



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84  
**REGULAR MEETING OF THE BOARD OF EDUCATION**

MONDAY, MARCH 9, 2026 – 4:00 PM  
SCHOOL BOARD OFFICE, GOLD RIVER, BC

## **AGENDA**

- 1. CALL TO ORDER**
- 2. TERRITORIAL ACKNOWLEDGEMENT**
- 3. APPROVAL OF AGENDA**
- 4. ADOPTION OF MINUTES**
  - a. Regular Meeting of February 9, 2026
- 5. BUSINESS ARISING FROM THE MINUTES**
- 6. PUBLIC PRESENTATIONS**
  - a. Jeff Rockwell – Principal, Gold River Secondary School
- 7. CORRESPONDENCE**
- 8. REPORT OF THE CLOSED MEETING**
- 9. TRUSTEE REPORTS**
  - a. School Reports
  - b. Provincial Council Report
  - c. Board Chairs call
  - d. Working Relations Committee
- 10. INDIGENOUS EDUCATION COUNCIL REPORT**
- 11. UNFINISHED BUSINESS**
  - a. Budget 2026/27
  - b. Community Consultations
  - c. Succession Planning
- 12. NEW BUSINESS**
  - a. Board Policy Review Advisory Committee Report
- 13. STAFF REPORTS**
  - a. Superintendent's Report
  - b. Secretary Treasurer's Report
- 14. TRUSTEE INQUIRIES**
- 15. PRESS AND PUBLIC INQUIRES**
- 16. NOTICE OF MEETINGS** April 13, 2026, at 4:00 pm – Zeballos Elementary Secondary School, BC at 4:00 pm.
- 17. ADJOURNMENT**



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**REGULAR MEETING OF THE BOARD OF EDUCATION  
FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84  
HELD ON MONDAY FEBRUARY 9, 2026  
SCHOOL BOARD OFFICE, GOLD RIVER, BC**

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**TRUSTEES PRESENT:** Arlaine Fehr, Chairperson (Gold River)  
Allison Stiglitz (Tahsis)  
Jenniffer Hanson, Vice-Chairperson (Kyuquot)  
Katie Unger (Gold River)  
Cyndy Rodgers (Zeballos)

**ALSO PRESENT:** Stephen Larre, Superintendent  
Gillian Leask, Secretary Treasurer  
Ellena Gjesdal, Executive Assistant

**PUBLIC PRESENT:** 1

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**CALL TO ORDER**

Chairperson Fehr called the meeting to order at 4:00 pm.

**TERRITORIAL ACKNOWLEDGEMENT**

Chairperson Fehr acknowledged and gave thanks that we work, play and live on the traditional, ancestral and unceded territory of the Nuu-chah-nulth peoples, Ehattesaht Chinehkint, Nuchatlaht, Mowachaht/Muchalaht, and Ka:'yu:'k't'h'/Che:k'tles7et'h First Nations.

**APPROVAL OF AGENDA**

**2026:R-006** MOVED: Trustee Unger, SECONDED: Trustee Stiglitz  
AND RESOLVED:  
"TO approve the agenda"

**ADOPTION OF MINUTES**

**2026:R-007** MOVED: Trustee Stiglitz, SECONDED: Trustee Unger  
AND RESOLVED:  
"TO adopt the amended minutes of the Regular Board meeting of January 12, 2026."

**BUSINESS ARISING FROM THE MINUTES**

Nil.



## **PUBLIC PRESENTATIONS**

### **a. Natasha Toth – Principal, Ray Watkins Elementary School**

Ms. Toth reported on the current staff at RWES: Principal & Vice-principal, 5 classroom teachers, 1 full-time LART, 1 first-call TTOC, 1 indigenous support worker (Mowachaht-Muchalaht), and 6 EAs. There is 1 vacant Library position. RWES is the only K-7 school in the district, with current enrollment of 110. The school population has fluctuated throughout the school year. 50% of school population is First Nations and a large percentage of students have behavioural needs.

RWES has a very strong sense of family with a high percentage of students reporting that they feel safe at school and have adults they can talk to. RWES currently has five house teams who can earn points by doing different things, with a year end pizza party for winning team. We host monthly assemblies and recognize students with perfect attendance. Each class does a performance and there are house team games afterwards. The intermediate students participate in field trips with Mr. Parkes, attending hikes, canoeing, cross-country skiing, downhill skiing, and tubing. At RWES students read morning announcements out to school on the PA system. The students are working on an art show titled Under the Sea for the spring. RWES has Fun Fridays. Students pick from a variety of activities such as spirit days, crazy hair day, fancy Friday, and pyjama day. The school newsletter has been updated to include “meet the staff” and “meet our Grade 7s”. The hallways have a math board with questions for a prize draw, and we have a strong Nu-chah-nulth culture in school, learning language and traditions, integrating language into daily teaching, dancing, and drumming.

We support Literacy with monthly consultations with Heather Goodall, Teachers are applying district literacy strategies in classroom. FSAs: Grade 4: 64% on track, Grade 7: 81% on track. Most students from grade 3 and up reading at grade level and writing steadily improving.

For Numeracy, intermediate teachers are continuing professional development on “Building, Thinking Classrooms”. Students have responded well to this type of numeracy instruction. Numeracy levels are still behind. Students do well up to grade 4 and then start to lag behind. FSAs: Grade 4 79% on track, grade 7: 45% on track.

RWES is focused on bringing more Nu-chah-nulth culture and language into school and will be offering the CORE program to grades 6-7 students. We are working on building relationships with students with initiatives such as “secret friend”, Leadership Club (w/ Del-Rae), and Girls group (w/ Brenda). Attendance is a high priority and we acknowledge that illness, extra-curriculars based outside of Gold River, and parent-excused absences result in lower attendance rates. Our next steps are working on new goals for literacy and numeracy based on new Strategic Plan, and integrating more outdoor education into daily routines. We are working on a deep dive on what it means ‘to belong.’ Students enjoy school but don’t feel that they belong. Students are taking part in the District Reaching Challenge and are developing student advocacy

## **CORRESPONDENCE**

**2026:R-008**      MOVED: Trustee Unger,                      SECONDED: Trustee Stiglitz  
AND RESOLVED:  
“TO accept the correspondence as received.”



## **REPORT OF THE CLOSED MEETING**

Chairperson Fehr reported that there was one labour, one land, and no legal items.

## **TRUSTEE REPORTS**

### **a. School Reports:**

#### **i. CMESS:**

January was a great month for connection at CMESS. Our school focus learning for January was "Belonging". Our Secondary class engaged our Intermediate class in STEM Challenges (The Great Spaghetti Bridge Competition!). Grade 7-12 students adventured to Mount Washington for 3 days of Ski and Snowboarding, Cross Country Skiing and Tubing with Phil Parks. We welcomed Kyuquot and Zeballos Basketball Players for a Zone Playoff Game and travelled to Gold River to challenge GRSS for a space in North Island Zones. Though unsuccessful, we are more determined than ever to keep practicing in preparation for next year. CMESS has officially launched its new team name and uniform design - the Tahsis Talons! We thank the Tahsis Literary Society for helping support the purchase of the first official uniforms in a very long time! CMESS rounded off January with the "Great Big Buddy Read" during Family Literacy week, where all students partnered up to read and celebrate Literacy together. With such a great start to the year - we can't wait for the rest of what 2026 has to offer! Adult basketball game was very well received.

#### **ii. GRSS:**

The Basketball Teams of boys and girls and the GRSS Wrestling team attended the North Islands. Provincial Assessments have taken place. Yuquot Camp out is scheduled for June 8-10<sup>th</sup>, 2026. GRSS Grad trip was re-routed to Vancouver on May 1-3<sup>rd</sup>. GRSS has a third camera in the hallway, cellphone plan now in place and Continuing Educations ongoing.

#### **iii. KESS:**

We have two brand new teachers: Emma Vallee and Emma Brennan. Emma Vallee is taking on the Juniors and Seniors humanities, and Emma Brennan is working with the intermediates. The teachers bring great energy to the school, and the students are enjoying their classes. We have had some excellent field trips in conjunction with Witwaak. VP Rix has been working hard putting the field trips together in partnership with Witwaak. Our First Nation Educational Assistant D. Hanson has attended all of the trips and the most recent trip was to Tashish studying signs of Elk and speaking about traditional harvesting. Every Wednesday afternoon the students participate in traditional drumming, singing, and dancing with our First Nation Educational Assistant D. Hanson. Teacher J. Kraul has taken on a special leadership and has led the cultural practices when First Nation Educational Assistant D. Hanson is unavailable. Our reading groups are really addressing the challenges of our primary and intermediate readers with instruction from Teachers and Support Staff. Teacher J. Kraul has been working hard with his basketball stars and as a result they are doing extremely well, and has taken them to basketball clinics and to Port Hardy for games and skill development. The primary group are becoming excellent singers and are working with ukuleles, stories and crafts. The juniors have been painting large pictures and graphics which we will be putting on display.



**b. Working Relations Committee Report**

At the January 26<sup>th</sup> meeting Assistant Superintendent Johnson provided detailed answers to technology questions that were raised. The committee also discussed concerns regarding increased housing costs in Kyuquot.

**c. BCPSEA Annual General Meeting January 29, 2026**

Trustee Unger reported on the meeting with 50 out of 60 representatives present. The budget was approved with 100% in favour, and all resolutions were passed but one. Local teacher bargaining is completed across the province, while support staff is on hold until the provincial framework is reached.

**INDIGENOUS EDUCATION COUNCIL REPORT**

Superintendent Larre reported on the IEC meeting on January 26. The meeting was well-attended and had a full agenda. The IEC made plans for ongoing capacity-building and plans for a proposed regional IEC meeting. The IEC discussed the human rights exemption for hiring, clarified understanding of the terms of reference and the importance of achieving quorum through the use of proxy or alternates, and reviewed budgets. The IEC decided to invite NI Metis and Joni Johnson as guests to future meetings, and discussed options for accessing masked data, a child care needs analysis, and the Feeding Futures meal program.

**UNFINISHED BUSINESS**

**a. 2025-26 Amended Annual Budget**

**2026:R-008**      MOVED: Trustee Unger,                      SECONDED: Trustee Stiglitz  
AND RESOLVED:  
*“TO have all three readings of the bylaw in one.”*

**2026:R-009**      MOVED: Trustee Hanson,                      SECONDED: Trustee Stiglitz  
AND RESOLVED:  
*“THAT the Board of Education approve the Amended Annual Budget for the 2024-2025 fiscal year in the amount of \$ 14,608,572, as presented.”*

**b. Policy 1 – Foundations Statements Proposed Amendments**

**2026:R-010**      MOVED: Trustee Stiglitz,                      SECONDED: Trustee Unger  
AND RESOLVED:  
*“TO adopt amendments to Policy 1 as proposed.”*

**c. Community Consultations**

Discussion on dates and times as follows:

Gold River: March 10, 2026, at GRSS

Tahsis: February 24, 2026, at 4:00 with dinner at CMESS

ZESS: February 25, 2026, at 4:30 and dinner to follow at 5:30 pm

KESS: March 3, 2026, at 4:30 at the Health Board Room



Secretary Treasurer Leask asked for feedback regarding budget questions to be asked in the survey. The Board agreed that the proposed questions were appropriate.

d. **AP 542 Electronic Surveillance**

Superintendent Larre reported that he followed up on the question regarding extending the recording time. The extension of video surveillance could not be extended due to technical storage capacity.

e. **AP 153 Responding to Unexpected Health Emergencies**

Superintendent Larre reported that all schools now have AED and Naloxone in place as directed by the Ministry, with all training in place as per ministry requirements. RWES is ahead of mandated requirements.

## **NEW BUSINESS**

a. **Enrolment Projections**

Secretary Treasurer Leask reported that enrolment projections are due to the Ministry by the end of the week. Principals are working through their projections, which will be consolidated and reviewed prior to submission.

b. **2026-27 Annual Budget**

Secretary Treasurer Leask proposed the annual budget development timeline. Chairperson Fehr proposed moving forward with setting the budget direction in the current meeting as opposed to March and all trustees were in favour. Trustee Stiglitz proposed a moderate approach to the 2026-27 annual budget as opposed to a conservative or aggressive approach. There was consensus to move forward under a moderate approach.

**2026:R-011**      MOVED: Trustee Stiglitz,                      SECONDED: Trustee Unger  
AND RESOLVED:  
                          *"TO draft the 2026-27 preliminary budget under a moderate approach."*

c. **Adult Participation in School Meals**

Superintendent Larre spoke on the district proposal of guidelines for meals and fees for staff participating in meals program offered at the schools. Information has been shared with IEC and Administrative staff to date. Trustee Stiglitz gave some information about a possible grant available named New Horizons, which will be passed on to Feeding Futures coordinator Principal Dickson.

d. **Succession Planning**

Superintendent Larre commented on the upcoming retirement of Assistant Superintendent Johnson. The Operations Supervisor posting closed last week with shortlisting of applicants underway. More information to come regarding retirement activities.

e. **Dual credit pathway to teacher education**

Superintendent Larre reported that the district has applied for a grant to develop a dual credit pathway program to teacher education which will offer courses for grade 12 students that count for some first year post-secondary courses. This program is intended to get kids interested in teaching as a career and acts as a stepping stone to post-secondary education by supporting students while they are still in high school. The application is for a \$25k grant, with a district commitment to match the contribution up to \$25k from strategic plan implementation funds. The application was submitted at the end of January



with a possible spring announcement and one year development cycle. All four nations within the district have sent support for the proposal in writing.

## **STAFF REPORTS**

### **a. Superintendent's Report – as attached**

Superintendent Larre reported that winter is the busiest for school sports. All four schools are participating in basketball this year for the first time. GRSS girls competed in the North Island championships. The GRSS boys finished 7<sup>th</sup> and KESS just missed qualifying. Two wrestling athletes from GRSS will be attending provincials.

### **b. Secretary Treasurer's Report – as attached**

Secretary Treasurer Leask expressed appreciation for school-based Administrative Assistants and district administrative staff, who have been exceptional in supporting the implementation of new processes to help streamline daily operations, recognizing their flexibility and commitment.

## **TRUSTEE INQUIRIES**

Trustee Rodgers spoke about her advocacy for neurodivergent adults and children. She submitted a resignation letter dated March 31, 2026.

## **PRESS AND PUBLIC INQUIRIES**

Nil.

## **NOTICE OF MEETING**

The next regular meeting of the Board of Education will be held on March 9, 2026 at 4:00 pm, at the School Board Office in Gold River. The public is invited to attend. Any requests for agenda additions should go to [egjesdal@viw.sd84.bc.ca](mailto:egjesdal@viw.sd84.bc.ca) two weeks prior to the meeting. Board meeting minutes are posted on the District's website at [sd84.bc.ca/about-sd84/board-meetings](http://sd84.bc.ca/about-sd84/board-meetings).

## **ADJOURNMENT**

The meeting was adjourned at 5:33 pm

*Certified Correct:*

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*Chairperson  
Arlaine Fehr*

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*Secretary-Treasurer  
Gillian Leask*



School District 84 Vancouver Island West  
 FTE Student Enrolment  
 as at February 2026



School	September 2026*	September 2025	September 2024	September 2023	September 2022	September 2021
CMESS	29	30.5	24.5	23.75	29.625	19.9375
GRSS	81.25	81.125	93.875	79.25	59.4375	65.625
KESS	34	37.375	42.5	42.6875	39	38.375
RWES	110	122	113	122	129	103
ZESS	37	34	39.5	42.25	49	41.5625
<b>Total FTE</b>	<b>291.25</b>	<b>305.00</b>	<b>313.375</b>	<b>309.9375</b>	<b>306.0625</b>	<b>268.5</b>

\* Projected enrolment

FTE = Full Time Equivalent

does not include international or homeschool students



British Columbia  
School Trustees  
Association

# Policy Review for Boards of Education

BOARD POLICY REVIEW  
ADVISORY COMMITTEE



January 2026

# Policy Review for Boards of Education

CONTRIBUTIONS FROM:



## Policy Review for Boards of Education

Policy work is integral for boards of education to ensure effective governance. Policies provide strategic, values-based oversight and establish standards for the school district. They also ensure accountability to the local community and support the board's statutory role under the *School Act*.

Effective policies create strong governance by ensuring values-driven leadership that strengthens strategic oversight, supports sound decision-making, and creates conditions for student success.

**PURPOSE:** Policies serve as the board's primary resource expressing values and priorities while delegating implementation and operationalization to the superintendent. The board is responsible for developing, updating, and maintaining these policies.

**ROLE:** Policy development is about setting a board's governance framework and is solely the work of, and within the purview of, the board of education.

**CLARITY:** Policy defines roles and responsibilities, emphasizing the distinction between governance (policy and oversight) and operations (administrative procedures and day-to-day management).

**TRANSPARENCY AND ACCOUNTABILITY:** Policies require open decision-making and set measurable standards for ethical conduct and performance.

**COMMUNITY ENGAGEMENT:** Encourages public input and builds trust.

An effective policy manual is a living document that should be maintained and reviewed regularly to ensure it remains current, relevant and responsive to evolving needs.

In alignment with board policies, administrative procedures describe how the superintendent and staff implement board policy and other operational matters. Administrative procedures are detailed rules, guidelines, and processes developed by the superintendent or senior administration that guide the day-to-day operations of the school district.

## Board Policy Review Advisory Committee

In June 2025, the BCSTA and Ministry of Education and Child Care identified the need for boards of education to review and modernize their policy manuals. As a result, the Board Policy Review Advisory Committee was established to develop guiding documentation to support boards of education in this work.

The Advisory Committee members, who include representatives of education partner groups, were appointed in June 2025. The committee has met eight times from July 2025 to January 2026 to develop materials to support boards in their policy review. The documentation developed by the committee aims to assist boards in establishing their governance direction and strategic vision by formulating a comprehensive set of foundational policies. The committee also acknowledges the importance of local district autonomy when developing policies that align with each district's priorities.

The committee:

- identified exemplar policies for reference
- developed materials to support boards in policy work
- provided clarity between policy and administrative procedures
- suggested workflow over three phases

### **PHASE 1: REVIEW OF THE DISTRICT'S POLICY MANUAL.**

- Evaluate the structure used for policy manuals.
- Update and/or develop the core 13 foundational policies.
- Archive/delete any outdated policies.
- Identify policies that are operational and delegate to the superintendent to develop/update administrative procedures.

### **PHASE 2: UPDATE AND DEVELOP THE REMAINING POLICIES.**

### **PHASE 3: DEVELOP A WORKPLAN FOR ONGOING REVIEW AND UPDATE OF POLICIES.**

*Note: Boards should follow their own Policy Development process as outlined in policy.*

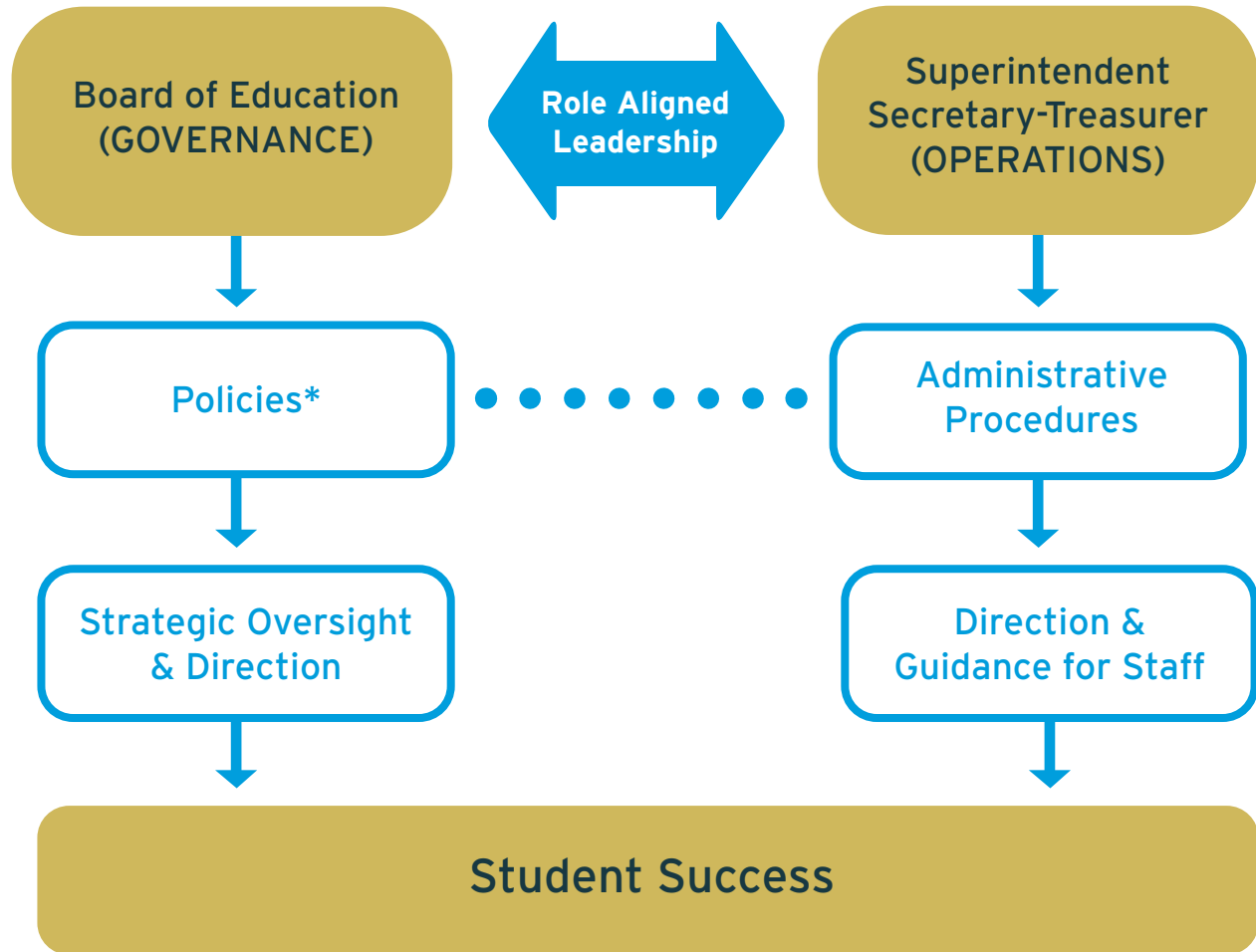
The goal is for boards of education to review and modernize board policies listed in Phase 1 of the documents by October 2026 and then continue updating policy manuals through the 2026-2030 term.

## **Board Policy Review Advisory Committee members:**

- **Carolyn Broady**, BCSTA Past President, Board Liaison and Committee Chair
- **Jen Mezei**, Burnaby, Vice-Chair
- **Kelli Sullivan**, Vernon, Chair
- **Sherri Bell**, Greater Victoria, Official Trustee
- **Pius Ryan**, North Vancouver, Superintendent, BCSSA Liaison
- **Jennifer Woollends**, Quesnel, Secretary-Treasurer, BCASBO Liaison
- **Connor Morris**, Director, Public K-12 Policy & Communications, FNEESC Liaison
- **David Nelson**, Director, Member Support Services, BCPVPA Liaison
- **Kiersten Fisher**, Executive Director, Governance and Legislation Branch, Ministry of Education and Child Care Liaison
- **Michael Rossi**, Deputy CEO, BCSTA
- **Maggie Yuen**, Executive Administrator, BCSTA
- **Suzanne Hoffman**, Consultant

## Board Policy Review:

### Policy (GOVERNANCE) & Administrative Procedures (OPERATIONS)



**POLICY** sets out the principles, expectations, and rules guiding how a school district is governed and operates.

**ADMINISTRATIVE PROCEDURES** are detailed rules, guidelines, and processes developed by the superintendent or senior administration in alignment with school board policies.

\*Some boards may have governance bylaws in their policy manual. Refer to *Appendix A* for more information about bylaws.

# Definitions:

## Policy, Bylaw and Administrative Procedure

### WHAT IS SCHOOL BOARD GOVERNANCE?

- A policy-based system through which the board establishes direction.
- Focusing the district on continuous, evidence-informed improvement in student learning and well-being.
- Ensuring clear delegation of authority with accountability.

Structures	Who's Responsible	What
<b>Policy</b>	Board	A policy sets out the principles, expectations, and rules guiding how a school district is governed and operates. A policy is not mandated but it articulates board values and guides decision making.
<b>Standing/ Operational Bylaw</b>	Board	A bylaw is a type of policy with a higher level of process attached to it. Refer to <i>Appendix A</i> for more information about bylaws.
<b>Administrative Procedure</b>	Staff	Administrative procedures are detailed rules, guidelines, and processes developed by the superintendent or senior administration that guides the day-to-day operations of the school district.

	Policy	Administrative Procedure
<b>Purpose</b>	States the principles, values, and expectations that guide the district.	Provides staff with rules, guidelines and processes to implement operational decisions.
<b>Focus</b>	The “ <b>why</b> ” and the “ <b>what</b> ” for boards of education	The “ <b>how</b> ” for staff
<b>Authority</b>	Created/approved by the board; publicly available	Created/approved by superintendent, may be connected to a board policy or stand alone.
<b>Examples</b>	Role of Board Chair, Role of Board, Role of Superintendent, Trustee Code of Conduct, Board Delegation of Authority, Recruitment and Selection of Personnel	Personnel practices, field trip approvals, student registration, emergency preparedness, provision of AED & Naloxone kits
<b>Change Process</b>	Formal board motion required, including notice of motion	Operational updates are communicated to the board by the superintendent.

## Why This Distinction Matters

- Keeps the board focused on strategy and outcomes
- Preserves administrative authority and flexibility
- Strengthens accountability and role clarity
- **POLICY:** *“The district will strive to ensure all students have equitable access to technology.”*
- **ADMINISTRATIVE PROCEDURE:** *“IT will assign devices through the district inventory system and monitor replacement cycles.”*

## Policy vs. Admin Procedure Decision Matrix

Question	Policy	Admin Procedure
Does it express a belief, value, or principle?	✓	
Is it required by Legislation?*	✓	✓
Does it direct day-to-day operations?		✓
Does it give strategic direction to the district?	✓	
Does it primarily involve detailed steps, timelines, or forms?		✓
Is it required to be approved by the board?	✓	
Can it be changed without board approval?		✓

### Policy:

**STUDENT HEALTH AND SAFETY:** *"The Board is committed to providing a safe, healthy, and inclusive learning environment for all students and staff."*

### Administrative Procedure:

**ANAPHYLAXIS MANAGEMENT:** *"School administrators will ensure individual care plans are in place for students with life-threatening allergies, including staff training and emergency response protocols."*

**ADMINISTRATION OF MEDICATION:** *"Designated staff will administer medication to students in accordance with medical authorization forms, storage requirements, and documentation standards."*

**CONCUSSION MANAGEMENT:** *"Staff will follow return-to-learn and return-to-play protocols for students who sustain a suspected concussion."*

**STUDENT MEDICAL CONDITIONS:** *"Schools will maintain records and implement supports for students with chronic or complex medical needs."*

# Exemplar Policies to Govern Effectively

Topics that should be covered in policies

(not necessarily individual policies, topics can be embedded in different policies)

Phase 1 Policies to Govern Effectively		
Policy	District	Policy
<b>Role of the Board</b>	Abbotsford	Policy 2 ( <a href="#">LINK</a> )
<b>Role of the Superintendent</b>	Delta	Policy 12 ( <a href="#">LINK</a> )
<b>Delegation of Authority</b> <i>(if not already incorporated in Role of the Superintendent) ** would be optimal to have a stand-alone policy</i>	West Vancouver	Policy 12 ( <a href="#">LINK</a> )
<b>Foundational Statements</b>	Langley	Policy 1 ( <a href="#">LINK</a> )
<b>Role of the Trustee</b>	Comox	Policy 3 ( <a href="#">LINK</a> , p12)
<b>Role of the Board Chair</b>	Okanagan Skaha	Policy 5 ( <a href="#">LINK</a> )
<b>Role of the Vice-Chair</b>	West Vancouver	Policy 7 ( <a href="#">LINK</a> )
<b>Trustee Code of Conduct (Includes Conflict of Interest)</b>	Abbotsford	Policy 6 ( <a href="#">LINK</a> )
<b>Recruitment and Selection of Personnel</b> <i>(if not already incorporated in Role of the Superintendent)</i>	Langley	Policy 15 ( <a href="#">LINK</a> )
<b>Policy Development</b>	Vancouver	Policy 10 ( <a href="#">LINK</a> )
<b>Indemnification (Bylaw)*</b>	* Please refer to Appendix A for more information about bylaws and exemplars	
<b>Trustee Election (Bylaw)*</b>		
<b>Appeals (Bylaw)*</b>		

\* ensure that they are in place as they are mandated by School Act. Refer to Appendix A for more information about bylaws.

Policies for future phase		
Policy	District	Policy
<b>Board Governance Operations</b>	Langley	Policy 7 ( <a href="#">LINK</a> )
<b>Board Committees</b>	Comox	Policy 8 ( <a href="#">LINK</a> , p52)
<b>Board Representation/ Representative</b>	Abbotsford	Policy 9 ( <a href="#">LINK</a> )
<b>Accumulating Operating and Surplus</b>	Vancouver	Policy 19 ( <a href="#">LINK</a> )
<b>Financial Planning and Reporting</b>	Cowichan	Policy 24 ( <a href="#">LINK</a> )
<b>School Closure Policy (and Bylaw) - Catchment/reconfiguration</b>	Langley Burnaby	Policy 14 ( <a href="#">LINK</a> ) Policy 12 ( <a href="#">LINK</a> )
<b>Child Care</b>	Kamloops Thompson	Policy 18 ( <a href="#">LINK</a> )
<b>Student Transportation</b>	Okanagan Skaha	Policy 18 ( <a href="#">LINK</a> , p81)
<b>Disposal of Land (Bylaw) and Improvements</b>	Abbotsford	Policy 20 ( <a href="#">LINK</a> )
<b>Trustee Renumeration and Professional Development - Includes Trustee expenses</b>	Maple Ridge Pitt Meadows	Policy 2920 ( <a href="#">LINK</a> )

Policy Category	Policies
<p><b>Required by Legislation</b></p>	<ul style="list-style-type: none"> <li>• Bylaws: Appeals, Indemnification/Trustee Election*</li> <li>• Budget</li> <li>• Capital</li> <li>• Disposition of land</li> <li>• Child Care</li> <li>• Exempt Staff</li> <li>• Hardship</li> <li>• School Closure</li> <li>• Procedural bylaws</li> </ul>
<p><b>Suggested Policies to assist in effective decision making</b></p>	<ul style="list-style-type: none"> <li>• Trustee remuneration</li> <li>• Board evaluation and monitoring</li> <li>• Trustee professional development</li> <li>• School catchment</li> </ul>
<p><b>Examples of Local Policies reflecting unique community context</b></p>	<ul style="list-style-type: none"> <li>• Student trustee</li> <li>• Racial equity</li> <li>• Business companies</li> </ul>
<p><b>Examples of Policies that should be Administrative Procedures</b></p>	<ul style="list-style-type: none"> <li>• Anaphylaxis</li> <li>• Field trips</li> <li>• Video Surveillance</li> <li>• Provision of Menstrual Products to Students</li> <li>• Physical Restraint and Exclusion in Schools</li> </ul>

*\* ensure that they are in place as they are mandated by School Act. Refer to Appendix A for more information about bylaws.*

# Policy Development Process for Boards of Education

(BOARD TO REVIEW WITH SR STAFF AND/OR CONSULTANT)

## 1. PURPOSE

- Why are we doing this review?
- Why is it important for your board?
- How does this help your board with your governance and how it operates?
- Determine your board's comfort level for what can be accomplished.
  - Can all the policies be updated/reviewed within a four-year term?
- How does this policy change help boards free up more time to strategically set a positive direction for the district instead of simply rubber-stamping decisions?

## 2. STRUCTURE

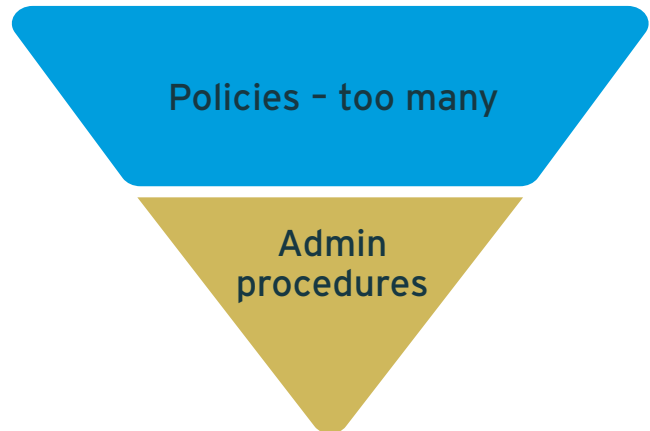
- Policy development is the work of the board of education, and it is solely the purview of the board.
  - Will the work be done by the whole board (committee of the whole) or by a sub-committee of the board?
- They are the board's policies, so, as a group, decide IF, when, who, or how consultation might take place.
  - When appropriate, consider engaging partner groups.
  - When appropriate, may need community engagement.

- What is your board's structure for policy development/review?
  - Does the board have a good understanding of policy vs. administrative procedures (AP's)?
- What is your policy review process? (See point 3 below)
  - Which policies need to be deleted? Amalgamated? Revised?
  - Which policies should be administrative procedures?
- How will your new policies be updated?
  - Will a replacement policy manual be adopted all at once, by one motion?
  - Will you adopt one policy at a time?

## 3. POLICY REVIEW

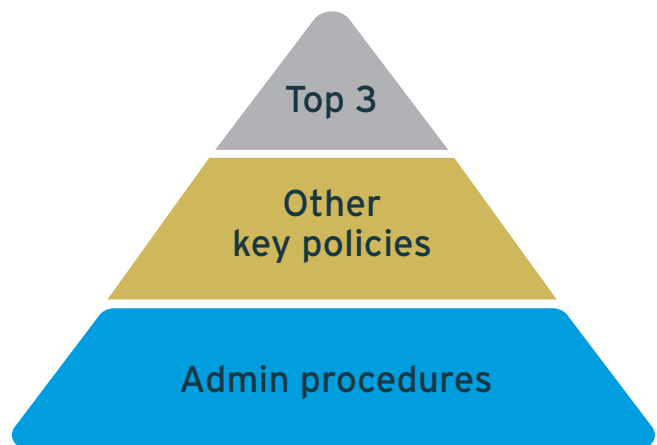
- When were your policies last reviewed?
  - Are they still relevant?
  - Have they recently been updated to modernize language, or has a full review taken place?
  - Should some policies be APs?
  - How will the trustees and senior staff identify what should be policy vs. an AP?

- After determining your comfort zone as a board, review bylaws and policies and categorize them
  - Identify if bylaw > policy > admin procedure.
    - Board to review bylaws and policies
    - Staff to review admin procedures
  - When Boards review bylaws and policies.
    - Are the policies required?
    - Can they be amalgamated?
    - Are they irrelevant? Can they be deleted?
- Identify the structure for your policy manual.
  - Boards may benefit from reorganizing their board policy manual so that it is easier to navigate, clearly focused on governance and aligned with how boards function.
  - Is there a clear delineation between board policy and administrative procedure?



### Unstable Governance Structure

**BEFORE POLICY RESTRUCTURE:  
86 Policies,  
6 Administrative Procedures**  
*Example: Refer to Appendix B*



### Stable Governance Structure

**AFTER POLICY RESTRUCTURE:  
21 Policies,  
70 Administrative Procedures**  
*Example: Refer to Appendix C*

- Review the proposed policies for deletion and approve at each board meeting.
- Amalgamated policies - thoughtfully review of policies that should be amalgamated
  - Once deleted and amalgamated, bylaws/policies are addressed, then align board policies with the BCSTA framework.
- How does your district indicate or note in the footer the work that has been done to your policies?
  - Best practice - clear definition of revise, review and update of a policy.
    - Need to be clear what is done and when it was done to the policy (in the footer)
    - REVIEW: review of policy, reviewed by board/consultant
    - UPDATE: language updates only
    - Examples of updates: When a district considers updating language (he/she → they) - not fully revised, only language updates
    - Modernizing language from regulations to administrative procedures
  - REVISE: fully reviewed, discussed, revised and approved by the board

## APPENDIX A - BYLAW

Bylaw	
<b>Definition</b>	<ul style="list-style-type: none"> <li>• A formal board of education decision requiring three (3) separate readings before adoption under the <i>School Act</i> (Section 3, Joint Rights and Duties).</li> <li>• A standing (procedural) bylaw is a type of policy with a higher level of process attached to it.</li> <li>• A bylaw cannot be easily changed and requires a robust approval process as outlined in <i>School Act</i>.</li> <li>• Guide decisions mandated by law               <ul style="list-style-type: none"> <li>• Some decisions must be made by passing a bylaw</li> </ul> </li> <li>• There are two different types of bylaws standing (procedural) bylaws and operational bylaws.               <ul style="list-style-type: none"> <li>• STANDING (PROCEDURAL) BYLAWS: Standing Bylaws are used to establish procedures to be followed for certain matters</li> <li>• OPERATIONAL BYLAWS: Operational Bylaws are bylaws adopted by the board to establish procedures and administrative requirements necessary to fulfill the board's legal and operational obligations under applicable legislation and regulations.</li> </ul> </li> </ul>
<b>Purpose</b>	Governs how the board itself operates
<b>Focus</b>	How the board governs itself
<b>Authority</b>	Approved by the board; may be required and must comply with legislation
<b>Examples</b>	<b>Standing (Procedural) Bylaws</b>
	Appeals Bylaw (under section 11 of the <i>School Act</i> )
	Indemnification (under section 95 of the <i>School Act</i> )
	Trustee Elections Bylaw (under part 4 of the <i>School Act</i> )
	<b>Operational Bylaws (not necessarily listed in your District's Policy/Bylaws)</b>
	<ul style="list-style-type: none"> <li>• Acquisition or disposition of land by a board (<i>School Act</i> s. 65)</li> <li>• Adoption of a budget (<i>School Act</i> s. 113)</li> <li>• Certain other financial matters (Division 7 of Part 6 of the <i>School Act</i>)</li> <li>• School Closure (<i>School Act</i> s. 73)</li> </ul> <p>Some operational bylaws such as school closure bylaws are embedded in a robust school closure policy.</p>

# APPENDIX B - BEFORE POLICY RESTRUCTURE



## POLICY STATEMENTS & ADMINISTRATIVE PROCEDURES

### INDEX – NUMERICAL ORDER

Policy Number	Title	Date Adopted/Revised
<b>1.</b>	<b>MANDATE AND GOVERNANCE</b>	
1.00	Foundational Statement	Rev. Apr. 2021
1.05	Trustee Code of Ethics	Rev. Apr. 2021
1.10	District Policy and Policy Development	Rev. Sept. 2007
1.15	Trustee-Effectiveness Activities and Representation of the Board	Jan. 1982
1.20	Appeal of Decisions Bylaw	June 1990
<b>2.</b>	<b>COMMUNITY</b>	
2.05	Community Relations and Public Information	Feb. 1977
2.10	Parent/Student Committees	Rev. June 1990
2.11	School Planning Councils	Rev. Nov. 2007
2.15	Volunteers in District Schools	Rev. Mar. 2003
2.20	Community Use of Schools: Serving and Consumption of Alcoholic Beverages	Feb. 1980
2.25	District Parents' Advisory Council	Rev. Feb. 2016
2.30	Home Education	Rev. Nov. 2007
2.40	Event Protocols	Rev. May 2015
2.50	Whistle-Blower Protection	June 2020
2.50.AP	Whistle-Blower Protection	June 2020
<b>3.</b>	<b>ADMINISTRATION</b>	
3.00	Financial Management	Nov. 2019
3.00.AP	Financial Management	Feb. 2022
3.05	Transportation of Students	Rev. May 2008
3.10	Securing Money Collected by Schools	Rev. May 2008
3.15	Commercialism in Schools	Nov. 1975
3.16	Fundraising Activities in Schools	Rev. Feb. 1992
3.17	Charitable Donations	Rev. Apr. 2009
3.18	Charitable Organizations – Access to Schools	May 1988
3.20	Closure of Schools by Reason of Weather or Other Causes	Rev. June 1990
3.25	Emergency Ambulance Service	Rev. Feb. 2003
3.30	Traffic and Pedestrian Safety for Students	Feb. 1982
3.35	Emergency Preparedness	Feb. 2016
3.40	Reporting Fires, Attempted Arson, Vandalism, and Breaking and Entering	Feb. 1960
3.50	Liability for Damage to Automobiles in School Automotive Shops	Oct. 1979
3.65	Fees and Deposits	Rev. Nov. 2007
3.80	Purchasing of Goods and Services	Rev. Feb. 2009

## APPENDIX B - BEFORE POLICY RESTRUCTURE

### 4. PERSONNEL

4.00	Collection, Management, Security of and Access to Information Records	Rev. Jan. 2016
4.05	Workplace Bullying and Harassment Prevention	Rev. Jan 2020
4.05.AP	Workplace Bullying and Harassment Prevention	Rev. Feb 2022
4.10	Access to Data on Staff and Students	May 1984
4.15	Healthy and Safe Environment	Apr. 1983
4.20	Worker's Compensation	Jan. 1963
4.32	Retirement Policy	Rev. May 2008
4.35	Retirement Gratuities for Teachers	Rev. Jan. 2016
4.40	Maternity/Parenthood Leave	June 1988
4.45	Employment of Uncertified Teaching Personnel	Rev. May 2008
4.46	Conflict of Interest	Rev. Sept. 2007
4.50	Administrative Staff: Performance of Evaluation	May 2018

### 5. STUDENTS

5.00	Promoting Student Health	Apr. 2011
5.05	Admission and Placement of Students into the Burnaby School System	Rev. Feb. 2016
5.08	Positive School Climate	Rev. Oct. 2017
5.09	Weapons	Rev. Jul. 1993
5.10	Violence, Threat and Intimidation	Rev. June 2019
5.11	Administration of Medication at School	Rev. Oct. 1997
5.12	Treatment of Head Lice in Schools	Rev. Feb. 2008
5.13	Anaphylaxis	Mar. 2000
5.14	Physical Restraint and Seclusion	June 2020
5.14.AP	Physical Restraint and Seclusion	June 2020
5.15	Student and Other School Records: Access Storage and Transfer	Rev. Jan. 2016
5.20	Reporting Suspected Cases of Child Abuse	Rev. May 2000
5.25	Personal Costs to Students	June 1978
5.31	Substance Abuse	Nov. 2001
5.40	Student Choice – Animal Dissection	Jan. 2011
5.32	Research in Schools	Rev. Sept. 2007
5.45	Sexual Orientation/Gender Identity	Rev. Nov. 2019

### 6. INSTRUCTION

6.05	School Calendars and Hours of Instruction	Rev. June 1990
6.10	Assessment of Students as Individuals	Rev. Jan. 1990
6.15	Assessment of Students as Members of a Group	Sept. 1980
6.20	Reporting to Parents	Oct. 1987
6.30	Grouping Students for Regular and Special Programs	Rev. June 1990
6.31	Alternative Delivery – Health and Career Education	June 2007
6.35	Program and School Consolidation	Mar. 1983
6.40	Multiculturalism and Race Relations	Mar. 1985
6.44	Portrayal of Violence	June 1990
6.45	Propagandist or Prejudicial Conduct	Nov. 1981
6.50	School Libraries	May 1982
6.55	Selection of Learning Resources	Sept. 1979

## APPENDIX B - BEFORE POLICY RESTRUCTURE

6.65	Physical and Healthy Education and Related Programs	Aug. 1978
<b>7.</b>	<b>FACILITIES</b>	
7.05	School Keys and Building Security	Sept. 1973
7.10	Smoke & Vape Free Environment	Rev. Jan 2020
7.15	Utilization of Space and Facilities	Sept. 1979
7.15.AP	Provision of Menstrual Products	Jan. 2020
7.15.AP-2	Electronic Vehicle Charging Stations	Feb. 2022
7.20	Snow Removal	Jan. 1973
7.25	Parking on School Side of Streets	Jan. 1967
7.30	Maintenance of Order	Rev. June 2017
7.35	Bylaw No. 3 (Trespass)	Feb. 1972
7.40	Fire Prevention	Apr. 1960
7.50	School Closure	Feb. 2006
7.55	Disposal of Real Property and Improvements	Feb. 2006
7.60	Childcare Programs in District Facilities	Apr. 2014
7.70	Environmental Sustainability	Mar. 2010
7.80	Surveillance	Rev. May 2018
7.90	District Technologies and Information Systems	Apr. 2014

\* IP = Interim Policy

Updated February 2022

# APPENDIX C - AFTER POLICY RESTRUCTURE



## POLICY STATEMENTS & ADMINISTRATIVE PROCEDURES

### INDEX – NUMERICAL ORDER

#### POLICIES

Policy Number	Title	Date Adopted/Revised
<b>MANDATE AND GOVERNANCE</b>		
1	Foundational Statement	Rev. Nov. 2025
2	District Policy and Policy Development	Rev. Nov. 2024
3	Role of the Board	Rev. May 2025
4	Role of the Trustee	Sep. 2024
5	Trustee Code of Conduct	Rev. Jun. 2024
6	Delegation of Authority	Sep. 2024
7	Role of the Superintendent	Sep. 2024
8	Supporting Trustee Learning and Professional Development Opportunities	Rev. Nov. 2024
9	Appeal of Decisions Bylaw	Rev. Nov. 2024
10	Financial Management	Rev. Mar. 2025
11	Community Schools	Rev. Mar. 2025
12	Permanent School Closure	Rev. Mar. 2025
13	Child Care Programs in School District Facilities	Rev. Mar. 2025
14	Disposal or Lease of Real Property and Improvements	Rev. Mar. 2025
15	Trustee Accommodation	May 2025
16	Racial Equity	Rev. May 2025
17	Sexual Orientation, Gender Identity and Gender Expression	Rev. Mar. 2025
18	Physical Restraint and Seclusion	Rev. May 2025
19	Sanctuary Schools	May 2025
22	Public Interest Disclosure Policy	Jun. 2024
25	Burnaby School District Privacy Policy	Jun. 2024

#### ADMINISTRATIVE PROCEDURES

AP Number	Title	Date Adopted/Revised
<b>ADMINISTRATION</b>		
100	Development and Review of Administrative Procedures	Mar. 2025
101	Financial Management	Feb. 2022
102	School Fees	Rev. Jun. 2025
103	Fundraising Activities in Schools	Rev. Jun. 2025
104	Charitable Donations	Rev. Jun. 2025
105	Response to Unexpected Health Emergencies	Nov. 2025
3.05	Transportation of Students	Rev. May 2008
3.10	Securing Money Collected by Schools	Rev. May 2008
3.15	Commercialism in Schools	Nov. 1975
3.18	Charitable Organizations – Access to Schools	May 1988

## APPENDIX C - AFTER POLICY RESTRUCTURE

3.20	Closure of Schools by Reason of Weather or Other Causes	Rev. Nov. 2011
3.30	Traffic and Pedestrian Safety for Students	Feb. 1982
3.35	Emergency Preparedness	Rev. Feb. 2016
3.80	Purchasing of Goods and Services	Jan. 2007
<b>COMMUNITY</b>		
200	Whistle-Blower Protection	Rev. Jun. 2024
200	Whistle-Blower Protection – Appendix 1	Rev. Jun. 2024
2.10	Parent/Student Committees	Rev. Apr. 2021
2.11	School Planning Councils	Rev. Apr. 2021
2.15	Volunteers in District Schools	Rev. Apr. 2021
2.20	Community Use of Schools: Serving and Consumption of Alcoholic Beverages	Rev. Apr. 2021
2.25	District Parents' Advisory Council	Rev. Apr. 2021
2.40	Event Protocols	Rev. Nov. 2021
<b>PERSONNEL</b>		
300	Recruitment, Selection, and Transfer of Personnel	Mar. 2025
301	Privacy Breach Management Procedure	Jun. 2024
302	Privacy Management Program	Jun. 2024
303	Workplace Bullying and Harassment Prevention	Rev. Jun. 2022
4.15	Healthy and Safe Environment	Apr. 1983
4.17	Biohazards, Including Bloodborne Pathogens	Jan. 2011
4.20	Worker's Compensation	Jan. 1963
4.32	Retirement Policy	Rev. May 2008
4.35	Retirement Gratuities for Teachers	Rev. Jan. 2016
4.40	Birthing/Parental/Adoption/Parenthood Leave	Jun. 1988
4.45	Employment of Uncertified Teaching Personnel	Rev. May 2008
4.46	Conflict of Interest	Rev. Sep. 2007
4.50	Administrative Staff: Evaluation of Performance	Rev. Jan. 2023
<b>INSTRUCTION</b>		
400	Selection of Learning Resources	Rev. Mar. 2025
401	Field Experiences	Rev. Apr. 2025
402	Physical Restraint and Seclusion	Rev. Mar. 2025
403	Sexual Orientation, Gender Identity and Gender Expression	Mar. 2025
404	Weapons	Rev. Mar. 2025
405	Violence, Threat and Intimidation	Rev. Jun. 2025
406	Student Suspension & District Student Intervention Committee	Jun. 2025
407	Reporting Suspected Cases of Child Abuse and Neglect	Rev. Jun. 2025
408	Administration of Medication at School	Rev. Jun. 2025
409	Anaphylaxis	Rev. Jun. 2025
410	Alternative Delivery in the Physical Health & Education Curriculum	Rev. Jun. 2025
411	Assessment of Students & Reporting of Student Achievement	Rev. Jun. 2025
412	Admission and Placement of Students in the Burnaby School District	Rev. Nov. 2025
5.00	Promoting Student Health	Nov. 2011
5.08	Positive School and Work Climate	Rev. Oct. 2017

## APPENDIX C - AFTER POLICY RESTRUCTURE

5.12	Treatment of Head Lice in Schools	Rev. Feb. 2008
5.15	Student and Other School Records: Access Storage and Transfer	Rev. Nov. 2011
5.32	Research in Schools	Rev. Sep. 2007
5.40	Student Choice – Animal Dissection	Jan. 2011
6.05	School Calendars and Hours of Instruction	Rev. Apr. 2014
6.30	Grouping Students for Regular and Special Programs	Rev. May 2010
6.35	Program and School Consolidation	Mar. 1983
6.45	Propagandist or Prejudicial Conduct	Nov. 1981
6.50	School Libraries	May 1982
6.65	Physical and Healthy Education and Related Programs	Rev. Apr. 2011

### **FACILITIES**

500	Naming or Remaining of District Facilities	Mar. 2025
501	Provision of Menstrual Products	Jan. 2020
502	Electric Vehicle Charging Stations	Feb. 2022
503	Snow Removal	Rev. Jun. 2025
504	Smoke & Vape Free Environment	Rev. Jun. 2025
7.15	Utilization of Space and Facilities	Sep. 1979
7.30	Maintenance of Order	Rev. Jun. 2017
7.70	Environmental Sustainability	Mar. 2010
7.80	Surveillance	Rev. May 2018
7.90	District Technologies and Information Systems	Apr. 2014

\* IP = Interim Policy

Rev. Nov 27, 2025

# Policy Review for Boards of Education



BOARD POLICY REVIEW  
ADVISORY COMMITTEE

# Superintendent's Report

## For March 9, 2026, Board Meeting

### **Introduction**

In the wake of the tragedy at Tumbler Ridge, school safety and mental health supports have been front of mind for many students, staff, and parents. The safety of our students and staff is always our top priority. One of the goals of the district's Strategic Plan is that students, staff, and parents feel safe, cared for, and connected to their schools. This month's Superintendent's Report focuses on emergency preparedness as well as the district's initiatives to support mental health and well-being.

### **School Emergency Preparedness**

Emergency preparedness is a critical aspect of school safety. The district's [Administrative Procedure 150](#) provides direction for Emergency Preparedness across the school district. Every school in SD84 has an Emergency Preparedness Plan ([found here](#)). These plans, which are reviewed annually, outline procedures for emergencies such as fire, earthquake, and intruder / lockdown. Procedures for each of these emergencies are drilled multiple times each year. In addition, the district has a [School Crisis Action Plan](#) which outlines clear roles and responsibilities in the event of a crisis event. These plans help ensure that responses are coordinated, timely, and aligned across the district.

### **Mental Health in Schools Action Plan**

As part of the province's Mental Health in Schools strategy the school district has developed its Mental Health Action Plan. This plan outlines priority areas for mental health in the district, as well as key strategies to support mental health. In this year's plan, SD84 has identified the following three areas as priorities:

- i) Student Connection and Belonging
- ii) Compassionate Systems and Adult Well-being
- iii) Mental Health Literacy

A vital component of this work are the district's mental health staff, which include a district counsellor, Youth and Childcare Workers, and partnerships to provide community mental health worker. This year, the district appointed Ben Anderson as the district's Mental Health

Lead. Ben is a certified counsellor, as well as Vice Principal who has experience in Gold River, Tahsis, and Zeballos. One of the initiatives this year has been the introduction of a monthly mental well-being newsletter. This month, the district will also be hosting a district-wide Mental Health Fair, in conjunction with the Basketball Jamboree, bringing students from across the district to Gold River Secondary School to learn from various school and community service providers about ways to care for their mental health.

### **Conclusion**

School safety and student well-being are central to the work in S.D.84. Through strong emergency preparedness practices and intentional support for mental health, we are committed to ensuring that students, staff, and parents feel safe, welcomed, and connected in their school communities.

School District No. 84 (Vancouver Island West)

Budget Report

as of February 28, 2026



<b>Operating Fund</b>						
Description	Expenditures	Amended Annual Budget	Balance Remaining	% Budget Remaining	% Year Remaining	
110 Teachers	1,219,518	2,238,607	1,019,089	46%	40%	
105 Principals and Vice Principals	1,025,925	1,563,037	537,112	34%	33%	
123 Educational Assistants	266,761	491,659	224,898	46%	40%	
120 Support Staff	502,958	880,745	377,788	43%	37%	
130 Other Professionals	694,071	1,047,679	353,608	34%	33%	
140 Substitutes	231,129	260,331	29,202	11%	40%	
200 Employee Benefits	836,548	1,415,043	578,495	41%	37%	
310 Services	585,033	1,245,885	660,852	53%	37%	
330 Student Transportation	2,892	10,500	7,608	72%	40%	
340 Professional Development & Travel	303,031	657,431	354,399	54%	40%	
370 Dues and Fees	30,346	46,200	15,854	34%	40%	
390 Insurance	58,794	58,898	104	0%	40%	
510 Supplies	287,235	631,724	344,489	55%	40%	
540 Utilities	232,605	393,500	160,895	41%	33%	
<b>Total</b>	<b>6,276,846</b>	<b>10,941,238</b>	<b>4,664,392</b>	<b>43%</b>	<b>38%</b>	

<b>Special Purpose Funds</b>					
Description	Prior Balance	Current Year Funding	Total Funds Available	Expenditures	Balance Remaining
CEF Staffing	-	739,625	739,625	421,646	317,979
CEF Overhead	-	241,902	241,902	128,028	113,874
CEF Remedy	-	41,140	41,140	7,071	34,069
Feeding Futures	32,832	418,903	451,735	176,239	275,496
Literacy Pro-D Grant	247,553	-	247,553	22,992	224,561
Early Care and Learning	28,959	203,958	232,917	90,818	142,099
Community Link	16,818	164,899	181,717	57,853	123,864
Mental Health	-	57,000	57,000	4,903	52,097
Ready Set Learn	36,740	44,090	80,830	29	80,801
LIF	-	35,358	35,358	22,835	12,523
Strong Start	732	34,732	35,464	17,875	17,589
BCTEA	-	12,475	12,475	2,520	9,955
OLEP	-	6,922	6,922	336	6,586
<b>Total</b>	<b>363,634</b>	<b>2,001,004</b>	<b>2,364,637</b>	<b>953,145</b>	<b>1,411,492</b>

<b>Ongoing Capital Projects</b>					
Project	Budget	Current Year Costs	Total Costs to Date	Budget Remaining	Status
Prior year projects	1,520,000	6,369	1,482,335	37,665	completed
2025-26 AFG Projects	796,977	388,382	388,382	408,595	ongoing
2024-25 KESS Expansion	795,000	90,738	795,000	-	completed
2025-26 KESS Building Code Upgrades	275,000	231,277	256,828	18,172	completed
2025-26 KESS Electrical Upgrades	332,000	215,551	293,403	38,597	completed
2025-26 PA System Upgrades	510,000	221,080	510,000	-	completed
2025-26 Food Infrastructure Program	100,000	11,770	52,811	47,189	work in progress
<b>Total</b>	<b>4,328,977</b>	<b>1,165,166</b>	<b>3,778,759</b>	<b>550,218</b>	

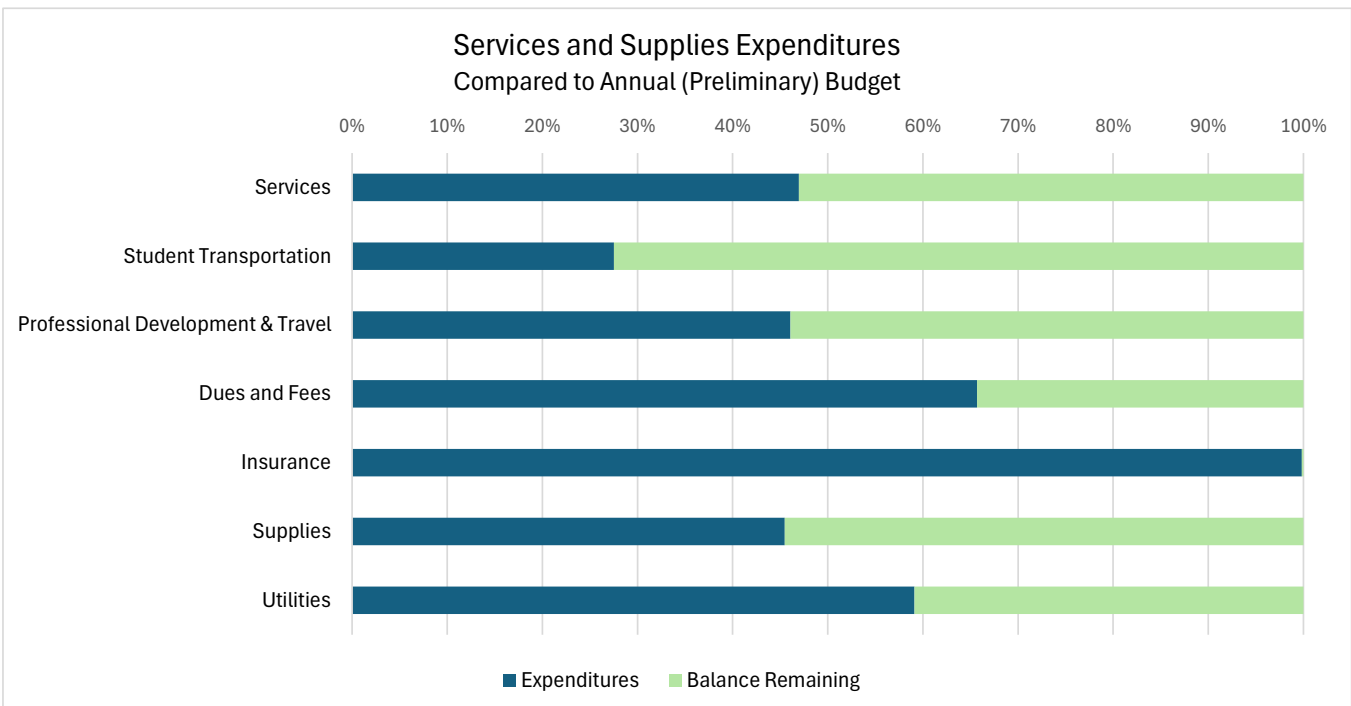
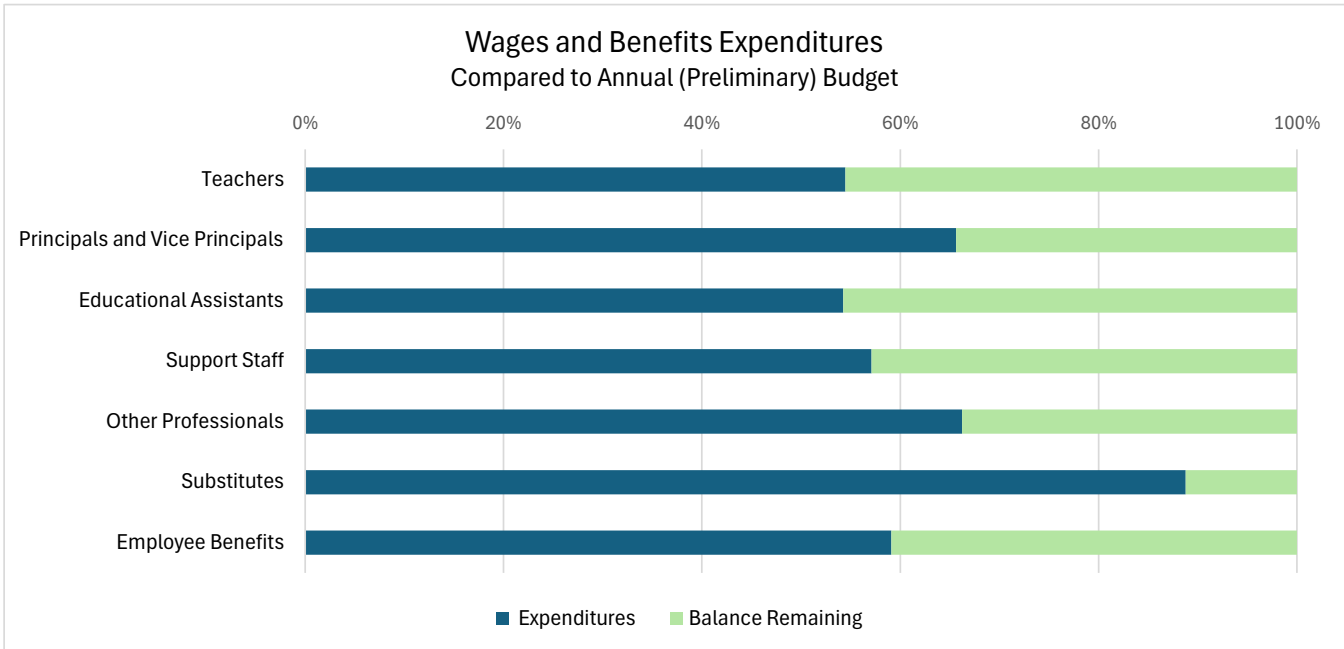
# School District No. 84 (Vancouver Island West)

## Budget Report - Operating Fund

as of February 28, 2026

60% of school year has passed

67% of fiscal year has passed



District Enrollment - Active Primary Including Fee Paying

School	School Name	EL	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
8425078	Ray Watkins Strongstart	15	0	0	0	0	0	0	0	0	0	0	0	0	0	15
8484000	Continuing Ed SD 84	0	0	0	0	0	0	0	0	0	0	0	0	0	27	27
8484011	Ray Watkins Elem	0	15	15	14	20	13	13	8	12	0	0	0	0	0	110
8484012	Gold River Secondary	0	0	0	0	0	0	0	0	0	16	23	20	18	14	91
8484022	Captain Meares Elementary	0	1	1	2	1	2	2	6	3	3	5	2	1	2	31
8484031	Zeballos Elem-Sec	0	1	1	5	5	4	4	3	4	3	4	2	0	0	36
8484041	Kyuquot Elem-Sec	0	0	2	1	5	4	4	2	1	6	3	6	2	4	40
Totals		15	17	19	22	31	23	23	19	20	28	35	30	21	47	350