

Qualicum School District Parent Advisory Council Agenda

April 16, 2025 6:30-8:30 pm 124 West 2nd Ave Qualicum Beach

[Teams link to April 16, 2025 dpac meeting](#)

1. Acknowledgements

2. Introductions

3. Adoption of the agenda

4. Approval of minutes

-November 20, 2024

-February 19, 2025

5. Delegations (10 min)

- Janel van Dongen - 100 kids for change

6. QSD Staff Update (10 min)

7. QSD Trustee Update (5 min)

8. MATA Update (5 min)

9. CUPE update (5 min)

7. Treasurer report (5 min)

9. Business arising from the minutes / action items (10 min)

- A) Connect Summit
- B) Ideas for utilizing dpac funds

11. New business (25 min)

- A) Vote on bylaw change to strike section 10.5
- B) Open letter from BC District Parent Advisory Councils to Premier David Eby
- C) May 21, 2025 dpac election and call for nominees
- D) QSD Public budget meeting (same night as regular dpac meeting)
 - 5:00 pm Wednesday May 21, 2025

12. Recurring Business (45 min)

- A) School pac updates from dpac reps (15min)
 - a) AES
 - b) BES
 - c) EOES
 - d) EES

- e) FBS
- f) NES
- g) QBES
- h) SES
- i) BSS
- j) KSS
- B) Committee of whole meeting report (15) min
- C) Budget meeting report (5min)
- D) What to include in the dpac report for the board meeting (5 min)
- E) Agenda items for the next meeting 5 min)

13. Questions / Open discussion (15 min)

14. Adjournment and next meeting date

- May 21, 2025

Extra Information:

Suggested Bylaw Change:

1. Strike section 10.5 from the bylaws

Section 10: TERM OF OFFICE

1. The term of office for SD69 DPAC President and SD69 DPAC Vice President shall commence in July of each year. The term of office for the remaining Executive shall commence in November of each year.
2. Terms of office, for positions other than SD69 DPAC President and SD69 DPAC Vice President, shall commence November to the following October 11
3. Any elected member of the Council may serve on the SD69 DPAC Executive for as many years as she/her, he/him, they/them and others is elected to a position but no person may hold any one (1) position for more than three (3) consecutive years.
4. No person may hold more than one (1) SD69 DPAC Executive Officer position at any one time.
- ~~5. The Past President shall hold that office for one (1) year. The Past President is an ex-officio position, and can hold no other position.~~

Suggested bylaw by BCCPAC

Term of office:

6. The executive will hold office for a term of one year beginning immediately following the election (or between specified dates, for example, from July 1st to June 30th).
7. No person may hold the same executive position for more than four years.

Open Letter from BC District Parent Advisory Councils (DPACs)

To: Premier David Eby,

Dear Premier Eby,

Congratulations on your re-election as Premier of British Columbia. Your leadership and commitment to our province are highly valued, and we look forward to the continued positive changes you will bring to British Columbia. We, the undersigned members of District Parent Advisory Councils representing families from communities across BC, request the inclusion of critical issues facing our public schools in your upcoming mandate letters to the Minister of Education and Child Care, The Minister of Infrastructure, the Minister of Finance, and the Treasury Board.

Our schools are at the heart of community life and directly shape the next generation of British Columbians. The challenges facing BC's public school system require urgent and committed action to ensure all children have equitable access to safe, supportive, and high-quality education.

1. Deferred Maintenance and Aging Infrastructure

The state of BC's school infrastructure has reached a critical point. The BCSTA has estimated there is more than \$9 billion in deferred maintenance across the province, which directly impacts the safety and well-being of students and staff. From deteriorating buildings to insufficient ventilation systems, many schools are in urgent need of repair. Delaying necessary maintenance compounds facility condition deterioration, escalating repair costs and creating exponentially costly legacy debt as compared to addressing maintenance issues right now.

What We Ask:

- **Increase Capital Funding:** Commit additional funds to address deferred maintenance, prioritizing seismic upgrades, energy-efficient retrofits, and safe, modern learning environments.
- **Reduce Planning Times:** Streamline the planning and approval process for renovations and new schools to ensure capital funding is allocated efficiently and projects are completed in a timely manner to meet the urgent demands of growing communities.

2. Capital Funding to Meet New School Needs

Rapid community growth, combined with delayed investments, has resulted in overcrowded schools and an increasing reliance on portable and modular classrooms, which were originally intended as temporary solutions. These measures have placed significant strain on the education system and created inequities in the learning environments available to students. As urban landscapes continue to evolve and new housing legislation drives significant density increases, the planning and funding processes for new schools must adapt to meet the demands of accelerated urban growth.

Existing capital funding levels fall far short of the province-wide need for new schools, leaving districts unable to keep pace with rising enrollment and community growth. Without timely investment, overcrowding and reliance on portables will persist, further exacerbating the challenges faced by students, families, and educators.

What We Ask:

- **Comprehensive Long-Term Funding Plan:** Establish a fully funded 10-year capital strategy to meet district requests for new schools, ensuring timely responses to enrollment growth and infrastructure needs.
- **Interim Support for Portables:** While addressing the backlog of new school construction, provide full funding to cover the costs of portables for all school districts as an interim solution. This includes funding for acquisition, setup, and maintenance, ensuring districts are not forced to divert critical resources away from other priorities.
- **Honor the “Building Schools Together” Initiative:** Maintain commitment to the principles of the “Building Schools Together” initiative by prioritizing investments in areas where school capacity expansion is urgently needed.
- **Updated Area Standards:** Modernize area standards to allow for the planning and construction of urban schools and innovative, non-traditional school models, such as those integrated with municipal community centers, to better align with the realities of today’s communities.

3. Funding Gaps for Students under the Inclusive Education Umbrella

Students with non-designated learning needs, including those with unrecognized or emerging challenges, require meaningful support to fully engage with the curriculum. Whether or not these students have an official designation, their learning needs remain real and urgent. However, chronic underfunding of school districts for special education and support for diverse learners has created a systemic issue: resources intended for students with designated funding are often redirected to meet the needs of unfunded students, leaving both groups underserved.

This funding gap forces school districts into an untenable position—either making cuts in other operational areas to provide the necessary supports or leaving students without adequate help, allowing them to fall through the cracks. As a result, many students are denied equitable opportunities to succeed in mainstream classroom settings, while the strain on educators and the broader system continues to grow.

What We Ask:

- **Need Based Inclusive Education Funding:** Designate separate dedicated funding for students who require additional support but do not meet traditional designation criteria.
- **Update Designation Funding:** Establish a process to regularly review and update designation funding guidelines to reflect the evolving needs of all students and target direct funding to all designations.

4. Meeting Special Education Needs and Educational Assistant (EA) Staffing

Chronic underfunding of special education is impacting students with diverse needs, and school districts face difficulties recruiting enough Educational Assistants (EAs) to provide adequate support, especially in remote and rural districts.

What We Ask:

- **Increase EA and Specialist Staffing:** Commit to funding additional EAs and specialist teachers to support students with special needs.
- **Update the Inclusive Education Manual:** Commit to updating of the Inclusive Education Manual, supporting best practices in inclusive learning environments.

5. Addressing School Exclusion

In BC, every child has the right to access quality education, grounded in the belief that inclusive education ensures all students, regardless of their abilities or needs, can learn and thrive together in a supportive environment. However students, particularly those with complex support needs, are excluded from classrooms due to a lack of resources and support.

What We Ask:

- **Ensure Equitable Access to Education:** Develop policies and establish funding measures to prevent student exclusion due to inadequate support resources.
- **Fulfill CEA Commitment by 2025:** [Honor the promise](#) to increase Classroom and Education Assistant resources by September 2025.

6. Mental Health Resources for Students

Despite the growing need for school-based mental health support, the resources to provide these services remain limited across many districts. Understaffing due to underfunding of school counselors and mental health professionals results in inadequate mental health support for students and overextended staff.

What We Ask:

- **Expand Mental Health Support:** Increase funding for mental health programs and ensure each school district has adequate access to school counselors and mental health professionals.

7. Equitable Funding for Extracurricular Programs

Extracurricular activities in sports, arts, and enrichment are essential for student development. Cuts in many districts due to funding constraints creates inequity across communities. In the absence of school based extracurricular programs, families who cannot afford private programming are left without alternatives, further limiting their children's ability to participate and thrive. Access to these vital activities should not be determined by where you live.

What We Ask:

- **Allocate Funding for Enrichment:** Guarantee funds for extracurricular and enrichment programs to ensure that all students, in all districts, can access a well-rounded education experience.
- **Account for regional differences:** Develop a funding mechanism that recognizes and adjusts for the cost variances between districts to ensure equitable allocation of resources. Factors such as the higher costs of living in urban areas, increased transportation expenses in rural or remote districts, and unique local needs must be considered to prevent systemic disparities in extracurricular and enrichment program funding.

8. Outdated Technology in Schools

BC schools still operate with outdated technology. As a result, schools cannot sufficiently prepare students for the digital world. As technology continues to evolve, so too must our schools' infrastructure and resources.

What We Ask:

- **Invest in Modernizing Technology:** Guarantee funding to update technology across BC schools, ensuring that students are well-prepared for the digital economy and future job markets.
- **Establish Continuous Technology Modernization Practices:** Implement an ongoing process to evaluate and adopt new technologies as they become available, ensuring that all schools have access to up-to-date tools and resources. This proactive approach will prevent school districts from a cycle of falling behind and playing catch up with technology developments.

Premier Eby, like you, we the undersigned parents and community representatives are committed to ensuring BC's public schools are a foundation for future success. These requests reflect the immediate needs and aspirations of families across BC, and we look forward to your government prioritizing these areas in your upcoming mandate letters.

Thank you for considering our recommendations based on our experiences as DPAC parent leaders across the province. We appreciate your support and collaboration in building a stronger, more equitable education system for all BC students.

Sincerely,

QSD DPAC