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 303: *Enhancing Student Learning*.

d. **Policy 304: School Closure, Consolidation or Reconfiguration** p 54-56
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 304: *School Closure, Consolidation or Reconfiguration*.

e. **Policy 305: Public Interest Disclosure** p 57-59
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt the revisions to Board Policy 305: *Public Interest Disclosure*.

f. **Policy 701: Student Discipline** p 60-62
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 701: *Student Discipline*.

g. **Policy 710: Resolution of Student and Parent/Caregiver Complaints** p 63-64
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 710: *Resolution of Student and Parent/Caregiver Complaints*.

h. **Board Policy 700: Safe, Caring and Inclusive School Communities** p 65-68
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt the revisions to Board Policy 700: *Safe, Caring and Inclusive School Communities* and its attendant Administrative Procedures.

i. **Board Policy 709: Board of Education Bursary** p 69-71
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt the revisions to Board Policy 709: *Board of Education Bursary* and its attendant Administrative Procedures.

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

a. **Centre for Civic Governance/Women Transforming Cities** *(Trustee Young)* **p 72**
- Workshop: Designing For Equity: Tools for Local Leaders

17. TRUSTEE ITEMS

a. **Indigenous Education Council Invitation to the Board** *(Trustee Flynn)*

18. NEW OR UNFINISHED BUSINESS

19. BOARD CORRESPONDENCE AND MEDIA

20. PUBLIC QUESTION PERIOD

21. ADJOURNMENT



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QUALICUM SCHOOL DISTRICT

REGULAR BOARD MEETING MINUTES

TUESDAY, DECEMBER 9, 2025
6:00 PM

VIA VIDEO-CONFERENCING

ATTENDEES

Trustees

Eve Flynn	Chairperson
Carol Kellogg	Vice Chairperson
Julie Austin	Trustee
Elaine Young	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
Phil Munro	Director of Operations

Education Partners

District Parents Advisory Council (DPAC)

Regrets:

Barry Kurland Trustee

1. CALL TO ORDER

Chairperson 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 Qualicum and Snaw-Naw-As Peoples. She thanked the First Nations for their stewardship of the land, and for allowing the Board to live, work, and play in this beautiful part of Vancouver Island.

3. ADOPTION OF THE AGENDA

25-108R

Moved: Trustee Young *Seconded:* Trustee Kellogg

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

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA**a. Approval of Regular Board Meeting Minutes: November 25, 2025****25-109R**

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 December 9, 2025, as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS

None

6. PUBLIC QUESTIONS AND COMMENTS (WRITTEN)

None

7. BUSINESS ARISING FROM THE MINUTES

None

8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

No Report

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

No Report

10. DISTRICT PARENTS COUNCIL (DPAC)

Marina Gardiner, DPAC President, expressed appreciation on behalf of DPAC to all Qualicum School District staff for their commitment, professionalism and heart that make schools the caring, welcoming place their children rely on every day.

She then offered a special note of gratitude to the district's support staff who are often the first faces students see each morning and the steady hands guiding them through their day; work closely with the District's most vulnerable and complex learners, keep buildings clean and safe, support behavioural needs, prepare meals, and ensure daily operations run smoothly. Families notice it. Students feel it. And DPAC appreciates it.

The DPAC President then stated that as the District looks ahead to 2026, it is reminded of the Board's mission statement: *"We embrace a spirit of curiosity and joy for learning that challenges everyone to become informed and confident designers of their own future."* Amid the challenges and opportunities students and staff are navigating, this mission statement feels especially meaningful, reminding the QSD community of the shared responsibility and possibility that define the district. Together—as students, families, staff, and leadership—they will continue to grow, learn, and move forward. She then thanked all staff for the countless ways they pour into student well-being, belonging, and learning and wished everyone a restful, relaxing, and rejuvenating holiday break.

11. ACTION ITEMS

None

12. INFORMATION ITEMS**a. Superintendent's Report**

Superintendent Jory reported on the following:

- The School Catchment Town Hall is scheduled for January 14 to share updated demographic projections, review prior changes, and discuss options to relieve enrollment pressure at Springwood Elementary and École Ballenas Secondary schools.
- The background and rationale to a Payroll position that was recently posted noting that any new staffing cost would require explicit Board approval through a public budget process. Central staffing had already been reduced through attrition and restructuring in recent years. This role is part of a planned restructure within the existing and previously approved budget, not a new cost, and it is an exempt position due to responsibilities involving sensitive information and supervisory tasks.
- The District continues to face financial pressures from declining enrollment and rising costs. Additional reductions were needed in September after temporary private program enrollments, though some students have since returned. The District aims to release more staffing before Winter Break, pending Ministry confirmation on funding. The District's TTOC roster is being replenished after shortages caused by term contracts and an overly ambitious professional learning schedule and the plan is to manage release time more carefully moving forward.
- Despite restraints, school visits reflect a positive and focused atmosphere. Staff appreciated the \$200,000 in additional supply funding, the new washrooms at both high schools are excellent, the Ballenas track is a major success, and staff and student learning is progressing well across schools.
- The District is approaching implementation of the new field trip cost-averaging system and the central supply fund. Participation from principals and vice-principals in recent planning sessions was limited; therefore, next steps will resume in January.
- As winter concerts roll out across the district, everyone is encouraged to enjoy these events while remembering that not all families celebrate Christmas and not all students or staff experience this season positively. It is the district's responsibility to maintain an inclusive environment where everyone feels they belong, and public-facing communications should reflect that diversity.
- Thanked all staff for their hard work and enthusiasm this December and wished everyone a safe, enjoyable, and well-deserved holiday break.

b. Educational Programs Update

- i. Director of Instruction Terpstra provided the following updates:

- The marking session for the Grade 4 and 7 Foundation Skills Assessments took place on the weekend of November 29 and 30th. The markers not only grade the work but also provide feedback on trends emerging in numeracy and literacy from those two grades. He noted that almost all of the assessments were completed, which was an increase from previous years. A more fulsome report will be provided at the January Education Committee of the Whole meeting.

- The second *Weaving Local Indigenous Ways of Knowing* Literacy Session was held on December 4th with Leyton Schnellert. 30 students attended the morning session with 30 teaching staff and the Indigenous Education team shared more videos from the District's timeline project.
- On Thursday, December 11th, the District is hosting literacy leads from the entire island, during which some of that work will also be shared. The timeline project will also be presented in more detail at a future Education Committee of the Whole, likely in February 2026.

ii. Associate Superintendent Wilson reported on the following:

- A Literacy Session planned for Thursday, December 4th had been rescheduled to January 7th due to high staff absences that week and a shortage of Teachers Teaching on Call (TTOC).
- School staff have been encouraged to maintain routines as much as possible leading up to the winter break while also providing some additional opportunities for students outside of the normal school day, such as the basketball tournament held on December 5th at Ballenas and the student versus staff hockey game held on December 4th.
- Acknowledgement of the work of the Hands & Hearts Food Program in preparing the Christmas hampers to be delivered by volunteers from schools on December 18th. The hampers will not only include food for the holiday season but also gifts for each member of the family and will relieve some of the challenges many families experience this time of year.

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

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

14. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

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

15. POLICY COMMITTEE OF THE WHOLE REPORT

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

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**a. Inclusion Canada & People First of Canada – Virtual Event - Session 3 of 3**

Trustee Young referred to her report as provided in the agenda package. She stated that she believes that the district needs to focus on 'ability' rather than 'disability' as everyone has different abilities and what those abilities bring can sometimes be of benefit. She has been following a CBC series called The Assembly where people who identify as neurodivergent and autistic, interview celebrities and she recommended the series. She found the series inspiring as it

showcased that people, who some people think do not have certain abilities, do things that are normal everyday things and are exceptional at doing those things.

In her report, she had also included links to resources for inclusive education. The resources also included a list of questions parents could ask to help make their neighborhood school more inclusive as well as how to provide feedback if they find a school is not inclusive in one area or another. Trustee Young stated that the goal is to provide students with the full experience of being a student in the Qualicum School district and for them each to thrive in their own way.

17. TRUSTEE ITEMS

a. Reports from the BC School Trustees Association (BCSTA) Fall Academy

Chair Flynn noted that she, Trustee Young and Trustee Kellogg attended the BCSTA academy and referred to the reports from Trustees Young and Kellogg as provided in the agenda package.

Trustee Kellogg added that she finds the Trustee Academies beneficial as they provide new learning opportunities as well as a review of information provided earlier in her role as a new trustee. She also finds it enjoyable and valuable to have the opportunity to talk to other board members from around the province.

b. Trustee Young - Activity Report

Trustee Young advised that she had attended the first Biosphere Awareness Day: "Community Connections" presented by the Mt. Arrowsmith Biosphere Region and hosted at Kwalikum Secondary School on December 4th. One of the materials she obtained at the MABR office included a report on community profile, which she thought would be of interest to the Board and will be sharing with trustees.

Trustee Young stated that she had supported a retired teacher colleague by attending an event on December 6, organized by Nanaimo Duncan and District Labour Council, to commemorate and remember victims of violence against women. This reminded her that this is still an equity issue.

To that end, she will be recommitting herself to focusing on the topics of social justice, equity, and the environment in the coming year. She further mentioned that she had also attended a webinar regarding implementing equity action in governance and she will provide a report on that session at the January Regular Board meeting.

b. Board Christmas Donation on Behalf of Staff

Chair Flynn and Trustee Young shared that there has been a long-standing commitment by the Board to make a donation to staff, which originally was the provision of boxes of mandarin oranges to each site. It was then determined that the money would be better redirected to the Hands & Hearts Food Program on behalf of staff as a service to the community.

25-110R

Moved: Trustee Flynn Seconded: Trustee Kellogg

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

CARRIED UNANIMOUSLY

18. NEW OR UNFINISHED BUSINESS

None

19. BOARD CORRESPONDENCE AND MEDIA

None

20. PUBLIC QUESTION PERIOD

There were no questions; however, the Board Chair announced that the opening for the Springwood Elementary playground will be on December 17th at 10:00 a.m.

21. ADJOURNMENT

Chair Flynn wished everyone happy holidays, restful time with family and friends.

Trustee Kellogg moved to adjourn the meeting at 6:28 p.m.

CHAIRPERSON

SECRETARY TREASURER



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QUALICUM SCHOOL DISTRICT

IN-CAMERA MEETING

SECTION 72 REPORT
TUESDAY, NOVEMBER 25, 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:

- Legal
- Land
- Labour Relations/Personnel
- Board of Education Bursaries

The Board of Education approved motions on the following topics:

- Personnel

Chairperson

Secretary Treasurer

NEWS RELEASE

For Immediate Release
2025ECC0051-001248
Dec. 15, 2025

Ministry of Education and Child Care

Protecting parents from extra daily child care fees

Guideline updates set minimum 9.5 hours of care before extended-hour fees apply

VICTORIA –

Summary

- Effective April 1, 2026, *child care providers participating in the Child Care Fee Reduction Initiative must offer at least 9.5 hours of care, per day, before charging for extended hours*
- *Ensures families are not charged extra fees for hours that should reasonably be expected to be included in their base fee*
- *Creates a level playing field to ensure fairness, consistency for child care providers*

The Province is protecting parents from extra child care fees by requiring providers to offer at least 9.5 hours of care per day before charging for extended hours.

“Families deserve predictability and fairness,” said Lisa Beare, Minister of Education and Child Care. “By setting a clear threshold, we’re closing a loophole to make sure hard-working parents aren’t paying more for a reasonable day of care. These changes protect the pocketbooks of B.C. families and establish consistency for providers, while maintaining their flexibility to design programs that meet community needs.”

Understanding benefits for families, operators

Effective April 1, 2026, this policy update makes it clear for families and operators what is included in a base fee and sets a minimum threshold before additional extended-hour fees can apply. Providers will continue to set their hours based on what works for their program, staff and families.

Most providers will not be affected. Putting an end to these practices means only about 5% of providers will have to adjust their business model. The change levels the playing field for the 95% of providers who are already delivering a standard full day of care before charging additional fees.

Summarizing the Child Care Fee Reduction Initiative

- The Child Care Fee Reduction Initiative reduces the cost of child care by lowering monthly fees for families in participating licensed centres.
- In B.C., 97% of eligible licensed centres participate in the program, which, along with the

Affordable Child Care Benefit, has saved families more than \$3 billion in fees since the initiative started.

This updated policy supports equity for families, especially those balancing a busy lifestyle, such as those with work, school, commuting and other responsibilities.

Quotes:

Heidi Worthington, president and CEO, YMCA BC –

“YMCA BC appreciates the ongoing work of the Ministry of Education and Child Care and their collaboration with the sector to bring down costs for parents and deliver accessible, high-quality child care for British Columbians.”

Jeremy Welder, president and CEO, Boys and Girls Club Okanagan –

“We recognize and value the Ministry of Education and Child Care’s continued consultation and collaboration with the sector as the Province works to balance the needs of child care providers, while ensuring families across British Columbia have access to affordable child care.”

Kim Rud, director of early services, Prince George Native Friendship Centre –

“I am pleased to see the provincial government working to ensure there is equity for families when making the decision on child care, while also continuing to support the good work child care providers are doing each day.”

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

“I’m happy to see the Province making this change. Setting a clear standard for what counts as a full day of care protects parents from paying extra for reasonable hours and creates fairness across the sector, while still allowing providers flexibility to meet community needs.”

Learn More:

- For more information about ChildCareBC, including details, visit: www.gov.bc.ca/childcare
- Rules and guidelines are available here: www.gov.bc.ca/childcare/optin

Contact:

Ministry of Education and Child Care
Media Relations
Christian.budra@gov.bc.ca
250-812-2547

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



Qualicum School District

Trustee Representative Committee Report

Trustee Representative: Elaine Young
Committee Name: Early Years/OBLT Coalition
Meeting Location: Via Teams
Meeting Date & Time: January 8, 2026 Noon

Mission Statement

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

Our Vision:

Thriving children, families and community.

Please note...This report is from the meeting notes as I was unable to attend.

Attendance: Oceanside Building Learning Together (OBLT); Arrowsmith Recreation (ACRA); QSD: RDN -Rec.; Island Health; Metis Nation of BC; Vancouver Island Regional Library (VIRL); Pacific Care Services; Sources.

Community Partner Updates:

- VRL – Tuesday Family Story time, Wednesday-Daycare Story Time, Friday Rhyme Time, Thursday and Mondays Nathan does outreach so let him know if he is needed. Saturday as well if he can make it.
- RDN – Hiring summer staff end of January through to end of February, really hoping for some skilled EA's to help with the large number of inclusion children attending.
- ACRA -Preschool Dance in Meadowood- draw for a free spot on social media. Trying to get some momentum going. Family Day at Coombs Fairgrounds. Highlight- most ever programs offered (22) over the next 3 months. Challenge- the dance, getting registrations
- Metis Nation BC - K-12 recruitment position, making classroom kits. Anyone who identifies Metis can be a part of the program. There are a lot of food questions lately, how to cook cultural foods.
- Qualicum School District - Training K teachers on new literacy screener. Literacy night in a box from a Decoda grant coming soon for Preschool-grade 7.
- Qualicum School District/OBLT (Sheila) –Kindergarten Registration opens **third week of January**. Offering pre-K program again via lottery system. Pass any people onto Sheila Morrison that might have questions or unique needs. OBLT- programs are back running, ready set learn in schools.
- PacificCare – 3 new staff on the Island, Art based community of practice- with ECE educators focusing more on art and less on crafts.



Qualicum School District

Trustee Representative Committee Report

- Sources- new supports starting in daycare. Looking to bring back circle of security for families through Tic Tac, in evenings possibly.

Co-Sponsored Monthly Activities

- Winter Wonderland Reflections- A little slower than last year but everyone had a good time- possibly balloons and arrows pointing upstairs for next year. Overall, it is a great event for younger children to skate at.
- Family Literacy Event Planning (January 26th 3:00pm-5:00pm)

Activity Planning

- OBLT- eye spy theme with letters in the house and numbers on the WOW Bus
- ACRA- Physical Literacy
- RDN- Physical Literacy
- Island Health- Food Literacy, brush a tooth by number
- Nathan- Give away books
- Pete the Cat First Days of School Event (April 23, 2026)

NEXT MEETING: Thursday, February 12, 2026



December 9, 2025

Ref: 314356

Eve Flynn, Chair
Board of Education
School District No. 69 (Qualicum)
Email: c/o_khergt@sd69.bc.ca

Matt Woods, President
Mount Arrowsmith Teachers' Association
Email: c/o_khergt@sd69.bc.ca

Ewen Rycroft, President
Canadian Union of Public Employees (CUPE) Local 3570
Email: c/o_khergt@sd69.bc.ca

Dear Eve Flynn, Matt Woods, and Ewen Rycroft:

Thank you for your letter of November 21, 2025, advocating for a restructured K-12 education funding model that phases out public funding for independent schools in British Columbia.

Offering a free, high quality public education is central to the Province's position on education in BC. Public boards of education are being provided with an additional \$98 million in operating grants in the 2025/26 school year for a total of \$7.251 billion.

Families in BC are entitled to enrol their children in a public school free of charge, or they may enrol in an independent school if they wish. Provincial operating funding for eligible independent schools in BC has been in place since 1977. In the 2024/25 school year, independent schools served 13 percent (over 93,800 students) of the K-12 student population for approximately seven percent of the total education operating budget.

Each independent school is classified into one of four groups, only two of which are eligible for provincial funding. For the funded classifications, Group 1 schools receive 50 percent of the per student operating grant of their local board of education, while Group 2 schools receive 35 percent of that amount.

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These partly funded schools encompass a diverse range of students, communities and interests, including Montessori, Waldorf, university preparatory, faith communities and education for students with disabilities or diverse abilities. Funded schools must meet the learning outcomes in the BC curriculum and hire BC certified teachers. To ensure quality, all independent schools are subject to a regular system of inspections to ensure they meet the requirements of their respective classification.

Thank you for taking the time to write.

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa Beare".

Lisa Beare
Minister



QUALICUM SCHOOL DISTRICT

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November 12, 2025

Keith Martin, Director of Operations (via hand)
City of Parksville
100 Jensen Avenue East
Parksville, BC V9P 2H3

Staff Sergeant Marc Pelletier
Oceanside RCMP
421 Pym Street
Parksville, BC V9P 1B9

Tobie Louie, Assistant Deputy Minister
Road Safety BC
PO Box 9254 Stn Prov Govt
Victoria, BC V8W 9T5

Rowena Narayan
ICBC Road Safety and Community Coordinator
6460 Applecross Road
Nanaimo, BC V9R 6E6

Mike Garland (via hand)
Oceanside Community Safety Volunteers
100 Jensen Avenue East
Parksville, BC V9P 2G5

LeHann Wallace
Director, Electoral Area G
Regional District of Nanaimo
6300 Hammond Bay Road
Nanaimo, BC V9T 6N2

Dear Community Partners:

Subject: Request for Joint Safety Review – Moilliet Street and Despard Avenue Intersection and Surrounding Schools’ Areas

The Qualicum School District is writing to express concerns regarding student and community safety, particularly around Springwood Elementary and École Oceanside Elementary Schools.

There is ongoing concern at the intersection of Moilliet Street and Despard Avenue in Parksville. This route is heavily used by elementary school students walking to and from school and presents a growing safety risk. The 4-way stop is located within a particularly busy area that includes a shopping center, a residential complex, an urgent care facility, and ongoing construction of mixed-use residential and commercial developments. Additionally, the proximity to the Alberni Highway contributes to significant traffic flow and congestion within a very small radius.

École Oceanside Elementary faces further safety concerns in this same area. There are no sidewalks, resulting in elementary students being forced to walk on the roadway or move into nearby culverts to avoid vehicles. The school experiences heavy vehicle activity during drop-off and pick-up times, coupled with excessive speed.

There are also concerns regarding public transit. Students have only three minutes after the end-of-day bell to catch the transit bus. If this bus is missed, they must wait approximately 40 minutes for the next one. The current bus stop lacks an enclosure or safe waiting area, and students often stand in the ditch while waiting.

Given the combination of pedestrian activity, construction, vehicle traffic, and limited transit access, the District believes that these areas warrant an immediate and coordinated review to improve safety for students and the broader community.

/2

We respectfully request a joint meeting between representatives from the City of Parksville, the RCMP, ICBC, Oceanside Community Safety, the BC Ministry of Transportation and Infrastructure, and School District 69 to discuss possible interventions. These could include enhanced signage, crosswalk improvements, traffic-calming measures, sidewalk installation, or other collaborative solutions.

We appreciate your attention to this matter and your ongoing commitment to the safety and well-being of our students. The District looks forward to working with all stakeholders to develop an effective and timely plan. Please let us know the name and contact of a representative from your organization in order to arrange the best times to meet.

Sincerely,



Eve Flynn, Board Chair

c: Qualicum School District Trustees
Peter Jory, Superintendent of Schools
Jesse Witte, Principal, Springwood Elementary
Jennifer Nichols, Principal, École Oceanside Elementary
Honourable Stephanie Higginson, MLA Ladysmith-Oceanside



QUALICUM SCHOOL DISTRICT SUPERINTENDENT OF SCHOOLS

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Briefing Note

Date: January 27, 2026

To: Board of Education

Re: Catchment Boundary Adjustments – Phase Two

From: Dr. Peter Jory, Superintendent of Schools

Background

The Qualicum School District is currently projecting overall enrollment decline across much of the district, a trend that is expected to continue over the coming years. Within this broader context, Springwood Elementary and École Ballenas Secondary represent notable exceptions, with Springwood experiencing both short- and long-term enrollment pressure, and École Ballenas facing long-term capacity pressure based on current and projected enrollment patterns.

In response to similar pressures identified in earlier years, the Board approved Phase One catchment adjustments effective September 2023. Those changes were intended to rebalance enrollment within existing facilities while minimizing disruption and avoiding more significant interventions.

Updated projections prepared in late 2025 confirm that additional, targeted steps are now required to manage continued pressure at these two sites and to maintain stable learning environments.

Phase Two – Current Consideration

At a public information session held in January 2026, staff presented updated enrollment data, reviewed district capacity, and outlined potential responses to growth. Following that presentation and further internal review, staff are recommending a limited set of Phase Two catchment boundary adjustments, focused specifically on relieving pressure at Springwood Elementary and École Ballenas Secondary.

The Phase Two changes being recommended at this time are as follows:

Grades K–7

- Neighbourhoods south of the Old Highway (19A) between Pym and Renz to be assigned to École Oceanside Elementary
- Neighbourhoods east of the Englishman (Quatluth) River, including San Pareil, to be assigned to Nanoose Bay Elementary

Grades 8–12

- Neighbourhoods west of Lowry's and the Arena and north of Highway 19 to be assigned to Kwalikum Secondary

These adjustments are intended to address **short- and long-term pressure at Springwood Elementary** and **long-term pressure at École Ballenas Secondary**, while making use of available capacity at neighbouring schools.

No changes to the Arrowview Elementary catchment are being recommended at this time.

Consultation and Input

Staff have undertaken a public information and feedback process that has included a public session, publication of presentation materials and a recorded video on the district website, and the use of an online survey and written submission form.

Survey information and written input received to date have been shared with the Board of Education. Any additional submissions received prior to the meeting will also be provided for Board consideration.

Policy Considerations and Risk

Policy 704 authorizes the Board to approve catchment boundary changes, provided that fair notice is given and decisions are made in advance of implementation. The proposed Phase Two changes align with these requirements and are intended for implementation in September 2026.

The policy also provides protections for families through **legacy status**, allowing students currently attending a school to remain there through their terminal year and providing priority consideration for siblings. These provisions mitigate disruption for existing students while supporting effective enrollment management over time.

From a risk perspective, delaying or avoiding catchment adjustments increases the likelihood that more disruptive measures—such as portables, reactivation of flexible spaces, or future capital requests—may be required. The recommended Phase Two changes represent a measured, policy-aligned response to current and projected enrollment pressures.

Recommendation

THAT the Board of Education of the Qualicum School District approve the Phase Two catchment boundary changes as presented.

Respectfully submitted,



Peter Jory
Superintendent of Schools/CEO



Qualicum School District
Education Committee of the Whole Report
Tuesday, January 13, 2026
Via Video Conferencing
2:00 p.m.

Facilitator: Trustee Elaine Young

Mandate:

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

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

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

A. PRESENTATIONS (15 Minutes Each)

1. **SCHOOL/STUDENTS** – No Presentations this month.

2. **PROGRAM(S)**

i. K-12 Literacy Supports Initiative

Director of Instruction Terpstra presented the Literacy Plan. Please see the power point [here](#).

ii. Denise Spencer Dahl presented on Universal Screeners.

Training for all Kindergarten Teachers is being done today. This is a quick check to measure foundational literacy. The results can then be used to provide early intervention. Early reading intervention results in positive reading outcomes. It results in 92% readers. Our district is using “Dibbles” as an additional screener while waiting for a BC relevant provincial model.

B. EDUCATION UPDATES

i. Director of Instruction/Associate Superintendent

- Foundation Skills Assessment (FSA)

Director of Instruction Terpstra. The literacy and numeracy results are in and our district is improving. Staff are analyzing data and developing learning improvement for all. More information is available in the power point [here](#).

- Zero Waste

Director of Instruction Terpstra presented some of the results of the RDN’s zero waste funding. Students have been using this funding for many years to support environmental stewardship. Please see the visual (created by Denise Spencer Dahl) [here](#).

C. UPCOMING TOPICS

i. Brain and Belonging update

ii. Indigenous Education

iii. Food Working Group

D. NEXT MEETING: Tuesday, February 10 at 2:00 p.m. via videoconferencing



Qualicum School District
Finance & Operations Committee of the Whole Report
Tuesday, January 20, 2026
Via Video Conferencing
10:30 a.m.

Facilitator: Trustee Carol Kellogg

Yath čisum
Always growing
Grandissons ensemble

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

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES

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

2. PRESENTATIONS (10 MINUTES)

3. PROJECT UPDATES

a. False Bay School Replacement project

Phil Munro, Director of Operations, introduced Ian Heselgrave, Principal Consultant and project lead, to the committee to share an overview of the project.

The presentation outlined the planning and design of the new False Bay School on Lasqueti Island, a complex project due to the island's lack of hydro power, goods ferry service, and aging 1950s infrastructure. All major systems—power generation, water, and sewage—must be fully rebuilt to modern standards. Despite significant ministry funding, costs are challenging, and the district team will meet with the Ministry in Victoria to discuss budget pressures specific to remote-island construction.

The new school will be built west of the existing building to preserve the community playfield and maintain uninterrupted medevac access. The design includes a defined public zone—gym, kitchen, library/learning commons, and Neighborhood Learning Centre—for extensive community use, while classrooms remain secured. Two classrooms, inclusive education spaces, a mudroom, flexible learning areas, and improved technology (interactive displays, voice amplification) form the instructional core.

The gym will be smaller than ideal but a major upgrade from the current unheated barn, with proper flooring, lighting, and insulation. Outdoor basketball space is planned to supplement limited indoor court size. Solar arrays, new generators, and battery storage will modernize energy systems. Covered outdoor areas, accessible pathways, and thoughtful community feedback integration guide the design. The district hopes to move into construction drawings and tendering pending ministry approval.

There was further discussion on the roof lines and the outdoor covered areas that will support additional gathering and play spaces.

b. Qualicum Beach Elementary Child Care

Ian Heselgrave, then provided an update on the new childcare centre being built at Qualicum Beach Elementary.

The district is advancing a 75-space childcare centre using a proven, standardized design previously built multiple times in the Comox Valley. The facility consists of four age-specific studios—infant, toddler, preschool, and before/after-school care—each with dedicated play areas, washrooms, and, where required, nap rooms. Small in-studio kitchenettes support daily routines, while a central staff area includes storage, offices, laundry, and a commercial dishwasher essential for sanitizing toys and reusable dishware. Continuous refinement of the design reflects feedback from operators and district staff, ensuring the layout aligns with local needs.

The centre will be located beside the Qualicum Beach Elementary playfield, with site enhancements including improved pedestrian and bike pathways, a perimeter walking route for community members, reconfigured parking and traffic flow with separate entry and exit points, and new EV-charging stalls. Each studio will have its own fenced outdoor play space. The project has tendered on budget, and construction begins January 26, with safety plans coordinated closely with school administration.

A sod turning event is scheduled for January 29th at 1:30 PM.

4. ITEMS FOR DISCUSSION

None

5. INFORMATION ITEM(S)**a. Q2 Financial Summary**

Assistant Seretary Treasurer Ryan Hung provided a information related to the School Districts year to date financial summary.

The district's Q2 financial results are generally on target for this point in the year, with education-related budgets expected to be around 40% spent and fiscal-year items closer to 50%. Provincial and ministry grants align with the 40% benchmark. Rental and lease revenues appear high (107.8%) because full-year invoices are issued at the start of the year and recognized over time. Investment income is slightly higher due to placing funds in a higher-interest GIC.

Expenditures show improved allocation between operating and special purpose funds, particularly in support staff and replacement costs, which may look higher or lower compared to last year but reflect more accurate coding. Teacher and EA salaries align with the 40% school-year expectation, while 12-month staff such as principals and professionals sit near 50%. Some variances—like training, travel, and dues—are due to timing and internal reallocations.

Program-level reporting shows early learning and childcare over 100% due to annual-budget timing; this will be corrected in the amended budget. Indigenous Education spending is higher due to prior-year carry-forward use. Operations and maintenance costs are lower after shifting False Bay planning costs into capital.

Special purpose funds are well-aligned with expectations at 40.5%, reflecting accurate allocation improvements across the system.

b. 2026/2027 Budget Development

- Schedule/Survey Review

Secretary Treasurer Amos shared that work has begun on the 2026/27 Budget development with regard to projected enrolment and identifying cost pressures and programming priorities. The public survey question was shared and would be publicly available as of February 1, until May. There is also a meeting scheduled for next week with the Indigenous Education Council. More information on the budget will be shared at stakeholder and public meetings scheduled to begin in early February.

- Review Fees/Rates

Secretary Treasurer Amos reported that the summary was provided for information and acknowledged the work that has gone on in the past 2 years to review both the use of facility rental rates and the transportation rates. It was confirmed that it is not anticipated that the fees need to be adjusted for the 2026/27 school year and that there are no fees being charged for parents who register on time. The late fees are a result of there needing additional planning and work to accommodate these late applicants. It was shared by Director of Operations Phil Munro that an additional 300 applications were received after the school year started which caused the department to have to redesign many of the routes to accommodate these late applicants, upsetting the entire transportation system.

6. ITEMS FOR RECOMMENDATION TO THE BOARD

a. 2025/2026 Amended Budget

Secretary Treasurer Amos shared and provided information on the items that are included in the Amended budget.

After offsetting the supplements for funding protection and enrolment decline support funds, the district nets roughly \$821,000, most of which is already committed to salary pressures, Indigenous Education requirements, and higher replacement staffing costs. Additional small grant adjustments round out the amended budget.

It was noted that the budget includes the grant increases due to the enrolment growth and additional expense pressures that were identified in the Fall school startup. Reduced revenues from the special purpose grants have been offset by the removal of some discretionary supply budgets as well as staffing adjustments to support balancing the budget.

There are no additional Ministry grants provided to pay for the labour settlement cost increases as bargaining at the provincial table is still ongoing. The budget documents and summaries will be included the Regular Board meeting agenda package along with the required Board motion.

7. FUTURE TOPICS

a. Finance & Operations Committee Work Plan was included for information

8. NEXT MEETING DATE:

Tuesday, February 17, 2026 at 10:30 a.m. via videoconferencing

9. ADJOURNMENT

Amended Annual Budget

School District No. 69 (Qualicum)

June 30, 2026

School District No. 69 (Qualicum)

June 30, 2026

Table of Contents

Bylaw	1
Amended Annual Budget - Revenue and Expense - Statement 2	2
Amended Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4	4
Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund - Schedule 1	5
Amended Annual Budget - Operating Revenue and Expense - Schedule 2	6
Schedule 2A - Amended Annual Budget - Schedule of Operating Revenue by Source	7
Schedule 2B - Amended Annual Budget - Schedule of Operating Expense by Object	8
Schedule 2C - Amended Annual Budget - Operating Expense by Function, Program and Object	9
Amended Annual Budget - Special Purpose Revenue and Expense - Schedule 3	11
Schedule 3A - Amended Annual Budget - Changes in Special Purpose Funds	12
Amended Annual Budget - Capital Revenue and Expense - Schedule 4	15

*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 69 (QUALICUM) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 69 (Qualicum) Amended Annual Budget Bylaw for fiscal year 2025/2026.
3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$73,895,412 for the 2025/2026 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2025/2026.

READ A FIRST TIME THE 27th DAY OF JANUARY, 2026;

READ A SECOND TIME THE 27th DAY OF JANUARY, 2026;

READ A THIRD TIME, PASSED AND ADOPTED THE 27th DAY OF JANUARY, 2026;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 69 (Qualicum) Amended Annual Budget Bylaw 2025/2026, adopted by the Board the 27th DAY OF JANUARY, 2026.

Secretary Treasurer

School District No. 69 (Qualicum)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	4,333.750	4,298.000
Adult	0.125	
Total Ministry Operating Grant Funded FTE's	4,333.875	4,298.000
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	63,901,487	62,259,450
Other	2,829,424	2,849,415
Tuition	3,850,000	3,850,000
Other Revenue	2,175,000	2,108,000
Rentals and Leases	350,000	350,000
Investment Income	350,000	350,000
Total Revenue	73,455,911	71,766,865
Expenses		
Instruction	56,045,950	54,612,816
District Administration	3,244,164	3,101,579
Operations and Maintenance	11,661,455	11,601,165
Transportation and Housing	2,943,843	2,809,098
Total Expense	73,895,412	72,124,658
Net Revenue (Expense)	(439,501)	(357,793)
Budgeted Allocation (Retirement) of Surplus (Deficit)		63,560
Budgeted Surplus (Deficit), for the year		(375,941)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)		
Budgeted Surplus (Deficit), for the year	(375,941)	(357,793)
		(375,941)
		(357,793)

School District No. 69 (Qualicum)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	59,988,862	58,935,944
Special Purpose Funds - Total Expense	9,851,185	9,131,506
Capital Fund - Total Expense	4,055,365	4,057,208
Total Budget Bylaw Amount	73,895,412	72,124,658

Approved by the Board

DRAFT

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 69 (Qualicum)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Surplus (Deficit) for the year	(439,501)	(357,793)
Effect of change in Tangible Capital Assets		
Amortization of Tangible Capital Assets	3,055,365	3,057,208
Total Effect of change in Tangible Capital Assets	3,055,365	3,057,208
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	2,615,864	2,699,415

School District No. 69 (Qualicum)**Schedule 1**

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund

Year Ended June 30, 2026

	Operating Fund	Special Purpose Fund	Capital Fund	2026 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	700,179		13,922,443	14,622,622
Changes for the year				
Net Revenue (Expense) for the year	(63,560)		(375,941)	(439,501)
Net Changes for the year	(63,560)	-	(375,941)	(439,501)
Budgeted Accumulated Surplus (Deficit), end of year	636,619	-	13,546,502	14,183,121

School District No. 69 (Qualicum)

Amended Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	54,840,302	53,850,944
Other	150,000	150,000
Tuition	3,850,000	3,850,000
Other Revenue	385,000	385,000
Rentals and Leases	350,000	350,000
Investment Income	350,000	350,000
Total Revenue	59,925,302	58,935,944
Expenses		
Instruction	46,542,128	45,816,974
District Administration	3,244,164	3,101,579
Operations and Maintenance	7,835,571	7,771,664
Transportation and Housing	2,366,999	2,245,727
Total Expense	59,988,862	58,935,944
Net Revenue (Expense)	(63,560)	-
Budgeted Prior Year Surplus Appropriation	63,560	-
Budgeted Surplus (Deficit), for the year	-	-

School District No. 69 (Qualicum)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	53,107,785	52,286,714
Other Ministry of Education and Child Care Grants		
Pay Equity	936,176	936,176
Student Transportation Fund	426,341	426,341
ICY Clinical Counselling Funding	201,713	201,713
2nd and 3rd count adjustments	168,287	
Total Provincial Grants - Ministry of Education and Child Care	54,840,302	53,850,944
Provincial Grants - Other		
	150,000	150,000
Tuition		
International and Out of Province Students	3,850,000	3,850,000
Total Tuition	3,850,000	3,850,000
Other Revenues		
Miscellaneous		
Transportation revenue	100,000	100,000
Miscellaneous	110,000	110,000
Childcare fees	175,000	175,000
Total Other Revenue	385,000	385,000
Rentals and Leases		
	350,000	350,000
Investment Income		
	350,000	350,000
Total Operating Revenue	59,925,302	58,935,944

School District No. 69 (Qualicum)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Salaries		
Teachers	21,827,299	21,570,706
Principals and Vice Principals	4,032,447	3,899,447
Educational Assistants	3,399,289	3,385,201
Support Staff	6,298,546	6,255,834
Other Professionals	2,144,587	2,123,434
Substitutes	2,611,196	2,431,513
Total Salaries	40,313,364	39,666,135
Employee Benefits	11,255,280	11,060,491
Total Salaries and Benefits	51,568,644	50,726,626
Services and Supplies		
Services	3,876,008	3,808,668
Professional Development and Travel	391,500	391,500
Rentals and Leases	30,000	30,000
Dues and Fees	68,000	68,000
Insurance	205,000	205,000
Interest	2,754,710	2,611,150
Supplies	1,095,000	1,095,000
Total Services and Supplies	8,420,218	8,209,318
Total Operating Expense	59,988,862	58,935,944

School District No. 69 (Qualicum)

Schedule 2C

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
1 Instruction							
1.02 Regular Instruction	17,668,690	849,554	31,571			1,489,085	20,038,900
1.03 Career Programs	106,841			41,408			148,249
1.07 Library Services	674,485	41,494		192,611			908,590
1.08 Counselling	945,458						945,458
1.10 Inclusive Education	1,863,793	157,676	2,805,420	49,686	217,300	591,724	5,685,599
1.20 Early Learning and Child Care			193,441	13,185			206,626
1.30 English Language Learning	132,026						132,026
1.31 Indigenous Education	137,301	107,417	368,857	8,284		50,172	672,031
1.41 School Administration		2,527,475		1,126,320			3,653,795
1.62 International and Out of Province Students	298,705	161,899		97,761	128,849		687,214
Total Function 1	21,827,299	3,845,515	3,399,289	1,529,255	346,149	2,130,981	33,078,488
4 District Administration							
4.11 Educational Administration		186,932			504,597		691,529
4.40 School District Governance			4,145	137,579			141,724
4.41 Business Administration			474,382	757,520	3,000		1,234,902
Total Function 4	-	186,932	-	478,527	1,399,696	3,000	2,068,155
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration			64,137	322,870	500		387,507
5.50 Maintenance Operations			2,819,035		303,551		3,122,586
5.52 Maintenance of Grounds			293,946				293,946
5.56 Utilities							-
Total Function 5	-	-	-	3,177,118	322,870	304,051	3,804,039
7 Transportation and Housing							
7.41 Transportation and Housing Administration			64,137	75,872	500		140,509
7.70 Student Transportation			1,049,509		172,664		1,222,173
7.73 Housing							-
Total Function 7	-	-	-	1,113,646	75,872	173,164	1,362,682
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	21,827,299	4,032,447	3,399,289	6,298,546	2,144,587	2,611,196	40,313,364

School District No. 69 (Qualicum)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	20,038,900	5,372,466	25,411,366	1,312,400	26,723,766	26,446,033
1.03 Career Programs	148,249	42,352	190,601	297,500	488,101	549,954
1.07 Library Services	908,590	249,154	1,157,744	28,700	1,186,444	1,233,281
1.08 Counselling	945,458	270,194	1,215,652	-	1,215,652	1,188,423
1.10 Inclusive Education	5,685,599	1,897,658	7,583,257	71,000	7,654,257	7,439,674
1.20 Early Learning and Child Care	206,626	62,921	269,547	-	269,547	96,650
1.30 English Language Learning	132,026	37,052	169,078	-	169,078	188,996
1.31 Indigenous Education	672,031	208,381	880,412	227,260	1,107,672	1,007,510
1.41 School Administration	3,653,795	949,066	4,602,861	97,800	4,700,661	4,557,056
1.62 International and Out of Province Students	687,214	191,236	878,450	2,148,500	3,026,950	3,109,397
Total Function 1	33,078,488	9,280,480	42,358,968	4,183,160	46,542,128	45,816,974
4 District Administration						
4.11 Educational Administration	691,529	142,247	833,776	107,000	940,776	934,039
4.40 School District Governance	141,724	19,890	161,614	176,340	337,954	253,955
4.41 Business Administration	1,234,902	306,224	1,541,126	424,308	1,965,434	1,913,585
Total Function 4	2,068,155	468,361	2,536,516	707,648	3,244,164	3,101,579
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	387,507	89,916	477,423	293,300	770,723	751,886
5.50 Maintenance Operations	3,122,586	852,718	3,975,304	1,445,610	5,420,914	5,395,578
5.52 Maintenance of Grounds	293,946	85,488	379,434	103,500	482,934	463,200
5.56 Utilities	-	-	-	1,161,000	1,161,000	1,161,000
Total Function 5	3,804,039	1,028,122	4,832,161	3,003,410	7,835,571	7,771,664
7 Transportation and Housing						
7.41 Transportation and Housing Administration	140,509	33,191	173,700	27,500	201,200	194,722
7.70 Student Transportation	1,222,173	445,126	1,667,299	458,500	2,125,799	2,011,005
7.73 Housing	-	-	-	40,000	40,000	40,000
Total Function 7	1,362,682	478,317	1,840,999	526,000	2,366,999	2,245,727
9 Debt Services						
Total Function 9						
Total Functions 1 - 9	40,313,364	11,255,280	51,568,644	8,420,218	59,988,862	58,935,944

School District No. 69 (Qualicum)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget	2026 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	8,061,185	7,408,506
Other Revenue	1,790,000	1,723,000
Total Revenue	9,851,185	9,131,506
Expenses		
Instruction	9,503,822	8,795,842
Operations and Maintenance	199,383	199,383
Transportation and Housing	147,980	136,281
Total Expense	9,851,185	9,131,506
Budgeted Surplus (Deficit), for the year		
		-

School District No. 69 (Qualicum)

Schedule 3A

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing
Deferred Revenue, beginning of year									
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	199,383	180,746		102,000	22,050	127,234	442,357	456,281	5,064,546
Other			1,710,000						
	199,383	180,746	1,710,000	102,000	22,050	127,234	442,357	456,281	5,064,546
Less: Allocated to Revenue									
Deferred Revenue, end of year									
Revenues									
Provincial Grants - Ministry of Education and Child Care	199,383	218,250		102,000	22,050	134,556	442,357	456,281	5,064,546
Other Revenue			1,790,000						
	199,383	218,250	1,790,000	102,000	22,050	134,556	442,357	456,281	5,064,546
Expenses									
Salaries									
Teachers									3,990,531
Principals and Vice Principals									
Educational Assistants									32,380
Support Staff									305,059
Substitutes									215,581
	181,517	162,690		3,295					132,121
									37,097
	181,517	162,690	-	3,295	-	44,768	337,439	384,799	3,990,531
Employee Benefits	17,866	55,560		1,032		9,168	104,918	71,482	1,074,015
Services and Supplies			1,790,000	97,673	22,050	80,620			
	199,383	218,250	1,790,000	102,000	22,050	134,556	442,357	456,281	5,064,546
Net Revenue (Expense)									

School District No. 69 (Qualicum)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

Schedule 3A

	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children (CR4YC)	Seamless Day Kindergarten	Early Childhood Education Dual Credit Program	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			15,180						
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	144,343	132,800	55,000		55,400				175,000
Other									175,000
	144,343	132,800	55,000	-	55,400	-	-	-	175,000
Less: Allocated to Revenue	144,343	147,980	55,000	-	55,400	-	-	-	175,000
Deferred Revenue, end of year			-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	144,343	147,980	55,000		55,400				175,000
Other Revenue									175,000
	144,343	147,980	55,000	-	55,400	-	-	-	175,000
Expenses									
Salaries									
Teachers	112,560		40,684						64,760
Principals and Vice Principals									
Educational Assistants						47,020			
Support Staff			118,015						
Substitutes	112,560	118,015	40,684	-	47,020	-	-	-	64,760
	31,783	29,965	10,316		8,380				14,315
Employee Benefits			4,000						95,925
Services and Supplies									175,000
	144,343	147,980	55,000	-	55,400	-	-	-	-
Net Revenue (Expense)			-	-	-	-	-	-	-

School District No. 69 (Qualicum)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	Feeding Futures Fund	Health Career Grants	Professional Learning Grant	National School Food Program	Work Experience Enhancement	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			98,257	65,196	34,264	917,500
Add: Restricted Grants						
Provincial Grants - Ministry of Education and Child Care	498,142			148,180		7,803,462
Other						1,710,000
	498,142	-	-	148,180	-	9,513,462
Less: Allocated to Revenue	498,142	-	98,257	213,376	34,264	9,851,185
Deferred Revenue, end of year	-	-	-	-	-	579,777
Revenues						
Provincial Grants - Ministry of Education and Child Care	498,142		98,257	213,376	34,264	8,061,185
Other Revenue						1,790,000
	498,142	-	98,257	213,376	34,264	9,851,185
Expenses						
Salaries						
Teachers					23,845	4,167,620
Principals and Vice Principals	64,760					206,668
Educational Assistants		156,234		59,237		945,821
Support Staff						434,948
Substitutes			55,687			92,784
	220,994	-	55,687	59,237	23,845	5,847,841
Employee Benefits	63,503		15,678	24,789	10,419	1,543,189
Services and Supplies	213,645		26,892	129,350		2,460,155
	498,142	-	98,257	213,376	34,264	9,851,185
Net Revenue (Expense)	-	-	-	-	-	-

School District No. 69 (Qualicum)

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2026

	2026 Amended Annual Budget		
	Invested in Tangible Capital Assets	Local Capital	Fund Balance
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	1,000,000		1,000,000
Other	2,679,424		2,679,424
Total Revenue	3,679,424	-	3,679,424
Expenses			
Operations and Maintenance	1,000,000		1,000,000
Amortization of Tangible Capital Assets			
Operations and Maintenance	2,626,501		2,626,501
Transportation and Housing	428,864		428,864
Total Expense	4,055,365	-	4,055,365
Net Revenue (Expense)	(375,941)	-	(375,941)
Net Transfers (to) from other funds			
Total Net Transfers		-	-
Other Adjustments to Fund Balances			
Total Other Adjustments to Fund Balances		-	-
Budgeted Surplus (Deficit), for the year	(375,941)	-	(357,793)

	25/26 Funding per FTE	2025/26		2025/26		Comments
		Estimate for Annual Bdgt FTE	Total	Recalculated Operating Grt FTE	Total	
Student Base Allocation:						
Standard (Regular) Schools	9,015	4,145.00	37,367,175	4,164.38	37,541,841	174,666
Continuing Education	9,015	0.00	0	2.63	23,664	23,664
Alternate Schools	9,015	48.00	432,720	53.00	477,795	45,075
Online learning (formerly DL)	7,280	65.00	473,200	73.75	536,900	63,700
Home Schooling	250	27.00	6,750	21.00	5,250	(1,500)
Course Challenges	282	5.00	1,410	0.00	0	(1,410)
						0
Total Enrolment Based Funding		4,258.00	38,281,255	4,293.75	38,585,450	304,195 Total for Enrollment Based allocation
FTE change			(72.00)	chg from prior		
Supplements:				(36.25)	chg from prior	
Enrolment Decline						
% decline from previous year-1-4%	50%	-1.7%		-0.8%		
% decline from previous year->4%	75%	(72.00)	129,380	(36.25)	0	(129,380) Suppl against significant Enrolmt decline
% decline of previous 3 yrs >7%	50%					
Unique Student Needs						
Indigenous Education	1,790	560.00	1,002,400	583.00	1,043,570	41,170 Ind Ed only
Salary Differential		336.56	769,737	336.56	1,162,910	393,173 Increase in avg teacher salary
Unique Geographic Factors			5,051,230		5,051,230	0
Total Supplemental Funding			13,016,301		14,114,449	1,098,148
Indigenous Education Councils			77,716		77,716	0
Curr & Learn Support			38,970		38,970	0
Funding Protection			581,272		-	(581,272) Protection against funding declines > 1.5%
Additional grants			697,958		116,686	(581,272)
September Operating Grant			51,995,514		52,816,585	821,071 Total increase for September count
		4,258.00		4,294.63		
Summer / Feb / May counts		40.00	291,200	40.00	291,200	0 2nd and 3rd counts for OL and Level
Full Year Total		4,298.00	52,286,714	4,334.63	53,107,785	821,071

SCHOOL DISTRICT NO. 69 (QUALICUM)
2025-26 Amended Annual Budget - Financial Summary

1/15/2026

	2025/26		Comments
	Annual Budget	Amended Budget	
PROVINCIAL GRANTS			
Operating Grant	52,286,714	53,107,785	821,071 Operating grant recalculation
Other MOE Grants-Additional grant	426,341	426,341	0
Other MOE Grants-Pay Equity	936,176	936,176	0
Other MOE Grants-Misc	201,713	370,000	168,287 ICY funding/2nd count adj
TOTAL MINISTRY OF ED GRANTS	53,850,944	54,840,302	989,358
OTHER REVENUES			
Other Provincial Revenues	150,000	150,000	0
Offshore Tuition	3,850,000	3,850,000	0
Miscellaneous	385,000	385,000	0
Rental and Leases	350,000	350,000	0
Investment Income	350,000	350,000	0
TOTAL OTHER REVENUE	5,085,000	5,085,000	0
TOTAL REVENUES	58,935,944	59,925,302	989,358
EXPENDITURES			
SALARIES AND BENEFITS			
Teachers	21,570,706	21,827,299	256,593 Average salary increases
Principals and Vice Principals	3,899,447	4,032,446	132,999 Add'n for VP False Bay
Educational Assistants	3,385,201	3,399,289	14,088
Support Staff	6,255,834	6,298,546	42,712
Other Professionals	2,123,434	2,144,587	21,153
Substitutes	2,431,513	2,611,196	179,683 Add'n for replacements
Benefits	11,060,491	11,255,280	194,789 Associated benefit costs
TOTAL SALARIES AND BENEFITS	50,726,626	51,568,643	842,017
Benefits as a % of Total Salaries	27.9%	27.9%	
Substitutes as a % of Total Salaries	6.5%	6.9%	
SUPPLIES AND SERVICES			
Services	3,808,668	3,876,009	67,341 Addn'ts for IE funds
Training and Travel	391,500	391,500	0
Rental and Leases	30,000	30,000	0
Dues and Fees	68,000	68,000	0
Insurance	205,000	205,000	0
Supplies	2,611,150	2,754,710	143,560 Indigenous Ed funds / Dist supplies
Utilities	1,095,000	1,095,000	0
Capital Equipment			
TOTAL SUPPLIES AND SERVICES	8,209,318	8,420,219	210,901
TOTAL EXPENDITURES	58,935,944	59,988,862	1,052,918
NET REVENUE (EXPENDITURE)	0	-63,560	
Budgeted Use of Surplus		63,560	Appropriated surplus for IE targeted funds
Surplus (Deficit), for the Year	0	0	

SCHOOL DISTRICT NO. 69 (QUALICUM)
2025-26 Amended Annual Budget - Financial Summary

1/15/2026

	2025/26		Comments
	Annual Budget	Amended Budget	
INSTRUCTION			
Regular Instruction	26,446,033	26,723,766	277,733 Adjustments for add'l grants
Career Programs	549,954	488,101	-61,853
Library Services	1,233,281	1,186,444	-46,837
Counselling	1,188,423	1,215,652	27,229
Inclusive Education	7,439,674	7,654,257	214,583 Adjustments for add'l grants
Early Learning and Childcare	96,650	269,547	172,897 new program spaces
English Language Learning	188,996	169,078	-19,918
Indigenous Education	1,007,510	1,107,672	100,162 Adjustments for add'l grants and approp surplu
School Administration	4,557,056	4,700,661	143,605 Ind Ed adj portion
International Students	3,109,397	3,026,950	-82,447
Other	0	0	0
Function 1 - Instruction	45,816,974	46,542,128	725,154
DISTRICT ADMINISTRATION			
Educational Administration	934,039	940,776	6,737
School District Governance	253,955	337,954	83,999 IEC funding
Business Administration	1,913,585	1,965,434	51,849
Function 4 - District Administration	3,101,579	3,244,164	142,585
OPERATIONS AND MAINTENANCE			
Operations and Maintenance Admin	751,886	770,723	18,837
Maintenance Operations	5,395,578	5,420,914	25,336
Maintenance of Grounds	463,200	482,934	19,734
Utilities	1,161,000	1,161,000	0
Function 5 - Operations and Maint	7,771,664	7,835,571	63,907
TRANSPORTATION AND HOUSING			
Transportation and Housing Admin	194,722	201,200	6,478
Student Transportation	2,011,005	2,125,799	114,794
Housing/Boarding	40,000	40,000	0
Function 7 - Transportation and Housing	2,245,727	2,366,999	121,272
TOTAL FUNCTION 1-7	58,935,944	59,988,862	1,052,918

Special Purpose Fund (SPF) Budget			
Annual Facility Grant	199,383	199,383	0
Classroom Enhancement Fund	5,024,550	5,665,170	640,620 grant adjustment
Learning Improvement Fund	180,746	218,250	37,504 carry forward adj (C/F)
Community Link	442,357	442,357	0
Strong Start	96,000	102,000	6,000 grant adjustment
Ready, Set, Learn	22,050	22,050	0
French Funds	105,000	134,556	29,556 grant adjustment plus C/F
Seamless DC	55,400	55,400	0
Mental Health	55,000	55,000	0
FN Transportation	140,529	147,980	7,451 grant adjustment plus C/F
ECL Scan	175,000	175,000	0
CR4YC/SEY2KT	25,750	0	-25,750 grant discontinued
Feeding Futures Funds	498,142	498,142	0
Dual Credit/WEX Programs	50,000	34,264	-15,736 grant discontinued C/F only
Prof Learning grant	0	98,196	98,196 carry forward only
National food program (NSFP)	98,789	213,376	114,587 grant adjustment plus C/F
Special Purpose Funds-Total Expenses	7,168,696	8,061,124	892,428



Yath čísum
Always growing
Grandissons ensemble

**QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE REPORT
TUESDAY, JANUARY 20, 2026
1:00 P.M.
VIA VIDEO CONFERENCING (Teams)**

Facilitator: Trustee Eve Flynn

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

1. INDIGENOUS LAND ACKNOWLEDGEMENT AND INTRODUCTIONS

Chair Flynn gave thanks and acknowledged that the lands on which the committee members live, work, and learn are on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanose) First Nations People.

2. FOR INFORMATION

Chair Flynn noted that there would be a shift to reviewing the policies to streamline the process and move toward more concise, accessible policy documents. The plan is to 'batch' series of policies, where able, for first readings and have most of them reviewed and adopted prior to the newly elected board taking office in November 2026.

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

a. Policy Overhaul – 300 Series Crosswalk

Superintendent Jory reviewed the rationale to redrafting the policy manual to remove redundancies and shorten text. The policies would also focus on clarity and a 'point-form' structure. Most of the policies would have the same content and be presented in the revised form for first reading separately, and where possible, given second as well as third and final reading at one meeting rather than three separate readings. He noted that some policies would require a more in depth review and could be given three separate readings.

He then shared a proposed timeline to accomplish revising the policies to the new format by November 2026.

The Committee agreed to the proposed approach while confirming that there would be flexibility for any member requesting a more in depth discussion and consideration of any policy and/or additional time to obtain feedback from the members of their respective partner groups. Those policies could then revert to the process of three separate readings.

i. Policy 301: Living Wage

Committee members discussed the merits of the policy and whether it was still necessary to maintain as the district wages were above the local living wage thresholds.

There was a query to why the district's name no longer appeared on the BC Living Wage employer list and whether it might be related to any contracted work. It was noted that there was an annual fee

attached to do so, which the district may have not renewed and Superintendent Jory advised he would check whether fees or administrative factors were the cause of removal from the list.

Members debated the value in preserving the policy for current as well as future considerations in the event of implementation of a new initiative that the policy would support e.g., a teaching cafeteria that would include paying students to work there. It also was recognized as having merit as an educating resource for the concept of a living wage.

The revised policy will move forward for first reading at the January Board Meeting.

ii. Policy 302: Community and Volunteer Involvement

The Committee approved of the updated policy and clarity of the administrative procedure.

Questions were raised about criminal record check (CRC) requirements, volunteer insurance, consistency of volunteer processes across schools, the proposed implementation of volunteer application forms, and volunteer orientation.

After some discussion, it was determined that minimum insurance requirements would be articulated and a centralized (ideally on-line) volunteer application form would be developed in the future. Clarification of criminal record check expectations would include removing the 'low risk volunteer' category (due to safety concerns), when a CRC is required, and how long the CRC was valid and also that with a letter from a school, there is no cost to the volunteer for a CRC.

It was suggested that the language be added to ensure that volunteers not displace unionized employees; however, it was noted that language was embedded in the Collective Agreements for both professional and support staff.

Some of the suggested revisions will be discussed further, and as deemed relevant, will be included in the Administrative Procedure prior to second reading.

The revised policy will move forward for first reading at the January Board Meeting.

iii. Policy 303: Enhancing Student Learning

The requirement for an administrative procedure was debated and the committee agreed that a short one could accompany this policy which would include references to Ministerial requirements, strategic planning processes, district handbooks/manuals and examples of the types of meaningful engagement with students, parents, and staff.

It was suggested that when it came time to renumber the policy sections that this policy might better be placed under the 700: *Student Services* series.

Content of the administrative procedure will be considered for development prior to second reading.

The policy will go forward to first reading at the January Board Meeting.

iv. Policy 304: School Closure, Consolidation or Reconfiguration

A request was made to have the timeframes be outlined more specifically in the administrative procedure to ensure that the Board would make any decisions on closure, consolidation or reconfiguration in a timely fashion. If a decision is not made by a certain date, then there would not be a change to the upcoming school year.

It was noted that the Board would also need to adhere to Collective Agreement language related to this topic.

The policy will go forward to first reading at the January Board Meeting

v. Policy 305: Public Interest Disclosure

Clarity was requested as to which senior administrator is the designated officer for the district. The policy will be revised to indicate that the Secretary-Treasurer is the senior district administrator assigned to receive and respond to disclosure. If the disclosure is related to the Secretary-Treasurer, then the Superintendent of Schools would receive and respond to disclosure

The policy will go forward to first reading at the January Board Meeting.

4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING

a. Policy 701: Student Discipline

A concern was raised under Context with the removing of 'District' when responding to behaviour that compromises safety or learning as it would be important for professional and support staff to know they had the support of the school and/or the District which would work together to find solutions. The reference will be reinstated to indicate that "the school and/or the District will respond..."

Attendees also considered whether the policy statement might state that 'The Board **will commit** to maintaining an environment where all students can learn and thrive' as opposed to 'The Board **is committed to...**' The policy statement will remain as currently written and given future consideration.

It was suggested that a definition of, and references to, *restorative practices* be included in either the policy or administrative procedures as it is referenced numerous times; however, it was shared that it was hard to define it clearly as there are a number of diverse types of restorative practices. Consideration will be given to there being an internal reference to the options for staff to consider when addressing an issue rather than honing it down to one definition.

A question was raised as to whether families could bring a support person with them to the District Drug and Alcohol Review Committee. It was confirmed that they are welcome to do so and the administrative procedure will be revised to include that information.

The timeline for advising the parent/caregiver(s) in writing, and whether that would be by mail or email, will also be clarified to ensure the process is user friendly, with advocacy being a part of that. The revisions will be made for final draft of the administrative procedure.

The pronouns will also be replaced in the administrative procedure.

The policy will go forward to second reading at the January Board Meeting.

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

No further suggestions were made and the policy will go forward to second reading at the January Board Meeting.

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

(Final review including input on Administrative Procedures)

a. Policy and AP 700: Safe, Caring and Inclusive School Communities

No further suggestions were made and the policy will go forward to 3rd and final reading.

b. Policy 709: Board of Education Bursary

No further suggestions were made and the policy will go forward to 3rd and final reading.

6. FUTURE TOPICS

a. Policy Overhaul

b. Revisions to 603, 604 and 606 pending changes to WorkSafeBC Regulations

7. NEXT MEETING DATE

Tuesday, February 17, 2026 at 1:00 p.m. via videoconferencing



1. Purpose

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

2. Guiding Principles

The district's Living Wage commitment is founded on:

a. **Fairness & Dignity**

All workers deserve compensation that supports a reasonable standard of living.

b. **Equity & Inclusion**

A living wage helps reduce poverty and barriers faced by low-income families, including many with children in the school system.

c. **Community Leadership**

As a major employer, the district contributes to the social and economic health of the region.

d. **Fiscal Responsibility**

Living wage decisions must balance social responsibility with sustainable financial planning.

e. **Compliance with Standards**

The district aligns with the Living Wage for Families BC definition and calculation of the regional living wage.

3. District Commitments

The district will:

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

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

4. Exemptions & Limitations

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

- a. Compensation is set by a collective agreement, provincial body, or independent compensation framework;
- b. Contracted services are short-term, small-scale, or specialized;
- c. Specific operational needs or budget limitations require alternative arrangements.

Exemptions must be justified and approved by the Superintendent or designate.



5. Superintendent Responsibilities

The Superintendent will develop Administrative Procedures that:

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

6. Internal References

- [District Strategic Plan \(To Give / To Belong pillars\)](#)
- [Administrative Procedures related to compensation and contracted services](#)

External References

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



COMMUNITY AND VOLUNTEER INVOLVEMENT

*Governance Series***1. Purpose**

The Board of Education values the meaningful involvement of parents, caregivers, families, community members, and partner organizations in supporting student learning and well-being. This policy affirms the Board's commitment to fostering respectful, inclusive, and safe collaboration between schools and the broader community.

2. Guiding Principles

Community and volunteer involvement in the Qualicum School District will reflect:

a. Student-Centred Purpose

Participation must support learning, safety, wellness, and positive school experiences.

b. Respect & Inclusion

All volunteers and community members will be welcomed in ways that honour diversity, cultural perspectives, and equitable participation.

c. Partnership

Collaboration strengthens relationships among schools, families, Indigenous partners, and the wider community.

d. Safety & Responsibility

Volunteer activities must ensure safe and secure environments for students and comply with screening, supervision, and safety requirements.

e. Clarity of Roles

Volunteers support but do not replace the professional responsibilities of district staff.

f. Alignment with District Values

Volunteer and community activities must reflect district policies and uphold safe, caring, inclusive learning environments.

3. Scope of Volunteer Involvement

Volunteers may support school and district activities such as:

a. Classroom assistance**b. Field trips and extracurricular activities****c. School events, cultural activities, and performances****d. Learning support programs****e. Advisory or parent/caregiver groups****f. Community partnerships that enhance learning experiences**

The type and extent of volunteer participation will be determined by the Principal or designate based on the needs of the school.

4. Expectations for Volunteers

All volunteers must:

- a. Demonstrate conduct that supports student safety, learning, and well-being;
- b. Follow district and school policies, codes of conduct, and confidentiality expectations;



COMMUNITY AND VOLUNTEER INVOLVEMENT

Governance Series

- c. Work under the direction and supervision of district staff;
- d. Respect privacy rights, boundaries, diversity, and the professional role of employees;
- e. Participate in screening processes as required (e.g., criminal record checks);
- f. Comply with health, safety, and emergency procedures.

Volunteers may be declined or removed at the discretion of the Principal or Superintendent when actions are inconsistent with district standards.

5. Community Partnerships

The district encourages partnerships with:

- a. Local First Nations
- b. Municipalities and regional governments
- c. Community and non-profit organizations
- d. Post-secondary institutions
- e. Service clubs, recreation providers, and arts organizations
- f. Businesses offering educational relevance

Partnerships must:

- a. Support student learning and well-being;
- b. Align with district values of equity, safety, inclusion, and sustainability;
- c. Be transparent and free from conflicts of interest;
- d. Be governed by written agreements when appropriate.

6. Superintendent Responsibilities

The Superintendent will establish Administrative Procedures that:

- a. Define screening, criminal record check, and documentation requirements;
- b. Clarify supervision, boundaries, and volunteer expectations;
- c. Outline school-based approval processes;
- d. Provide guidelines for community partnerships and volunteer coordination;
- e. Ensure training or orientation is provided when required;
- f. Support culturally safe and inclusive volunteer participation.

7. Internal References

- Policy 1050 — Community Engagement (*Pending*)
- Policy 1040 — Equity, Diversity & Inclusion (*Pending*)
- [Policy 700 — Safe, Caring & Inclusive School Communities](#)
- [Administrative Procedures related to volunteer screening and community partnerships](#)

External References

- [School Act](#) and [Child Protection requirements](#)



1. Purpose

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

2. Guiding Principles

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

a. **Student-Centred Learning**

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

b. **Equity & Inclusion**

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

c. **Continuous Improvement**

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

d. **Shared Responsibility**

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

e. **Transparency & Public Accountability**

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

f. **Alignment with Strategic Priorities**

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

3. Board Responsibilities

The Board will:

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



- g. Engage with local First Nations and Indigenous partners in ways that honour rights, protocols, and priorities.

4. Superintendent Responsibilities

The Superintendent will:

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

5. Evidence & Indicators of Success

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

- a. Literacy, numeracy, and core competency development;
- b. Indigenous student outcomes and Equity in Action measures;
- c. Student belonging, well-being, and social-emotional indicators;
- d. Transitions from grade to grade, and transitions to post-secondary, training, or the workforce;
- e. Literate and numerate students transitioning to meaningful graduation;
- f. Local evidence aligned with the Strategic Plan and operational learning plans.

Indicators will be disaggregated where appropriate to identify inequities and inform improvement.

6. Engagement & Partnerships

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

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

7. Public Reporting

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

- a. Evidence of student learning, transitions, and well-being;
- b. Analysis of strengths, challenges, and inequities;
- c. Actions taken and results achieved;



- d. Alignment to district strategic priorities;
- e. Plans for further improvement.

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

8. Superintendent's Administrative Procedures

The Superintendent will establish Administrative Procedures that:

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

9. Internal References

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

External References

- [Ministry of Education & Child Care — Policy for Student Success](#)



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

Governance Series

1. Purpose

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

2. Guiding Principles

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

a. Student Success and Well-Being

Decisions must support safe, equitable, and high-quality learning environments.

b. Transparency and Public Trust

The process will be open, accessible, and clearly communicated.

c. Meaningful Engagement

Students, families, staff, Indigenous partners, and community members will have opportunities to provide input prior to decisions.

d. Respect for Indigenous Rights and Protocols

Engagement with local First Nations must be early, substantive, and appropriate to the significance of the decision.

e. Equity and Inclusion

Impacts on diverse student groups, including those with unique learning needs or transportation challenges, will be carefully considered.

f. Responsible Stewardship

Decisions will reflect long-term sustainability of district resources, assets, and programming.

g. Data-Informed Evaluation

The Board will consider evidence such as enrolment trends, facility condition, operating costs, transportation impacts, and educational programming implications.

3. Board Responsibilities

The Board will:

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

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

4. Superintendent Responsibilities

The Superintendent will:



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

Governance Series

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

5. Consultation Expectations

Public consultation will:

- a. Occur early enough to meaningfully influence Board consideration;
- b. Provide multiple avenues for participation (e.g., meetings, written submissions, online tools);
- c. Include information on rationale, options, data, and potential impacts;
- d. Document key themes and feedback for Board review;
- e. Remain respectful, inclusive, and accessible to all stakeholder groups.

Engagement with Indigenous partners will be separate, distinct, and consistent with their protocols.

6. Criteria for Consideration

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

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

These criteria may be weighted differently depending on context.

7. Decision-Making

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

8. Transitions and Implementation

If the Board approves a change, the Superintendent will:

- a. Develop and communicate an implementation plan;
- b. Ensure appropriate supports for students, staff, and families;



SCHOOL CLOSURE, CONSOLIDATION, OR RECONFIGURATION

Governance Series

- c. Coordinate timelines, transportation adjustments, facility needs, and program continuity;
- d. Maintain ongoing communication throughout the transition.

9. Administrative Procedures

The Superintendent will establish Administrative Procedures that:

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

10. Internal References

- Governance Policy 1050 — Community Engagement (*Pending*)
- Governance Policy 1030 — Indigenous Education & Reconciliation (*Pending*)
- Administrative Procedures related to consultation and facility planning

External References

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



1. Purpose

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

2. Guiding Principles

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

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

3. Definition of Serious Wrongdoing

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

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

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

4. Reporting Mechanisms

Individuals may report serious wrongdoing to:

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



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

5. Protection from Reprisal

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

6. Responsibilities of the Board

The Board will:

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

7. Responsibilities of the Superintendent

The Superintendent will:

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

8. Responsibilities of the Designated Officer

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

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

9. Confidentiality

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



10. Administrative Procedures

The Superintendent will establish Administrative Procedures that:

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

11. Internal References

- Governance Policy 1060 — Privacy & Information Stewardship (*Pending*)
- Administrative Procedures related to PIDA implementation

External References

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

DRAFT



STUDENT DISCIPLINE

(Student Services Series)

Page 1 of 3

CONTEXT:

In order for learning to occur students must feel and be safe at school. The Board works actively and persistently to create and maintain safe, caring and inclusive school communities as per Board Policy 700: Safe, Caring and Inclusive School Communities. Infractions to students' feeling and being safe at school will occur and require intervention and action on the part of the school and/or the district.

Safe, caring, and inclusive school communities are essential for student learning and well-being. When student behaviour compromises safety or learning, schools and/or the District will respond in ways that are fair, progressive, restorative wherever possible, and aligned to legislation and district expectations. This policy works alongside Board Policy 700: Safe, Caring, and Inclusive School Communities.

POLICY STATEMENT:

The Board will maintain an environment that supports learning through ensuring schools are safe, caring and inclusive. Should incidents occur that compromise this environment, efforts at the classroom, school and district level may be used to restore the environment.

The Board is committed to maintaining an environment where all students can learn and thrive. Student discipline shall preserve safety, support learning and positive behaviour change, and be consistent with the Canadian Charter of Rights and Freedoms, the School Act, and Codes of Conduct.

GUIDING PRINCIPLES:

The Board believes in modelling and using a positive discipline program that will

1. Preserve and support a safe and effective learning environment that allows students to reach their full potential.
2. Model and educate students to practice positive social behaviors, healthy life skills and habits.

Guiding Principles

1. **Discipline protects a safe and effective learning environment for all.**
2. **Students must be supported to develop positive social behaviours and healthy life skills.**
3. **Responses to misconduct must be timely, fair, reasonable, and progressive.**
4. **Restorative approaches should be prioritized to repair harm, rebuild relationships, and reintegrate students.**
5. **Out-of-school suspension is used judiciously and typically when safety is at risk or when progressive measures have not resolved concerns.**
6. **Students facing long suspensions are entitled to timely due process through a District Review Meeting (formerly "hearing").**

The Board expects:

1. All students will always comply with the codes of conduct while on school grounds or attending school (or district) sanctioned events.



STUDENT DISCIPLINE

(Student Services Series)

Page 2 of 3

2. Incidents compromising the safety of students will be responded to in a timely, fair and reasonable manner.
3. Wherever possible, responses and interventions to incidents that compromise safety will be restorative; meaning they will repair harm, strengthen relationships and enhance a sense of belonging to school and community.
4. Should a disciplinary response be required, it will be progressive, and individualized.
5. School and community resources may provide students with additional support.
6. Interventions may happen at the classroom, school or district level and will typically progress through these levels; however, serious infractions may result in escalation to school or district.
7. Out-of-school suspension should be used judiciously in the context of a progressive discipline model and reserved for cases that impact the safety of those in the learning environment, such as bullying, violence, weapons, and illegal use of substances.
8. That all students who have been suspended for more than five (5) days and who appear before a District Review Committee, shall receive a fair and just hearing under the protection of the *Charter of Rights and Freedoms*.

Expectations

1. **All students comply with school and district Codes of Conduct and policies.**
2. **Teachers and administrators use progressive, school-based strategies that support learning and behaviour improvement before district referral, except where immediate safety or legal obligations require escalation.**
3. **Suspended students continue to receive an appropriate educational program.**
4. **The District Review process ensures fairness and provides recommendations for support and resolution.**
5. **The Superintendent will annually review discipline data for equity, consistency, and outcomes and provide a summary to the Board and the Indigenous Education Council.**

Definitions

1. **Review Meeting: a district-level, learning-focused, restorative meeting convened for serious or persistent behaviours, replacing the term “hearing.”**
2. **Progressive Response: a continuum of school-based strategies to teach, support, and reinforce expected behaviours before considering escalation.**

Internal References

- [Administrative Procedure to Board Policy 701: Student Discipline](#)
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)
- [Board Bylaw No. 5: Student and/or Parent/Caregiver Appeals to the Board of Education](#)

External References

- [School Act Sections 26, 85\(2\)\(c\)\(ii\) and \(d\)](#)
- [The Canadian Charter of Rights and Freedoms](#)



DATES OF ADOPTION AND AMENDMENTS:

Adopted: 1998.02.24

Amended: 2000.08.29; 2016.12.13; Reviewed October 2017: **2022.01.25**

DRAFT



Context

The School Act governs the provision of public and private education in B.C. This Act sets out the duties and responsibilities of the Board, parents and students. When disputes occur, the act outlines a process for appeal (Board bylaw 5). Agreements among unions, BC Confederation of Parent Advisory Councils and School Boards agree that disputes can and should be handled first at the classroom and school level before being forwarded to the Superintendent and that the appeal process should follow these steps.

The School Act outlines the responsibilities of Boards, employees, parents, and students, and provides a process for appeal (Bylaw 5). All partners in education agree that disputes are best resolved as close to the source as possible, through respectful communication and collaborative problem-solving before escalation to the district or the Board.

Policy Statement

The Board is fundamentally committed to providing an educational program for all students. When complaints occur, the Board commits to having these resolved in an efficient way that supports the continued education, health and safety of students.

The Board of Education is committed to maintaining a positive and respectful learning environment. When concerns arise, they should be resolved promptly, fairly, and constructively to support the ongoing education, health, and safety of students.

Guiding Principles

The Board believes that:

1. Conflicts and misunderstandings and disputes will occur in schools and operational sites should be resolved through clear, respectful communication.
2. When disagreements arise, resolution should be first sought where the conflict has occurred, and not be elevated until there has been a fulsome attempt at agreement or compromise. **Concerns should first be addressed where the issue occurred—for example, with the teacher or principal—before moving to the district level.**
3. If not resolved at the classroom, department, or site supervisory level, **school**, the concern complaints may be submitted to the **made through this policy and administrative procedures by application to the** Superintendent or designate through the district complaint process.
4. If unresolved at that level, the parent, caregiver, or student may appeal to the Board of Education under Bylaw 5.
5. Restorative and interest-based approaches (such as mediation and collaborative problem solving) will be used whenever possible.
6. Advocates or support persons may participate in the process.
7. Some serious matters (e.g., professional conduct, harassment, or legal investigations) are **not** addressed under this policy but follow separate procedures.
8. The process is open to students, parents, and caregivers and applies to complaints regarding district decisions, actions, or conduct.



QUALICUM SCHOOL DISTRICT

BOARD POLICY 710: RESOLUTION OF STUDENT AND PARENT/CAREGIVER COMPLAINTS

(Student Services Series)
Page 2 of 2

Internal References

- [Administrative Procedure to Board Policy 710: Resolution of Student and Parent/Caregiver Complaints](#)
- [Board Bylaw 5: Student and/or Parent/Caregiver Appeals to the Board of Education](#)

EXTERNAL REFERENCES:

- [School Act – Part 2](#)
- [BC Confederation of Parent Advisory Councils \(BCCPAC\) resources](#)

Adopted/Amended:

Adopted: 1989.10.15

Amended: 1991.09.10: 2001.04.24: 2002.10.22: 2003.05.27: 2009.04.28: 2016.03.08:
2021.11.23



SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

(Student Services Series)

Page 1 of 2

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:

- a. The B.C. Human Rights Code
- b. The Canadian Charter of Rights and Freedoms
- c. Ministerial Orders (276/07, M341/16, M89) on Standards for Codes of Conduct
- d. The United Nations Universal Declaration of Human Rights

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:
 - a. Uses the district template.
 - b. Clearly articulates expected and unacceptable behaviours.
 - c. Includes anti-discrimination language and digital-device use expectations.
 - d. 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.

INTERNAL REFERENCES:

- [Administrative Procedure: Safe, Caring, and Inclusive School Communities](#)
- [Board Policy 701: Student Discipline and its attendant Administrative Procedures](#)
- [Violence, Threat-making, Risk and Threat Assessment Community Protocol](#)



QUALICUM SCHOOL DISTRICT

BOARD POLICY 700

SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

(Student Services Series)

Page 2 of 2

EXTERNAL REFERENCES:

- [B.C. Human Rights Code as of July 2021](#)
- [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](#)

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**

**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

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

Procedures

1. **Codes of Conduct**
 - a. Principals, with input from students, staff, and parents, shall develop and annually review a school Code of Conduct using the district template.
 - b. Codes must include:
 - i. Positive behaviour expectations (matrix format encouraged).
 - ii. Restrictions on personal digital devices, consistent with provincial directives.
 - iii. Clear consequences and restorative options for misconduct.
 - iv. Safe reporting processes and protection from retaliation.
 - c. Codes shall be filed annually with the Superintendent by **July 15** and approved by the Board in **September**.
2. **Roles and Responsibilities**
 - a. Principals/Vice-Principals hold primary responsibility for discipline and Code of Conduct enforcement.
 - b. All staff are expected to model respectful behaviour and act to protect student safety.
 - c. Students and families shall be engaged in consultation and communication processes.
3. **Instruction and Support**
 - a. Schools will actively teach and reinforce expected behaviours through curriculum, advisory programs, and assemblies.
 - b. Staff shall access ongoing professional learning in restorative and trauma-informed practices.
4. **Documentation**
 - a. Significant breaches and interventions must be recorded in the district student information system.
5. **Equity and Accessibility**
 - a. Codes of Conduct must consider age, developmental stage, accessibility, medical needs, and equity of outcomes.



QUALICUM SCHOOL DISTRICT

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 700

SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

(Student Services Series)

Page 2 of 2

Accountability and Review

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

INTERNAL REFERENCES:

- [Administrative Procedure: Safe, Caring, and Inclusive School Communities](#)
- [Board Policy 701: Student Discipline and its attendant Administrative Procedures](#)
- [Violence, Threat-making, Risk and Threat Assessment Community Protocol](#)

EXTERNAL REFERENCES:

- [B.C. Human Rights Code as of July 2021](#)
- [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](#)

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 OF EDUCATION BURSARY SCHOLARSHIPS/ BURSARIES

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 can not 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 for Ballenas (BSS), a bursary for Kwalikum (KSS) and a bursary for Alternate Programs (PASS, CEAP, 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.~~

References

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

Dates of Adoption/Amendments:

Adopted: 2022.09.13

Amended:

**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 will assess the applications and provide up to three candidates 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 students 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.
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.



At the Graduation Ceremonies

1. The Board will determine the Trustee who will present the award to the student
2. Clear instructions for accessing the award will be given to the 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.

References:

- [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



Qualicum School District

External Conference Report

Trustee Representative: Elaine Young
Organization Presenting: Centre for Civic Governance/Women Transforming Cities
<https://ccg.eco/about-us/> / <https://www.womentransformingcities.org/>
Workshop Title: Designing For Equity: Tools for Local Leaders.
Date: December 2025

The Centre for Civic Governance (formerly the Columbia Institute) is an independent public policy think tank based in British Columbia. Our mission is to grow, foster, and support progressive leadership to advance equitable, inclusive, and resilient communities across Canada. The Centre focuses more on municipal and regional governments, however some principles (such as those presented in this workshop, are useful for school districts as well.

Women Transforming Cities (WTC) is a registered charity that aims to radically shift social, economic, and political power to equity-deserving groups to reshape who cities are built by and for so that communities' needs are met and everyone can belong, participate, and thrive.

My report is introductory in nature. Full information is available on P. 2. For many years, I have wanted to find a means of insuring equity in policies made by the boards. This 7 step model may help to address the underrepresented. It is a beginning and a means to understanding equity and inclusion at a deeper level. I invite all of us to work with it in our policy reviews.

The 7-step toolkit:

1. Explore the Issue and Your Lens
Background research, rational/purpose for policy, biases, assumptions, logical/ethical issues.
2. Examine the Context
Understand first and foremost the impact on Indigenous people, then on other underrepresented groups.
3. Identify Missing Perspectives
Avoid listening to the loudest voices; look for barriers to participation and work against those barriers. Avoid tokenism.
4. Draw On Existing Resources
Do your own research; underrepresented populations often have “engagement fatigue,” be an ally and speak up.
5. Initiate Dialogue
Commit to continuous learning; learn history; give more time and energy than you take.
6. Draft or Revise Your Motion
Take a deeper dive into the policy and rewrite it if necessary.
7. Keep the Conversation Going
Complete the circle and be open and prepared to learn more.

The work never finishes, and the growth never ends. This process is circular in nature. While the whole process takes time (4 years for one city), the outcome is improved inclusion and better policy making. If you are in a hurry, then do steps 2, 3 and 4.

For more information, feel free to contact me.