



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

MONDAY, APRIL 13, 2026 – 4:00 PM
ZEBALLOS ELEMENTARY SECONDARY SCHOOL

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. Tim Romyn, Vice-Principal, Zeballos Elementary Secondary School
 - b. ZESS Actions for Learning – Food Preservation and ADST
 - c. Retirement of Lawrence Tarasoff
- 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
 - e. BCSTA Annual General Meeting
 - f. Policy Review Committee Report
- 10. INDIGENOUS EDUCATION COUNCIL REPORT**
- 11. UNFINISHED BUSINESS**
 - a. Community Consultations
 - b. 2026-27 Annual Budget
 - c. Succession Planning
- 12. NEW BUSINESS**
 - a. AP 530 – Travel, Meals, and Other Expenses
 - b. FESL Report feedback
 - c. 2026 School Trustee Elections
- 13. STAFF REPORTS**
 - a. Superintendent's Report
 - b. Secretary Treasurer's Report
- 14. TRUSTEE INQUIRIES**
- 15. PRESS AND PUBLIC INQUIRES**
- 16. NOTICE OF MEETINGS** May 11, 2026, at 4:00 pm – Kyuquot Elementary Secondary School, BC at 4:00 pm.
- 17. ADJOURNMENT**



**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**

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

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 8-10th, 2026. GRSS Grad trip was re-routed to Vancouver on May 1-3rd. 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 26th 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



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 7th 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 two weeks prior to the meeting. Board meeting minutes are posted on the District's website at sd84.bc.ca/about-sd84/board-meetings.

ADJOURNMENT

The meeting was adjourned at 5:33 pm

Certified Correct:

*Chairperson
Arlaine Fehr*

*Secretary-Treasurer
Gillian Leask*

School District 84 Vancouver Island West

Dear Superintendent / Stephen Larre
Chair / Arlaine Fehr
Vice-Chair / Jenniffer Hanson
Trustees / Cyndi Rogers, Allison Stiglitz, Katie Unger
Secretary Treasurer / Gillian Leask

I am writing to you in your respective roles as Chair, Vice-Chair, Trustees, School District Superintendent and Secretary Treasurer to provide information from the National Citizens Inquiry (NCI) for your awareness and review.

The NCI is an independent, citizen-led, citizen-funded, and non-partisan inquiry established to preserve sworn testimony from Canadians concerning the societal, legal, medical, and educational impacts of public policy during the COVID-19 period, as well as testimony addressing ongoing and evolving policies affecting child well-being, inclusion, and family engagement within educational settings.

The Inquiry was formed in response to concerns from parents, educators, healthcare professionals, and other citizens whose experiences—including those affecting children and youth—were not meaningfully heard or formally recorded through existing institutional or governmental processes. The sworn testimonies document lived experiences during and following the COVID-19 period, when public health measures and policy decisions significantly affected students, families, educators, and school communities, with many impacts not fully examined at the time and remaining relevant today.

A significant portion of this testimony is contained within the Inquiry's "Are Children Safe in Canada?" hearings, which address students' mental and emotional well-being, learning disruption, parental engagement, and the effects of evolving institutional policies on children and youth. Within this testimony, some witnesses raise concerns about potential unintended effects of introducing ideological frameworks into educational environments, including impacts on student well-being, community cohesion, and parental confidence; these perspectives are not adjudicated by the Inquiry but are formally recorded and preserved for consideration alongside other evidence.

The purpose of this letter is to bring this citizen-generated public record to your attention and offer it as a resource to support listening, learning, and thoughtful reflection, and—where appropriate—to assist Superintendents and Boards in considering whether existing policies remain aligned with core educational objectives, student well-being, and public trust.

The National Citizens Inquiry has preserved sworn testimonies as part of a public archive and has produced a non-prescriptive Commissioners' Report that reviews the testimony, identifies recurring themes, and supports governance reflection and institutional learning.

In addition to the Board's review of this correspondence, I respectfully request the opportunity for a delegation from the National Citizens Inquiry to be heard at a future Board of Education meeting to provide further context, clarification, and an opportunity for Trustees to ask questions.

The proposed delegation would consist of Ted Kuntz, Chair of the Board of Directors of the National Citizens Inquiry, along with one NCI Commissioner. The delegation would provide a brief overview of the Inquiry, explain the nature and scope of its sworn testimony as it relates to education and student well-being, and respond to Trustees' questions regarding the Inquiry's mandate and public-record role.

I would be pleased to comply with any established delegation procedures, time limits, or submission requirements, and I am happy to provide advance materials should this assist the Board in its agenda-setting process.

Thank you for your service and for your commitment to students and families.

I look forward to your reply and acknowledgement of my email.

Respectfully,

Laureen Heisler

National Citizens Inquiry Ambassador

National Citizens Inquiry

Independent • Citizen-led • Citizen-funded • Non-partisan

Preserving sworn citizen testimony under oath as part of the public record

Truth Matters

Appendix: Supporting Materials for Review

The following materials are provided to support informed review and due diligence regarding the impacts of COVID-era measures and related policies on students, families, and educators within the education system. They include excerpts from the NCI Final Report, Commissioners' Reports, and direct links to sworn education-related testimonies.

Core National Citizens Inquiry Resources

- **NCI Hearings:** <https://nationalcitizensinquiry.ca/hearings/>
- **Mini Report – Impact of Measures on the Education System (NCI Final Report):** <https://nationalcitizensinquiry.b-cdn.net/wp-content/uploads/2024/09/7.2.5.-Impact-of-Measures-on-the-Education-System.pdf>
- **Commissioners’ Reports:** <https://nationalcitizensinquiry.ca/commissioners-report/>
- **Become a Witness:** <https://nationalcitizensinquiry.ca/testify/>
- **Donate:** <https://nationalcitizensinquiry.ca/donate/>

Education & Children-Related Testimonies (2023–2025)

The following summarizes education- and children-related testimonies from the National Citizens Inquiry public record.

1. Irvin Studin

- Policy analyst
- Testified regarding large-scale educational disruption in 2020
- Characterized the interruption to schooling as unprecedented in Canada
- Discussed proportionality and long-term consequences of school closures

Testimony Link: <https://nationalcitizensinquiry.ca/witness/irvin-studin/>



2. Pierre Attallah

- Parent of school-aged children
- Described impacts of masking on classroom communication
- Spoke about vocal strain concerns among educators
- Testified regarding reduced student-teacher interaction quality

Testimony Link: <https://nationalcitizensinquiry.ca/witness/pierre-attallah/>



3. Bliss Behar

- High school student during vaccine mandate implementation
- Described emotional impact of exclusion from school activities

- Testified about leaving school following mandate enforcement
- Spoke about peer relationship strain and social backlash after speaking publicly

Testimony Link: <https://nationalcitizensinquiry.ca/witness/bliss-behar/>



4. Dr. Bahira Abdulsalam

- Testified regarding parental rights in educational settings
- Spoke about student safety and free expression concerns
- Described professional repercussions for raising dissenting views
- Discussed institutional culture and viewpoint tolerance

Testimony Link: <https://nationalcitizensinquiry.ca/witness/dr-bahira-salam/>



5. Sherri Widynowski

- Testified regarding gender-related instruction in school environments
- Raised concerns about age-appropriateness of certain educational materials
- Described perceived lack of parental notification or transparency
- Spoke about trust between families and educational institutions

Testimony Link: <https://nationalcitizensinquiry.ca/witness/sherri-widynowski/>



6. Kyra Pituley

- Grade 9 student at time of testimony
- Described social isolation during lockdown periods
- Spoke about difficulty adapting to remote learning
- Testified regarding emotional and academic disruption

Testimony Link: <https://nationalcitizensinquiry.ca/witness/kyra-pituley/>



7. Dr. Keren Epstein-Gilboa

- Expert in childhood trauma
- Testified regarding developmental considerations related to masking
- Discussed emotional regulation and attachment formation
- Spoke about social learning through facial expression in early childhood

Testimony Link: <https://rumble.com/v2oref4-dr-karn-epstein-gilboa-presents-on-the-developmental-harms-of-masks.html>



8. Cher Ellis

- Testified regarding parental consent and classroom confidentiality practices
- Described situations where parents reported limited awareness of school decisions
- Raised concerns about communication gaps between schools and families
- Spoke about institutional trust and transparency

Testimony Link: <https://nationalcitizensinquiry.ca/witness/cher-ellis/>



9. Jay McCurdy

- Veteran Teach - Grades 7–8
- Testified regarding literacy and numeracy regression following closures
- Described declines in executive functioning and classroom focus
- Raised concerns about long-term academic recovery

Testimony Link: <https://rumble.com/v2khg7o-nci-toronto-day-3-jay-mccurdy.html>



10. Kim Hunter

- Testified regarding prolonged masking of young children in classroom settings
- Described concerns about speech clarity and articulation development
- Spoke about reduced ability of students to read facial expressions / emotional cues
- Discussed potential long-term impacts on early literacy and social development

Testimony Link: <https://nationalcitizensinquiry.ca/witness/kim-hunter/>



11. Faith Groleau

- Testified regarding youth medical transition and later detransition
- Described early social affirmation within educational contexts
- Raised concerns about informed consent processes for minors
- Spoke about safeguarding vulnerable adolescents

Testimony Link: <https://nationalcitizensinquiry.ca/witness/faith-groleau/>



12. Kassandra Murray

- Elementary school teacher
- Described classroom environment during masking and mandate enforcement
- Testified regarding student engagement challenges
- Spoke about peer distancing, reduced interaction, and emotional tension

Testimony Link: <https://nationalcitizensinquiry.ca/witness/kassandra-murray/>



13. Rick MacKay

- Testified regarding adolescent mental health recovery
- Described reintegration challenges following lockdowns
- Spoke about long-term emotional and behavioral impacts
- Raised concerns regarding adequacy of ongoing support systems

Testimony Link: <https://rumble.com/v74ciw4-rick-mackay-november-08-2025-brandon-manitoba.html>



14. Malcolm Rogerson

- Testified regarding parental exclusion from school decisions
- Raised concerns about confidentiality policies
- Spoke about viewpoint diversity in school governance
- Discussed institutional transparency

Testimony Link: <https://rumble.com/v71wxuc-malcolm-rogerson-november-06-2025-brandon-manitoba.html>



15. Helen Ward

- Testified regarding family strain associated with school policies
- Described parent-child communication challenges
- Raised concerns about school-family relationship breakdown
- Spoke about trust restoration

Testimony Link: <https://rumble.com/v729mpy-helen-ward-november-06-2025-brandon-manitoba.html>



16. Charlotte Garrett

- Educator working with disabled adults
- Testified regarding institutional pressure during mandates
- Described workplace consequences linked to compliance requirements
- Discussed perceived impacts on vulnerable learners

Testimony Link: <https://nationalcitizensinquiry.ca/witness/charlotte-garrett/>



17. Alex Newman

- Testified regarding education policy and ideological frameworks
- Discussed curriculum influence and institutional autonomy
- Raised concerns regarding political or ideological integration in schools
- Spoke about long-term cultural and governance implications

Testimony Link: <https://nationalcitizensinquiry.ca/witness/alex-newman/>



18. Penny Marie Claridge

- Presented research on SOGI123 and Comprehensive Sexuality Education
- Discussed intellectual and institutional origins of curriculum frameworks
- Raised concerns about curriculum transparency
- Spoke about parental consent considerations

Testimony Link: <https://rumble.com/v6x1gfg-penny-marie-claridge-jun-21-2025-kitchener-ontario.html>



19. Dave Annis

- Testified regarding gender-identity accommodation policies
- Discussed privacy considerations in school facilities
- Raised concerns about policy clarity and communication
- Spoke about balancing student rights and safety

Testimony Link: <https://rumble.com/v74bm44-dave-annis-november-08-2025-brandon-manitoba.html>





March 27, 2026
Our Ref. 27130

Stephen Larre
Superintendent
Vancouver Island West School District (SD84)

Email Address: slarre@viw.sd84.bc.ca

Dear Stephen Larre:

Thank you for your organization's Capital Plan Submission, which was provided last year to the Ministry of Infrastructure.

This letter provides:

- 1) Direction for advancing supported capital projects in your submission (Appendix A).
- 2) Important information regarding your upcoming Capital Planning submission (Appendix B).

If you have questions about the information provided, please reach out to me or the contacts provided in the attached materials.

Sincerely,

A handwritten signature in black ink, appearing to read "Bobbi Plecas".

Bobbi Plecas
Deputy Minister

pc: Gillian Leask, Secretary-Treasurer, Vancouver Island West School District (SD84)

Education and Child Care Capital Branch

Appendix A: Direction for advancing supported capital projects

Capital Bylaw No.: 2026/27-CPSD84-01

Projects in Business Case Development

New Projects

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

Minor Capital Projects

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

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

Funding allocation for minor capital projects

Facility Name	Program Project Description	Amount funded by Ministry
Captain Meares Elem-Secondary, Gold River Secondary, Kyuquot Elementary Secondary, Ray Watkins Elementary, Zeballos Elem-Secondary	SEP - Electrical Upgrades	\$145,000
Captain Meares Elem-Secondary, Gold River Secondary, Kyuquot Elementary Secondary, Ray Watkins Elementary, Zeballos Elem-Secondary	SEP - Interior Construction Upgrades	\$120,000
Captain Meares Elem-Secondary	SEP - Interior Construction Upgrades	\$250,000
Kyuquot Elementary Secondary	SEP - HVAC Upgrades	\$500,000

Facility Name	Program Project Description	Amount funded by Ministry
Kyuquot Elementary Secondary	CNCP - HVAC Upgrades	\$300,000
Captain Meares Elem-Secondary, Gold River Secondary, Kyuquot Elementary Secondary, Ray Watkins Elementary, Zeballos Elem-Secondary	FIP - Equipment and Infrastructure to Support Traditional Food Gathering and Preparation	\$100,000

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

An Annual Programs Funding Agreement (APFA) accompanies this Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2026/27 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at CMB@gov.bc.ca.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw. A Capital Bylaw identifies the Board's acknowledgement of the approved project and its responsibility to meet capital projects scope, schedule, and budget. The template for the Capital Bylaw can be found on the Ministry's website in the [Publications and Resources](#) section. Please use the Capital Bylaw Number provided at the top of Appendix A for the supported and/or approved 2026/27 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Note on Public Announcements

Prior to any public announcements pertaining to any of the projects identified in this document, please have your communications staff contact the Ministry of Infrastructure's communications lead - Preet Grewal, Communications Director, Ministry of Infrastructure Government Communications and Public Engagement, at preet.grewal@gov.bc.ca.

Project Signage

Projects proceeding to construction require a BC Government '[StrongerBC](#)' construction [sign](#). Signs should be affixed once fencing is up. Please connect with your Ministry of

Infrastructure contact when you are ready to begin design work on the construction sign for the project.

Terms on Management of Capital Projects

Existing terms and conditions for capital projects remain in effect. For more information and resources, please visit the [Capital Management Site](#).

Capital Procurement

Please ensure that all procurement is undertaken in accordance with the [Capital Asset Management Framework \(CAMF\)](#) for public sector bodies. Specifically, procurement must be fair, open, competitive, transparent, and must effectively manage budget and schedule risk. This includes conducting conflict of interest checks to identify any business or professional relationships between members of the capital project procurement team (and their advisors) and the proponents.

All priority investment projects require a procurement options analysis and may be audited to confirm that all procurement activities have been undertaken in accordance with CAMF.

School Site Acquisition Charge

As part of the Board's 2026/27 approved capital plan, the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is accepted by the Ministry.

The local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a Board after the Board's adoption of a bylaw setting the School Site Acquisition Charges for the School District as s. 575(3) of the *Local Government Act* prescribes. The School Site Acquisition Charge may only come into effect 60 days (including weekends and holidays) after that bylaw is adopted by a Board of Education.

Please contact CMB@gov.bc.ca with any questions regarding School Site Acquisition Charges.

Appendix B: Information for Annual Five-Year Capital Planning submissions

Updated Capital Plan Instructions for the Annual Five-Year Capital Plan submission process will be available on the Ministry's [Capital Management Site](#) in early April 2026.

School districts' capital plan submission deadlines are:

- **May 15, 2026**
 - 2026/27 Child Care Capital Program (SASG)
- **May 15, 2026**
 - 2026/27 Minor Capital Programs (AFG)
- **June 30, 2026**
 - 2027/28 Major Capital Programs (SMP, EXP, REP, RDP)
- **September 29, 2026**
 - 2027/28 Minor Capital Programs (SEP, CNCP, PEP, BUS, FIP, BEP)

For school district project planning purposes, the Annual Facility Grant (AFG) Allocation Table will be available on the Ministry's website in the [K-12 Capital Planning Resources](#) section in early April 2026.

The Ministry recommends school districts discuss draft versions of their intended capital projects requests with Child Care, Minor and Major [Capital Branch Staff](#) well in advance of the submission deadlines noted above.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the current and next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

**CAPITAL BYLAW NO. 2026/27-CPSD84-01
CAPITAL PLAN 2026/27**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 84 Vancouver Island West (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2026/27 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 27, 2026, is hereby adopted.
- 2. This Capital Bylaw may be cited as Vancouver Island West Capital Bylaw No. 2026/27-CPSD84-01.

READ A FIRST TIME THE 13TH DAY OF APRIL 2026;
READ A SECOND TIME THE 13TH DAY OF APRIL 2026;
READ A THIRD TIME, PASSED THE 13TH DAY OF APRIL 2026.

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original Vancouver Island West Capital Bylaw No. 2026/27-CPSD84-01 adopted by the Board the 13th day of April 2026.

Secretary-Treasurer



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.

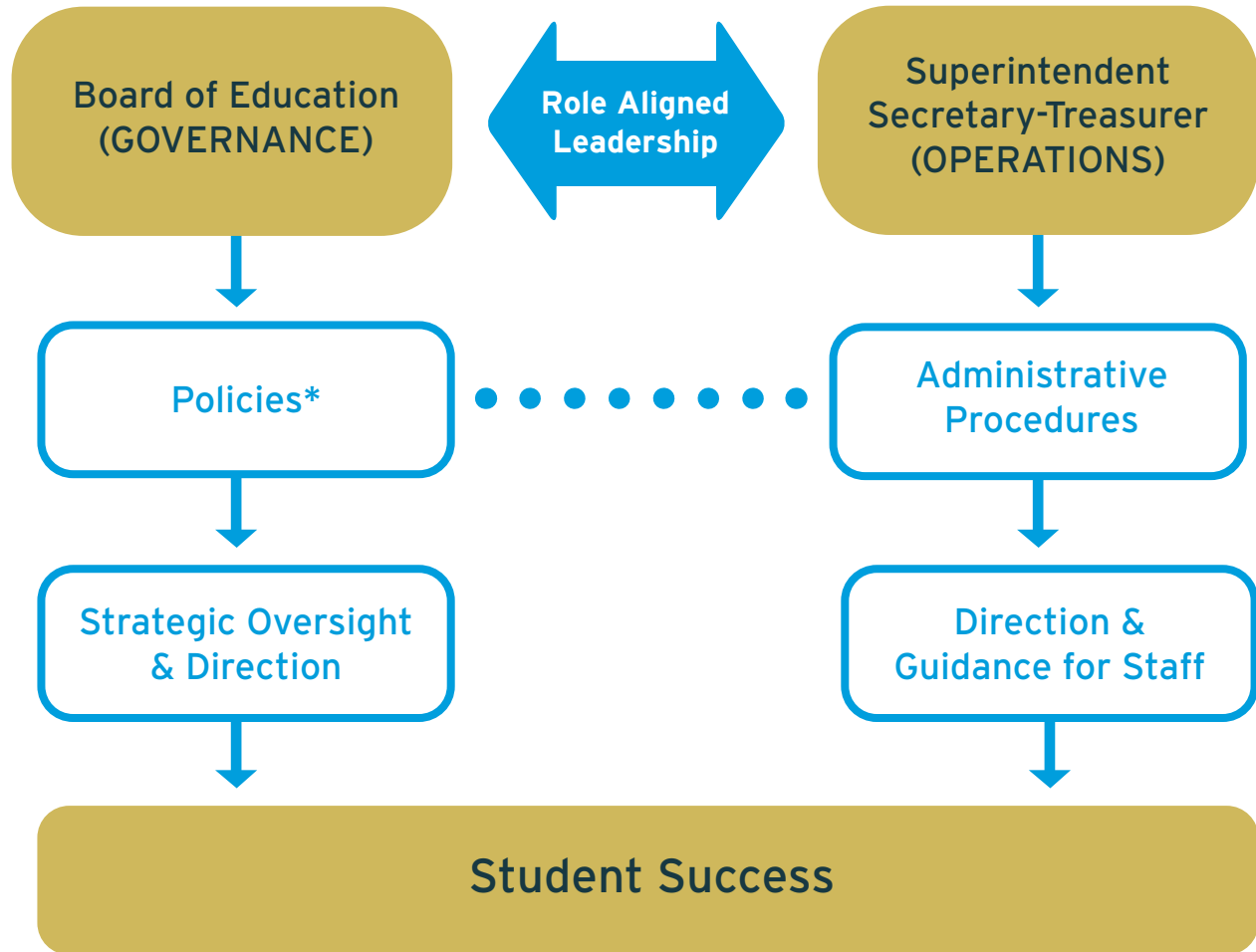
The goal is for boards of education to review and modernize board policies listed in Phase 1 of the documents by October 2026 and then continue updating policy manuals through the 2026-2030 term.

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
Policy	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.
Standing/ Operational Bylaw	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.
Administrative Procedure	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
Purpose	States the principles, values, and expectations that guide the district.	Provides staff with rules, guidelines and processes to implement operational decisions.
Focus	The “ why ” and the “ what ” for boards of education	The “ how ” for staff
Authority	Created/approved by the board; publicly available	Created/approved by superintendent, may be connected to a board policy or stand alone.
Examples	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
Change Process	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
Role of the Board	Abbotsford	Policy 2 (LINK)
Role of the Superintendent	Delta	Policy 12 (LINK)
Delegation of Authority <i>(if not already incorporated in Role of the Superintendent) ** would be optimal to have a stand-alone policy</i>	West Vancouver	Policy 12 (LINK)
Foundational Statements	Langley	Policy 1 (LINK)
Role of the Trustee	Comox	Policy 3 (LINK , p12)
Role of the Board Chair	Okanagan Skaha	Policy 5 (LINK)
Role of the Vice-Chair	West Vancouver	Policy 7 (LINK)
Trustee Code of Conduct (Includes Conflict of Interest)	Abbotsford	Policy 6 (LINK)
Recruitment and Selection of Personnel <i>(if not already incorporated in Role of the Superintendent)</i>	Langley	Policy 15 (LINK)
Policy Development	Vancouver	Policy 10 (LINK)
Indemnification (Bylaw)*	* Please refer to Appendix A for more information about bylaws and exemplars	
Trustee Election (Bylaw)*		
Appeals (Bylaw)*		

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

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

** 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

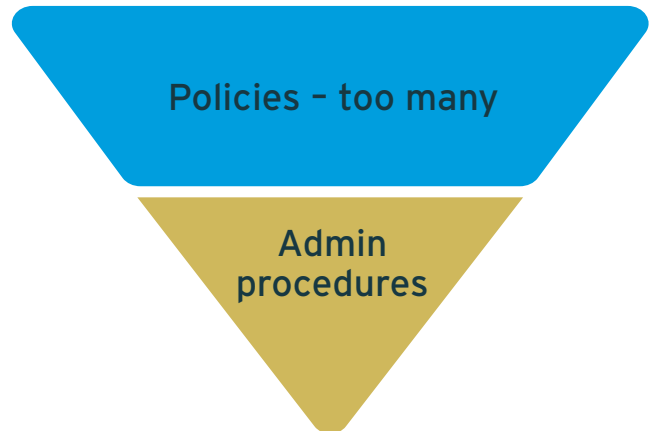
- Policy development is the work of the board of education, and it is solely the purview of the board.
 - Will the work be done by the whole board (committee of the whole) or by a sub-committee of the board?
- They are the board's policies, so, as a group, decide IF, when, who, or how consultation might 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

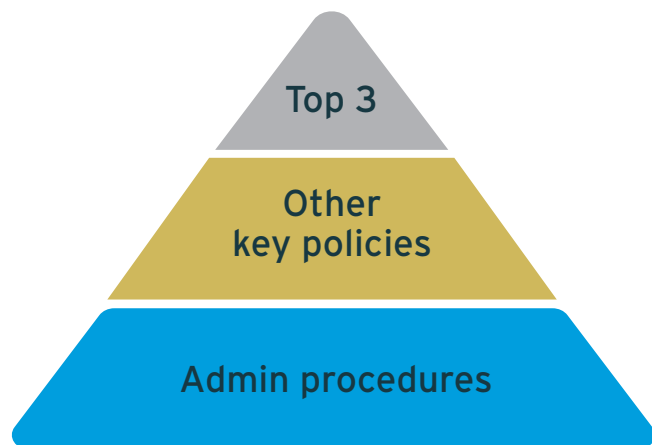
- When were your policies last reviewed?
 - Are they still relevant?
 - Have they recently been updated to modernize language, or has a full review taken place?
 - Should some policies be APs?
 - How will the trustees and senior staff identify what should be policy vs. an AP?

- 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		
Definition	<ul style="list-style-type: none"> • 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). • A standing (procedural) bylaw is a type of policy with a higher level of process attached to it. • A bylaw cannot be easily changed and requires a robust approval process as outlined in <i>School Act</i>. • Guide decisions mandated by law <ul style="list-style-type: none"> • Some decisions must be made by passing a bylaw • There are two different types of bylaws standing (procedural) bylaws and operational bylaws. <ul style="list-style-type: none"> • STANDING (PROCEDURAL) BYLAWS: Standing Bylaws are used to establish procedures to be followed for certain matters • 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. 	
Purpose	Governs how the board itself operates	
Focus	How the board governs itself	
Authority	Approved by the board; may be required and must comply with legislation	
Examples	Standing (Procedural) Bylaws	Exemplars
	Appeals Bylaw (under section 11 of the <i>School Act</i>)	Delta - Policy 13 (LINK)
	Indemnification (under section 95 of the <i>School Act</i>)	Langley - Policy 16 (LINK)
	Trustee Elections Bylaw (under part 4 of the <i>School Act</i>)	Comox - Bylaw 1C (LINK) Kootenay Lake - Bylaw 4 (LINK)
	Operational Bylaws (not necessarily listed in your District's Policy/Bylaws)	
<ul style="list-style-type: none"> • Acquisition or disposition of land by a board (<i>School Act</i> s. 65) • Adoption of a budget (<i>School Act</i> s. 113) • Certain other financial matters (Division 7 of Part 6 of the <i>School Act</i>) • School Closure (<i>School Act</i> s. 73) <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
1.	MANDATE AND GOVERNANCE	
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
2.	COMMUNITY	
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
3.	ADMINISTRATION	
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
7.	FACILITIES	
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
MANDATE AND GOVERNANCE		
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
ADMINISTRATION		
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
COMMUNITY		
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
PERSONNEL		
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
INSTRUCTION		
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

IEC Meeting Notes

February 23, 2026

In attendance: Nora Assu, Julie John, Devon Hanson, Deane Johnson, Joni Johnson, Melissa Barthier, Alyshia Larsen (alternate for MMFN), Jackie Lever, Arlaine Fehr, Stephen Larre

1) Enhancement Agreement Update

The IEC reviewed Goal #1 from the Enhancement Agreement, including the strategies and measures.

What's working well? Responses varied by community, but included cultural events, consultations, and community-based learning (Kyuquot); cultural events and collaborative learning teams that are working with teachers on incorporating Nuu-chah-nulth language and culture into the classroom (Gold River); increased community involvement in culture time, more consultation with district, clear messaging from school principal of welcome (Zeballos).

What hasn't been started yet, or requires more work?

- Community-based "mini-IEC"
- Protocol curriculum
- Do parents know how to share their concerns?
- Some schools need functioning PAC (which could serve as basis of mini-IEC)

Other ideas discussed in relation to the Enhancement Agreement include:

- Information-sharing can require permission (in order to comply with privacy legislation)
- It would be good for students to be able to get school credit for cultural learning that takes place outside of school (e.g. Hoobiyeh)
- Community and cultural events often require students to miss school, but they are learning important things – how can we grant them credit for their learning?
- Have the community surveys been done? Who does them
 - Action Item: Discuss process for community surveys at next IEC meeting

2) Capacity-building

April 27-28 in Kyuquot will be an IEC meeting and capacity-building workshop on governance. Ian Caplette and Lawrence Tarasoff to co-present.

There was discussion about how to proceed with using capacity-building funds to enhance language development programs. Action: Stephen will reach out to Victoria Wells to see if she is able to speak about language development at the March IEC meeting.

3) Budget

Secretary Treasurer Gillian Leask shared information about the district's budget development process, this year's Indigenous Education targeted funds, and capacity building funding. There was discussion about students who self-identify as Indigenous but who do not participate in Indigenous Education programs.

Gillian presented questions for consideration about next year's budget:

- a) What programs and services should we make sure that we continue?
- b) Are there any programs or services that we should consider discontinuing?
- c) Are there any new programs or services that we should consider?

Gillian will be invited to the March IEC meeting to gather feedback on these questions.

4) Succession Planning

With Assistant Superintendent Deane Johnson's upcoming retirement, the district is working on a plan for an administrative position responsible for Indigenous Education (as Deane is currently the Indigenous Education lead). The IEC nominated Nora and Julie as representatives to consult with SD84 on the creation of the job posting.

5) VIWTU Human Rights Exemption

All parties (IEC, VIWTU, SD84) are interested in further discussion about how to implement the Human Rights Exemption. A meeting will be scheduled in the Spring. All interested IEC voting members will be invited to attend.

6) Community Updates

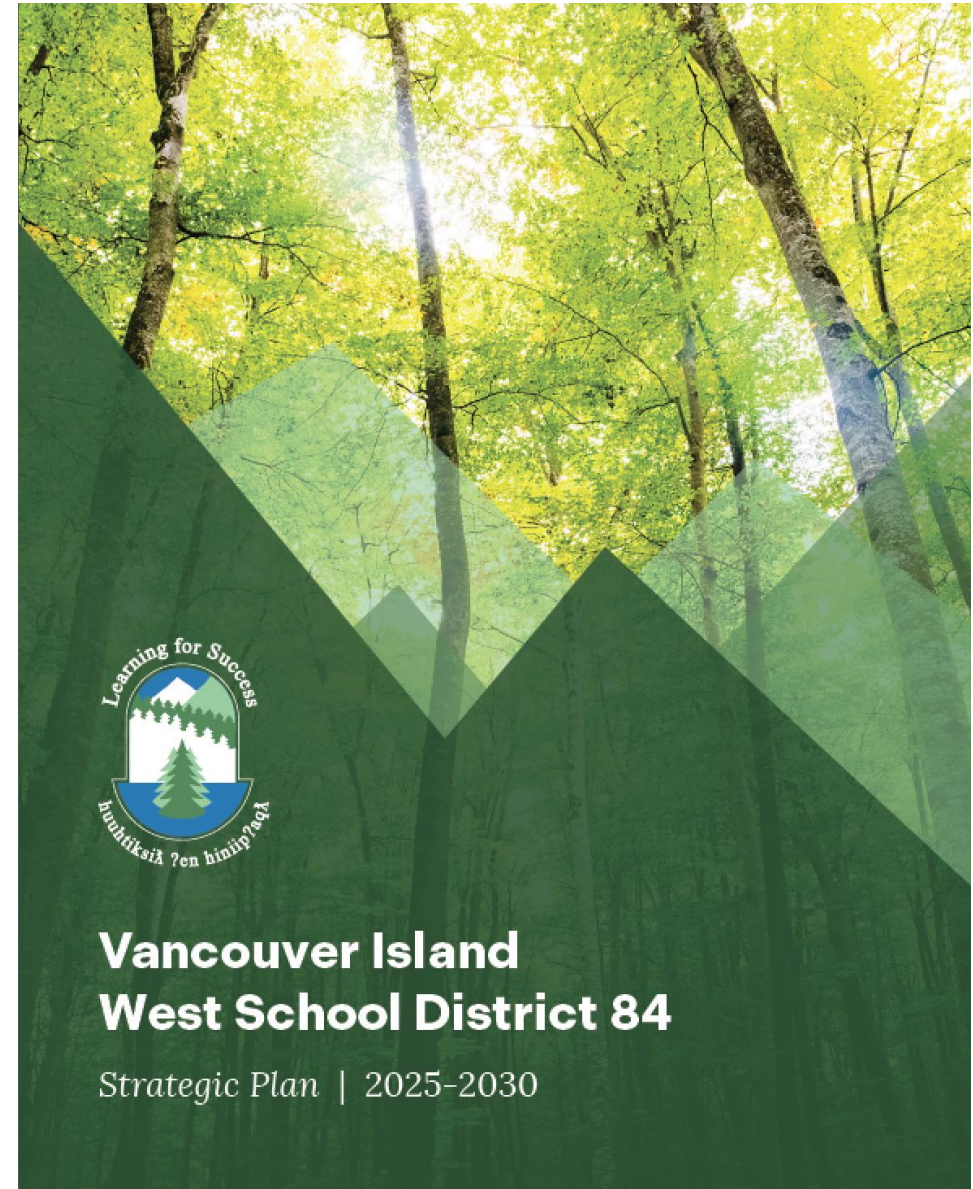
Kyuqout – On March 3 students will arrive to do protocol invitations to Tliitsu. Upcoming events include a language conference at the end of March, a KCFN gathering in Campbell River, and a community lunch to discuss attendance.

SD84
District Values
and Budget

Community Feedback



SD84 Strategic Plan



Strategic Plan Priorities



LEARNING



RELATIONSHIPS



INDIGENOUS WAYS OF
KNOWING

Learning

- Every student develops a strong sense of agency, engagement, and voice
- Every student achieves proficiency in literacy and numeracy
- Every student graduates well-equipped to meet their personal goals
- We achieve equity for Indigenous learners, children and youth in care, and students with disabilities and diverse abilities



Relationships

- Students, staff, and parents feel safe, cared for, and connected to their schools
- Students learn to care for their social, emotional, and mental well-being
- Strong partnerships develop with parents, caregivers, and communities
- Students will have access to mental health supports
- As relationships grow, student attendance improves



Indigenous Ways of Knowing

- Developing strong connections between schools and local communities
- Embedding Nuu-chah-nulth language and culture into everyday teachings
- Increasing Indigenous students' level of success
- Improving the safety of our schools for Indigenous peoples
- Fostering students' sense of identity





Why Values Matter

- Core beliefs that guide how we:
 - Treat each other
 - Serve our communities
 - Make decisions
 - Set priorities
- Community feedback ensures Board's values align with local community values

Our Values



Safety

Safe environments allow students to focus on learning, growth, and development without fear of harm.



Inclusion

Inclusion fosters a sense of belonging and respect, enriching our communities by embracing diverse perspectives and talents.



Well-being

The physical, mental, and emotional well-being of students and staff is the foundation for learning, growth, and success.



Success

Achieving success, in all of its forms, boosts confidence, motivates further growth, and inspires others to pursue their own goals.



Trust

Trust is essential for building relationships, fostering cooperation, open communication and mutual respect.



Empathy

Empathy enables understanding, compassion, and connection, helping to build stronger, more supportive relationships and communities.



Respect

Respect is fundamental as it fosters positive interactions, promotes equality, and creates an environment where individuals feel valued and understood.

Strengths

Which of our values do you see reflected most strongly in your child's school experience?

Is there anything from your experience that you would like to share regarding how the school and district uphold our values?



Areas for Improvement

Which values do you believe need more attention or improvement?

What actions could the school or district take to better live out our values?

Are there any values the district should add?

innovation
responsibility
collaboration
equity accountability
integrity resilience
cultural_responsiveness reconciliation
environmental_stewardship
community_engagement
lifelong_learning

How your feedback will be used



Consultations in each community



Board collects feedback forms, and trustees receive and read each individual form



Consideration of feedback at upcoming April policy meeting

School District 84
Vancouver Island West

2026-27 Annual Budget Community Consultations

Gillian Leask, Secretary-Treasurer



Demographics

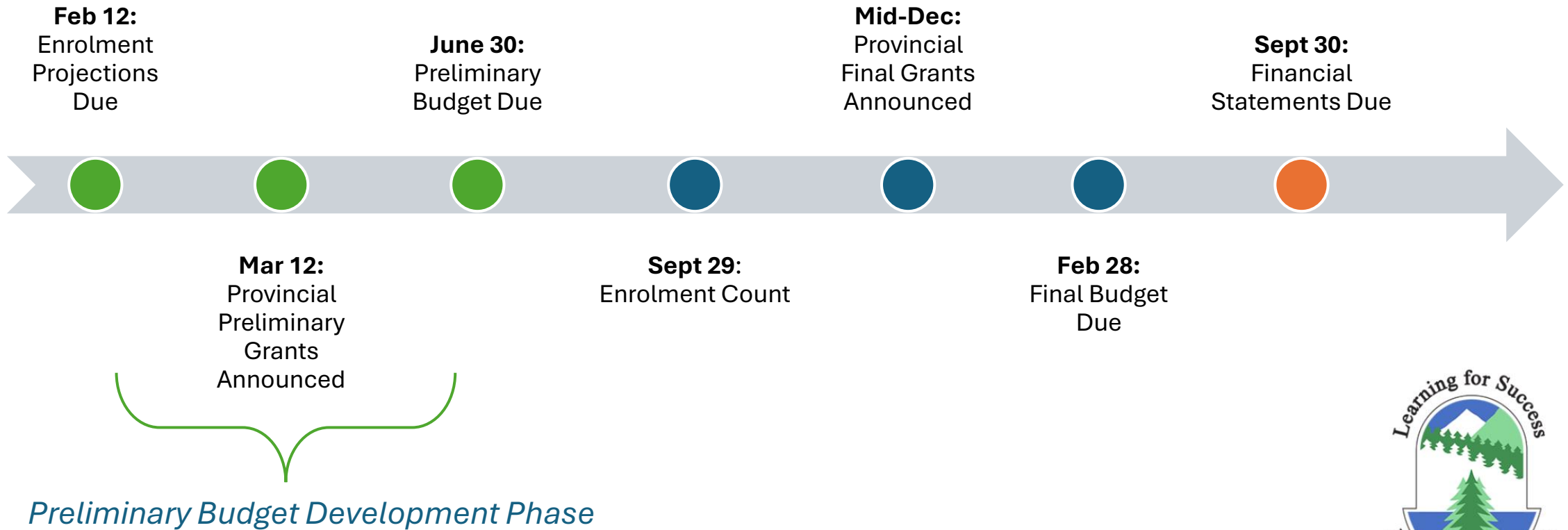
5 Schools

~100
Employees

305
Students



Budget Timeline



Preliminary Budget Development Phase

Key Dates: Board Meetings

February 9

- Board directed a moderate budget approach

April 13 ★

- Draft budget and recommendations presented

May 11

- Finalized budget incorporating approved recommendations presented



Why are we here?



To inform you



To answer your questions

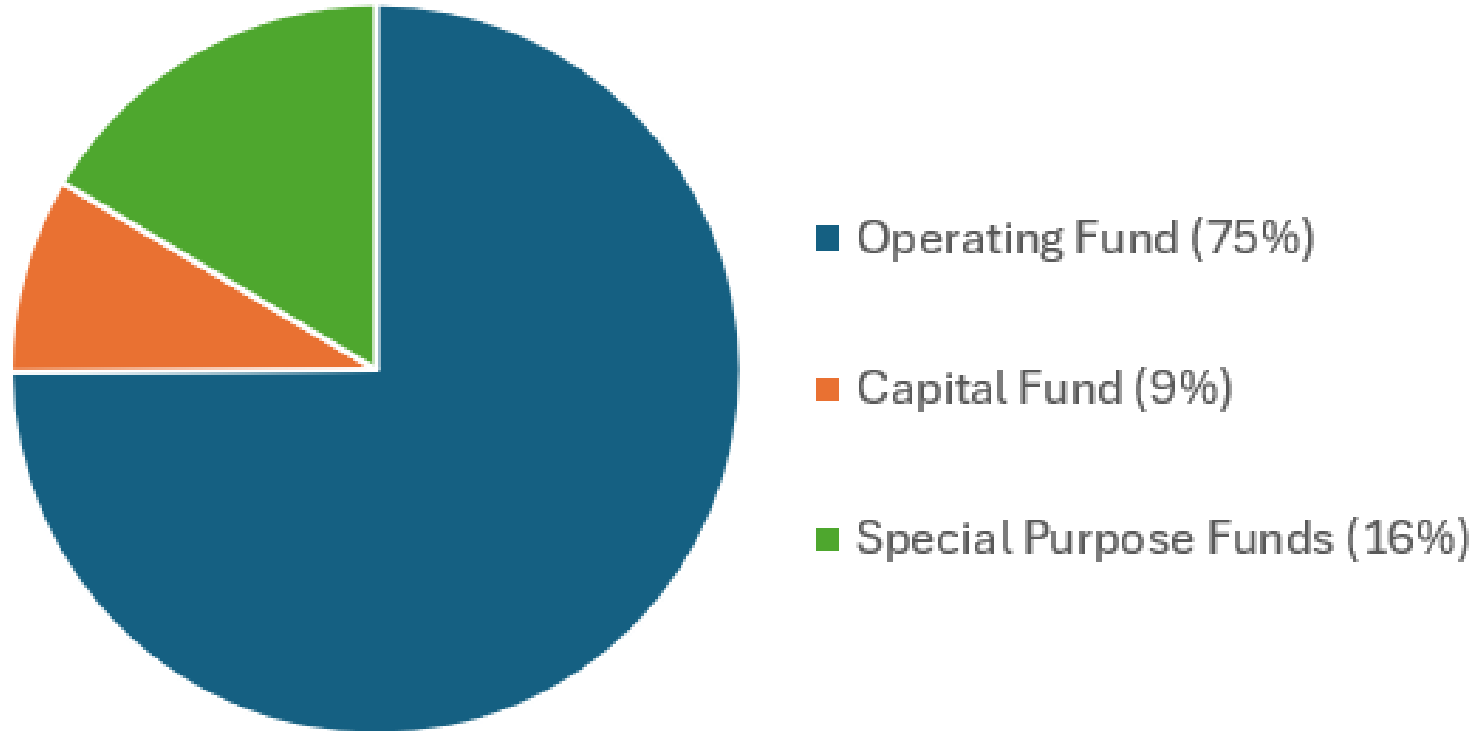


To get your feedback

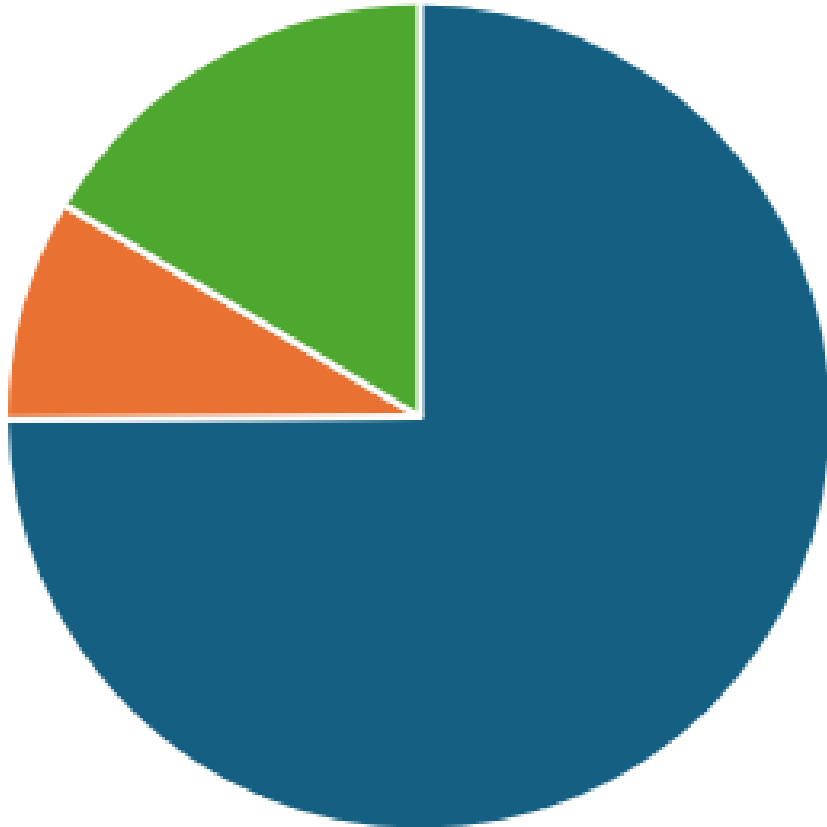


2025-26 Final Budget

\$14.6M total



2025-26 Final Budget



■ Capital Fund (9%)

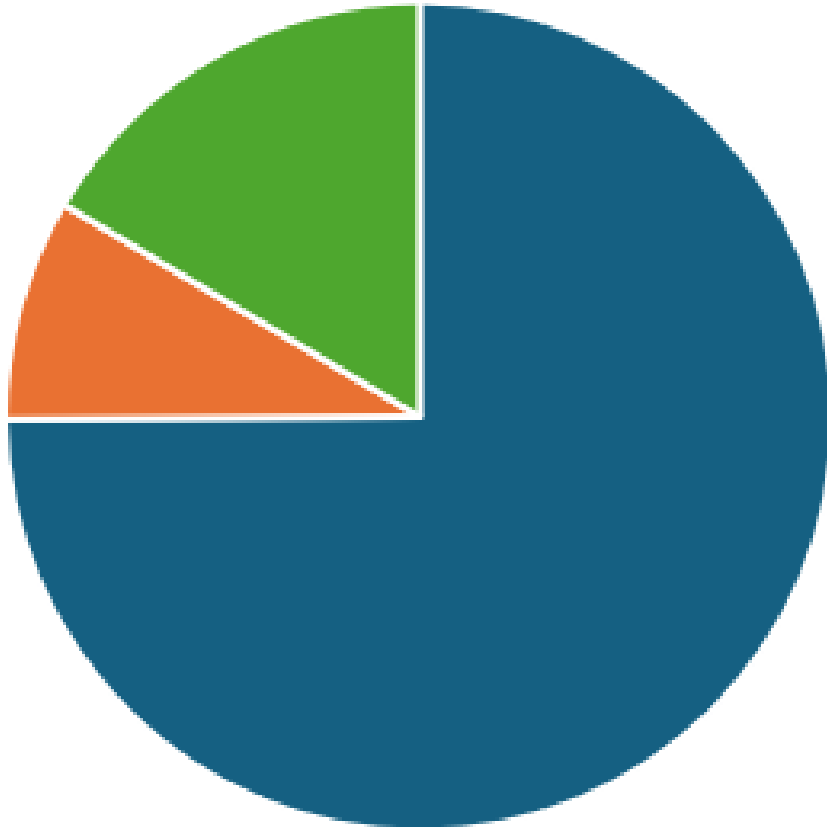
\$1,264,107

Provided for specific capital projects.

- Renovations
- Additions
- Playgrounds
- School Buses



2025-26 Final Budget



■ Special Purpose Funds (16%)

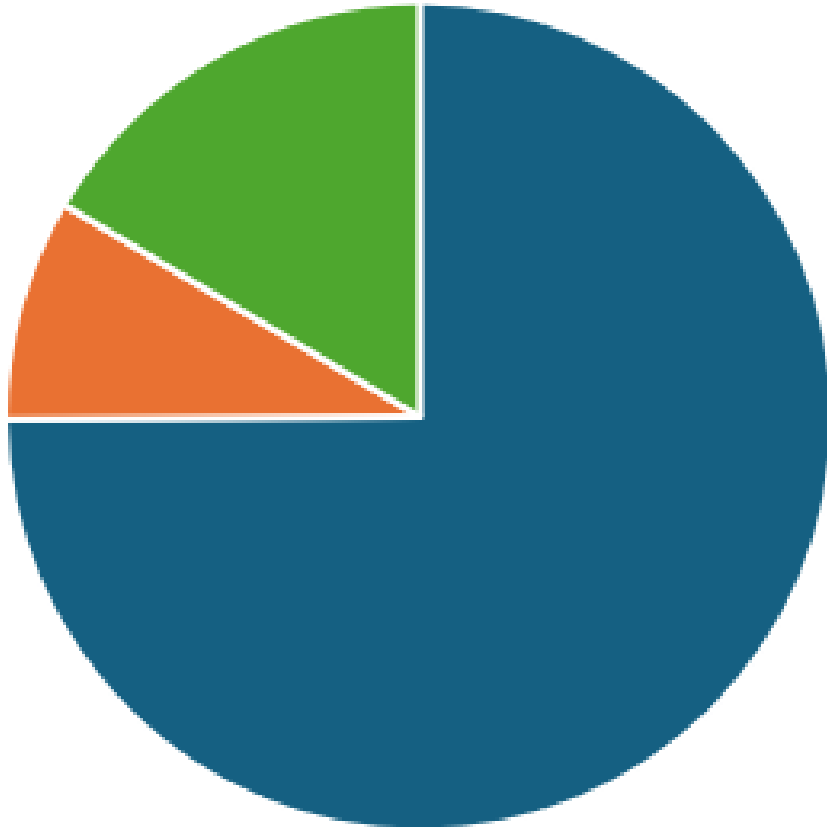
\$2,403,229

Must be used for specific activities.

- Classroom Enhancement Fund
- Feeding Futures
- Social and Emotional Supports
- Mental Health
- Early Years Programs
- Facilities Projects



2025-26 Final Budget



■ Operating Fund (75%)

\$10,941,236

For school and district operations.

- Educational Programs
- Targeted Indigenous Education Funds
- District Administration
- Maintenance
- Transportation



Operating Fund – Accumulated Surplus

In one school year:

Revenues – Expenses = **Surplus (Deficit)**

Over many years:

Revenues – Expenses = **Accumulated Surplus (Deficit)**

2025-26 Final Budget:

- **\$ (246,012) Deficit**
- **\$1,933,786 Accumulated Surplus**



Policy 13 – Accumulated Operating Surplus

“Accumulated operating surplus enables the Board to engage in long-term planning, mitigate financial risk, support consistent service to students, and address Board priorities”

Must maintain contingency of ~5% operating expenditures (\$550k)

2025-26 Final Budget:

- \$ (246,012) Deficit
- \$1,933,786 Accumulated Surplus



Enrollment & Funding Protection

Enrollment is projected to **decline**.

The district is in **funding protection**.

Operating revenues will gradually decrease over time.

Accumulated surplus helps ease this decline.



Operating Expenditures

Needs

- Provide education programs
- Operate schools
- Improve student achievement

Constraints

- Funding
- Legislative and administrative requirements

Priorities

Strategic Plan:

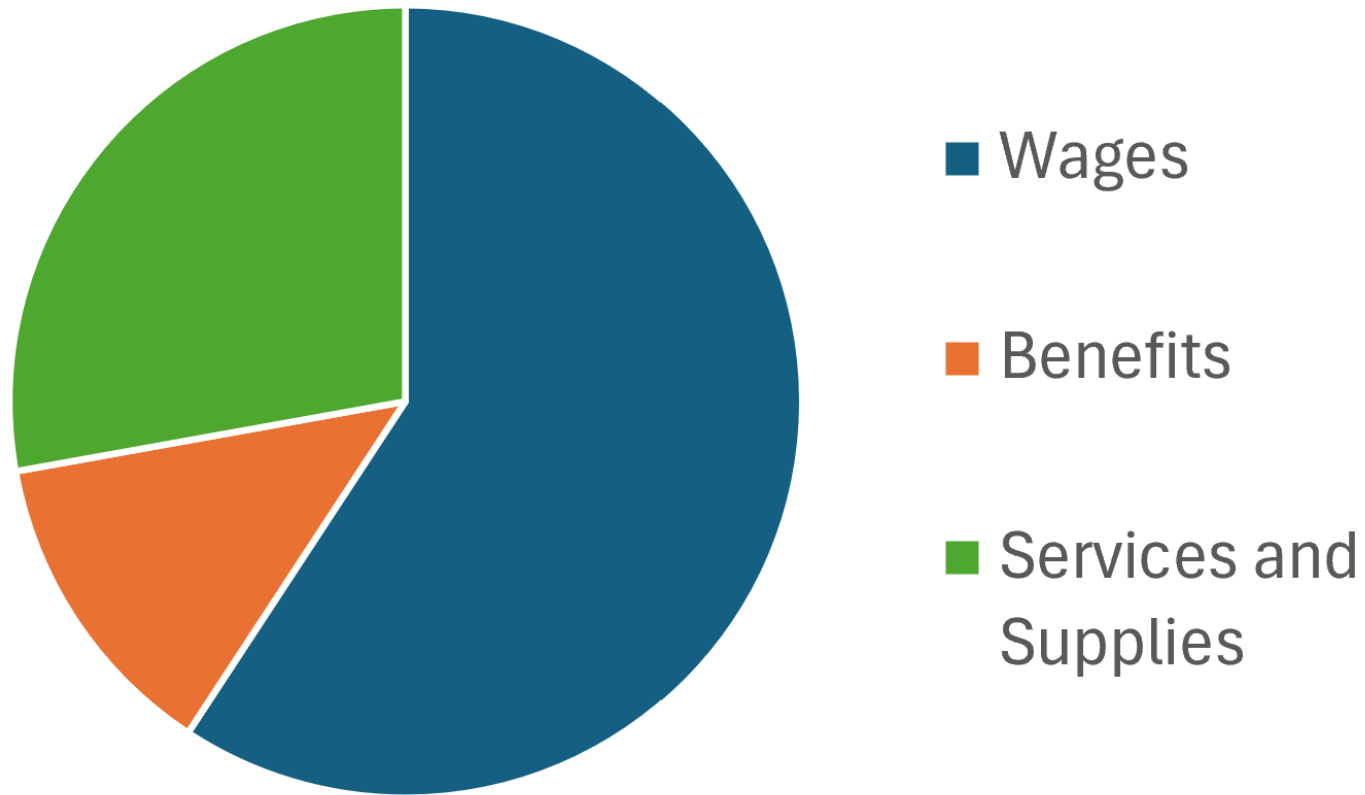
- Learning
- Relationships
- Indigenous ways of knowing

generally static

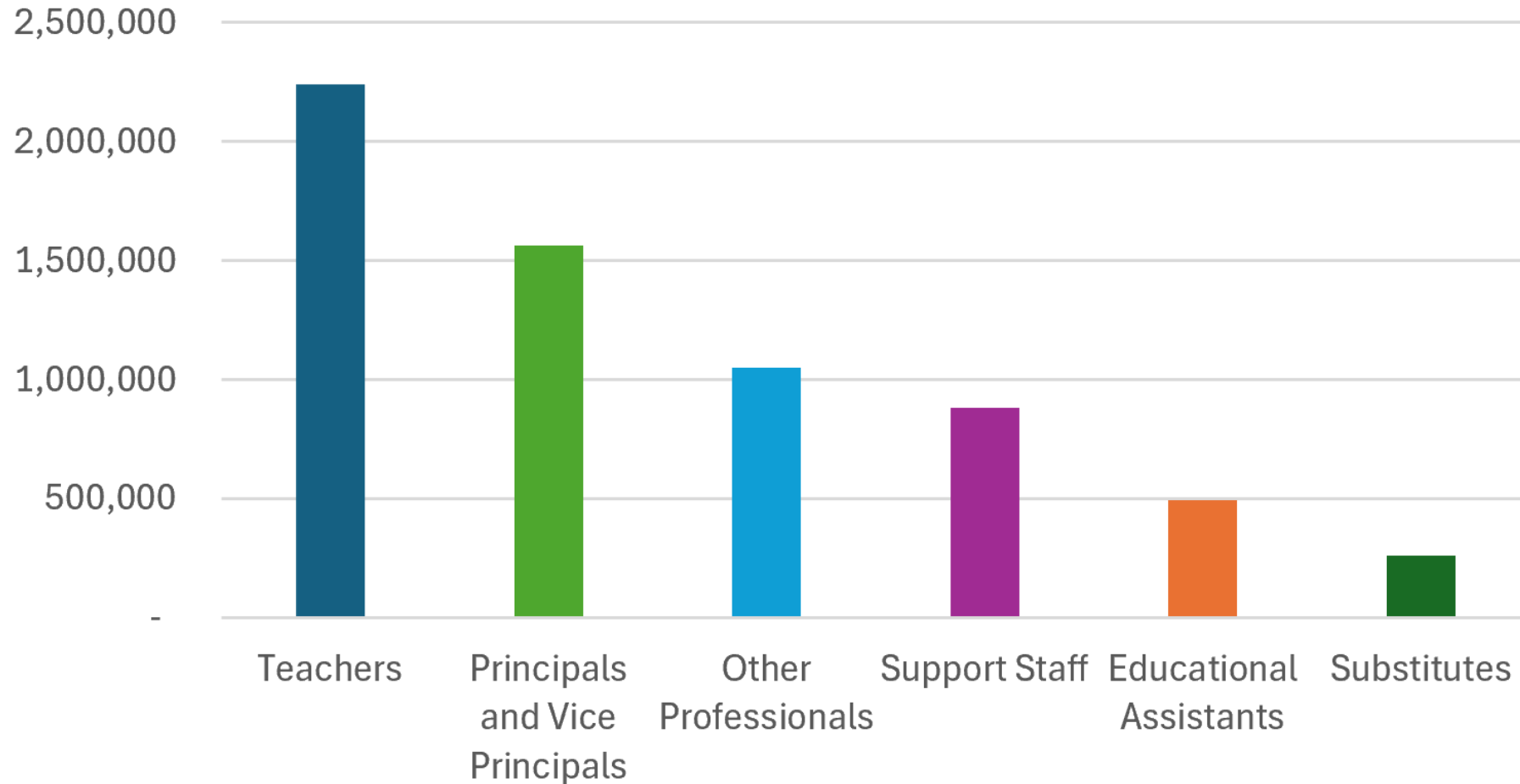
opportunities for impact!



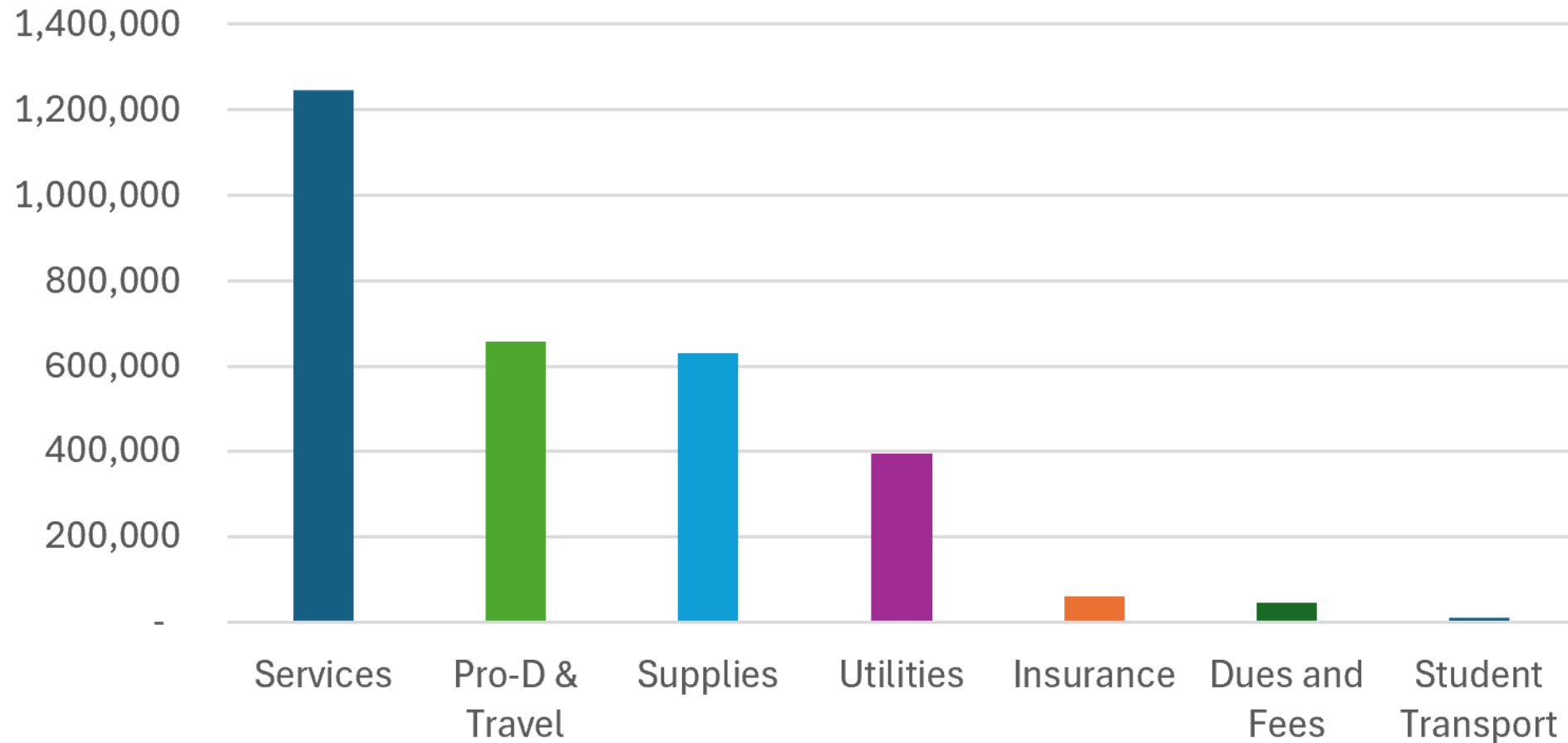
2025-26 Operating Expenditures



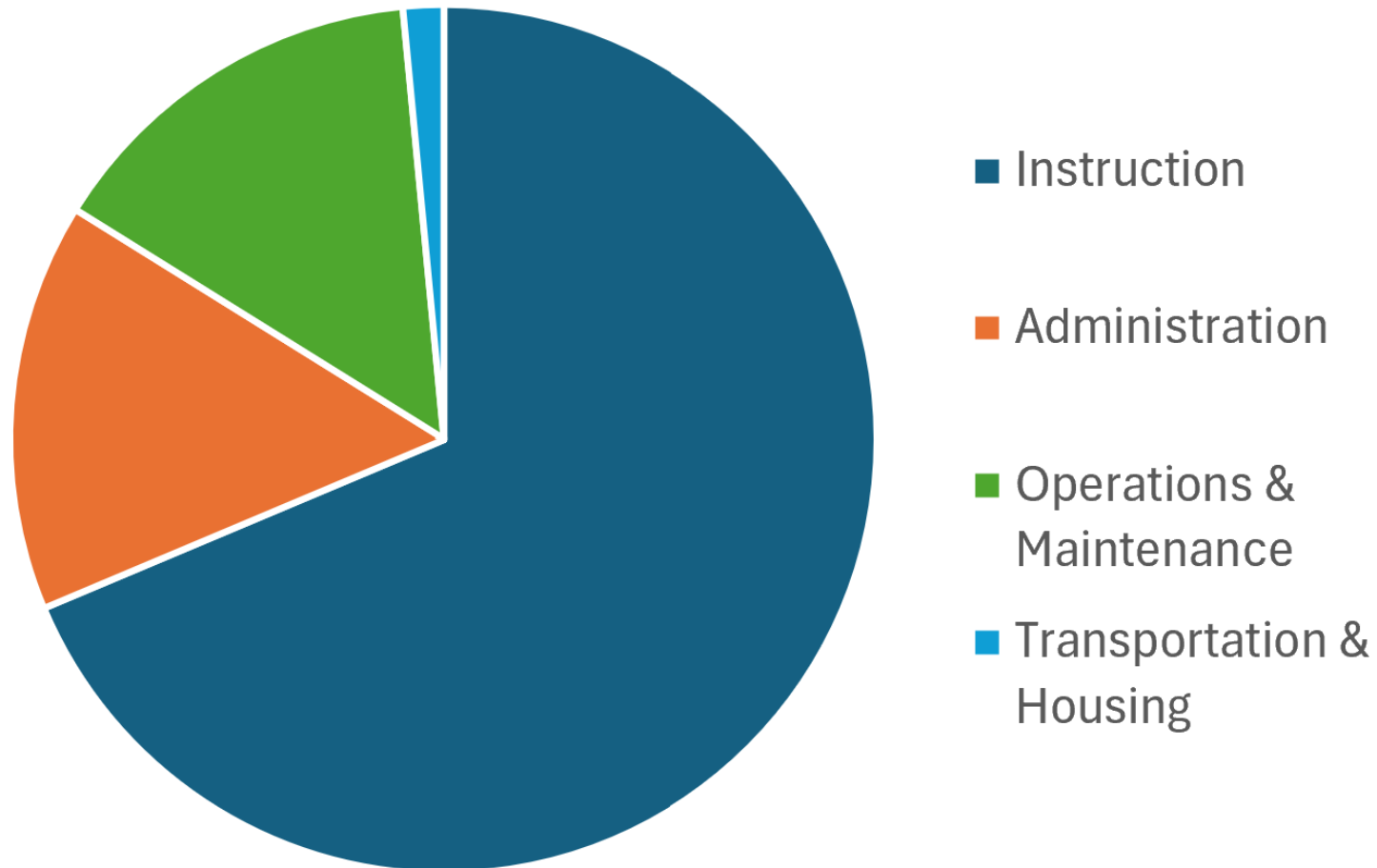
2025-26 Operating Wages



2025-26 Services and Supplies



2025-26 Expenditures by Function



Strategic Priorities → Budget Decisions

- Staff professional development (numeracy inservice, collab teams, etc)
- District Indigenous support teacher
- School staffing structure (PVPs, FCTTOCs)
- Inclusive education and early learning supports
- District mental health lead and counselling
- Investing in teacher housing and school facilities
- Extra-curricular and co-curricular trips/activities
- Targeted literacy intervention
- Outdoor education, Children's Health Hub
- Post-secondary partnerships



Overall Budget Feedback Questions



What should the district CONTINUE?

(keep doing, continue spending money on)



What should the district ADD?

(do more of, spend more money on)



What should the district CUT?

(do less of, spend less money on)





Link: <https://forms.office.com/r/HE91fYN4eU?origin=lprLink>

Paper forms to school office or
Ellena Gjesdal
egjesdal@viw.sd84.bc.ca

Thank you!

SD84 Community Consultations – How are we living up to our values?

Superintendent's Summary, April 2026

Overview

As part of the Spring 2026 Community Consultations, families and community members were asked to identify:

- Which district values they see reflected most strongly in students' school experiences, and
- Which values they believe require more attention or improvement.

Participants were also asked whether the district should consider adding or removing any values from the current Values statement; responses to these questions were considered at the April Policy Committee meeting.

Overall strengths

Across the district, respondents most frequently identified ***Trust, Safety, Well-being, Inclusion,*** and ***Empathy*** as being reflected in schools. Written comments consistently link these strengths to:

- Caring and committed staff
- Positive relationships with students
- Welcoming school environments
- Efforts to support students socially and emotionally

Many respondents acknowledged that schools strive to model district values and that these values are visible in daily interactions.

Areas for improvement

All values were also identified by some respondents as needing improvement, indicating that strengths are not experienced consistently across all contexts. Three themes emerge from comments about areas for improvement:

1. Safety and Well-being

Concerns about behaviour, classroom disruption, and physical and emotional safety were described as barriers to learning and to upholding other values.

2. Consistency and Accountability

Respondents noted uneven application of expectations, consequences, and supports.

3. Communication

Requests for clearer, more consistent communication with families and staff appear across multiple values.

Value-specific highlights

- **Trust** is the strongest overall value, but concerns arise when communication or follow-through is perceived as inconsistent.
- **Safety and Well-being** are recognized as strengths and among the most urgent areas for improvement, particularly in relation to behaviour and student support.
- **Success** was equally identified as a strength and an area for improvement, with comments calling for clearer definitions and more equitable academic supports.
- **Inclusion, Respect, and Empathy** are generally viewed positively but are harder to sustain when behaviour, attendance, or support systems are strained.

School-level variation

The balance between strengths and areas for improvement varies by school. This suggests that local context matters, and that targeted, school-specific responses may be more effective than uniform approaches.

Response Table, listed by Value:

Value	Strength	Needs Attention	Difference	Interpretation
Trust	28 (53%)	14 (26%)	+14	Clear strength
Safety	27 (51%)	20 (38%)	+7	More strength than concern
Well-being	24 (45%)	16 (30%)	+8	Generally positive
Inclusion	23 (43%)	14 (26%)	+9	Generally positive
Empathy	20 (38%)	13 (25%)	+7	More strength than concern
Respect	20 (38%)	17 (32%)	+3	Nearly balanced
Success	22 (42%)	22 (42%)	0	Balanced



Spring 2026 Community Consultations

Budget Feedback Summary

Overview

As part of the 2026 annual budget cycle, a survey was conducted to gather stakeholder feedback on the district's operating budget. Respondents were asked three questions:

1. What should the district CONTINUE? (*keep doing, continue spending money on*)
2. What should the district ADD? (*do more of, spend more money on*)
3. What should the district CUT? (*do less of, spend less money on*)

The survey was distributed at in-person community consultation events in each community and posted online via various public channels.

Respondents

- 53 submissions total
- 89% of respondents answered questions about both continuing and adding items
- Only 47% of respondents answered the question about cutting items
- Participants by school
 - CMESS: 18
 - RWES: 15
 - ZESS: 10
 - GRSS: 9
 - KESS: 7
- Participants by role
 - Staff: 18
 - Parents/caregivers: 17
 - Students: 10
 - Community Members: 7

Budget: CONTINUE

Most frequently referenced themes, seen as “core services” rather than “extras”:

- Student support (EAs, counsellors, supervision)
- Meal programs



- Extracurriculars (sports, clubs, field trips)
- Learning programs and enrichment
- Cultural programming

Budget: ADD

Recurring priorities across schools and roles:

- More qualified staff (EAs, counsellors, specialist teachers, TTOCs)
- Outdoor, land-based, and experiential learning
- Transportation and logistics (especially for remote communities)
- Equity of access for ZESS and KESS students
- Staff retention and training
- Cultural and community-connected learning

A small number of respondents provided very detailed proposals, including suggestions like district-level coordination for athletics and outdoor education to reduce inequities and staff burnout.

Budget: REDUCE

Overall responses were limited and cautious, but some themes did appear:

- Administrative overhead/bureaucracy
- Waste or inefficiencies
- Non-essential purchases (e.g., furniture, décor)
- Operational inefficiencies (energy use, some bus routes)

Several respondents explicitly said “nothing” should be cut.



March 17, 2026

Ref: 315966

Stephen Larre, Superintendent
School District No. 84 (Vancouver Island West)
Email: slarre@viw.sd84.bc.ca

Dear Stephen Larre:

On behalf of the Ministry of Education and Child Care, I would like to thank you and your team for your work on and submission of School District No. 84 (Vancouver Island West)'s 2025 Enhancing Student Learning Report. As 2025 marks the first year of the three-year submission cycle, I would also like to thank district teams for their support and feedback regarding this change.

This work for continuous improvement is foundational to our shared purpose and collective responsibility of developing educated citizens, supporting student success, and addressing persistent inequities in opportunities and outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

The 2025 Enhancing Student Learning Reports were reviewed with the same process and approach developed through engagement with education partners in 2022/23 and used in the 2023 and 2024 annual reviews. To honour the district teams' work, the review team continued to use a collaborative consensus process that integrated the varied perspectives of all team members. Using the published criteria for consistency, the review team provided feedback on district processes as they are reflected in the Reports. The team identified a strength and a consideration for each district in four areas:

1. Review data and evidence
2. Reflect and adjust
3. Create alignment to enhance student learning
4. Improve equity of learning outcomes for priority populations

Based on the feedback in these four areas, the team then determined strengths and considerations for the district's overall approach to continuous improvement.

2025 marks the fifth year of an annual review process for Enhancing Student Learning Reports. With report quality improving across the sector, the criteria for this year's report was refined with input from the sector, which enhanced expectations related to strategic planning and continuous improvement processes. District teams may see this increased rigour reflected in the feedback when compared to previous years.

.../2

It is important to note that the review team approached this process with the awareness that one report may not necessarily provide a full and accurate picture of a given district. The review team also recognizes that operational methods and systems differ between districts depending on student population, rurality, and district staff numbers. Evidence of proficiency may also differ based on district enrollment and community context, and the review team took this into account during the review process. Strengths and considerations reflect the contents of the Report and are not firm conclusions about district performance.

The intent of this feedback is to support continuous improvement and to build upon what is already recognized as a deep commitment to improving student outcomes in your school district. In this light, the Ministry is pleased to share with you the attached 2025 feedback report.

Along with the annual review feedback report strengths and considerations, I would encourage you to also continue to use the “Aboriginal How Are We Doing?” Report data and your own local data and evidence as you undertake continuous improvement in the year ahead to improve outcomes for Indigenous learners.

As we work together on continuous improvement, the Ministry recognizes that district teams are identifying areas for growth and refining annual reports to best reflect district processes, successes, and opportunities. Similarly, the three-year cycle and annual review process continues to be refined to best support overall system improvement. We will be sending a survey to districts teams soon and your feedback will be essential as we look at adjustments for next year.

The outcomes of this year’s review process will inform and help to refine capacity building for our sector in the 2025/26 school year. Through this work, we continue to collectively build capacity within the education system and foster robust strategic and continuous improvement planning practices to support student outcomes.

Thank you for your ongoing leadership and collaboration in supporting transformative change and improving outcomes for all students, and I look forward to continuing to work with you.

Sincerely,



Kaye Krishna
Deputy Minister

Attachment

cc: Arlaine Fehr, Chair, Board of Education, School District No. 84 (Vancouver Island West)

Vancouver Island West School District 84
ADMINISTRATIVE PROCEDURE

AP 530

Adopted: 11-18-22
Amended: 07-01-23
Amended: 07-01-24
Amended 04-08-26

TRAVEL, MEALS AND OTHER EXPENSES

Employees travelling and using their vehicles on School District business will be reimbursed in accordance with this administrative procedure.

To maximize the use of limited travel funds, the School District expects:

- personnel travelling to a common destination or intermediate point along a common travel route, to travel together to the capacity of the vehicle used.
- School District personnel claiming expenses to use the least expensive mode of transportation.

1. **Approved travel** shall be paid on an approved point-to-point basis, as follows:

Effective Date	Paved Roads	Unpaved Roads
April 8, 2026	\$0.73 per kilometer	\$0.78 per kilometer

2. **Reimbursement for meals** shall be:

<i>Breakfast:</i>	\$17.00
<i>Lunch:</i>	\$20.00
<i>Supper:</i>	\$32.00

These rates shall not apply when other specific allowances are stipulated in other policies or regulations.

3. **Accommodation expenses** will be paid upon submission of receipts. Accommodation other than hotel/motel while travelling on School District business will be paid up to a maximum of \$50.00 per night.
4. School District business credit cards shall not be used for personal expenses.
5. All travel expenses, including credit card charges, must be recorded on the approved travel expense forms.
6. Any expenditures exceeding meal allowances must be justified.
7. The School District will not reimburse any receipts for alcohol.
8. Business meals must clearly identify the purpose of the meeting and the number of persons present.
9. A Trustee will review and authorize the Superintendent's expenses.
10. All expense claims for reimbursement must be submitted to the School District Office within three months of the event.

Framework for Enhancing Student Learning 2025 Annual Review Feedback Report

School District 84 – Vancouver Island West

Please note: The Review Team recognizes that operational methods and systems differ between districts depending on student population, rurality, and district staff numbers. The Review Team acknowledges that evidence of proficiency in small or medium districts will differ from larger districts and will take this into account during the review process.

Approach to Continuous Improvement

To demonstrate proficiency, district teams must show that they have actioned a continuous improvement cycle, including ongoing engagement, allowing them to monitor, implement, review and respond, and align implemented strategies to improve student learning outcomes. The continuous improvement cycle should be operationalized through an implementation/operational plan.

To demonstrate proficiency, the Enhancing Student Learning Report should include:

- Clear evidence that the district team is demonstrating continuous improvement by responding to the results of student learning outcomes as identified in the provincial data (i.e., literacy, numeracy, completion rates) by addressing:
 - gaps or areas for growth with intentionality through targeted interventions; and
 - inequities of student learning outcomes revealed in the data and evidence review.
- A brief overview of the district team’s approach to continuous improvement, including how the district team:
 - **Aligns** district implementation/operational plan to strategic priorities and school plans and operations to implement adapted strategies specific to student learning outcomes
 - **Reviews** and **responds** to data and evidence;
 - **Monitors** the effectiveness of implemented strategies and the school planning process;
 - **Implements and adjusts** strategies accordingly;
 - **Engages** with the Indigenous Education Council (IEC) and education partners.

- Clear evidence that feedback from the previous year’s review has been considered during district planning.
- A brief description of the district team’s strategic and deliberate processes for inclusive, ongoing, and meaningful engagement specific to the continuous improvement of student learning outcomes. This includes specific details on:
 - **Who** the district team engages, including:
 - District Indigenous Education Council;
 - First Nations and Indigenous parents/caregivers and students;
 - Students and parents/caregivers;
 - District committees (i.e., employee groups, DPAC); and
 - The local community.
 - **How** the district team engages the Indigenous Education Council and education partners. (This includes timing/frequency of engagement, level of engagement, and specific methods used to demonstrate an ongoing process.)

Feedback from 2025 Annual Review – Continuous Improvement
The report shows evidence of an embedded continuous improvement approach to consistently review, align/adjust, implement, and monitor to achieve district strategic plan priorities.
Strength
The report shows evidence that the district team has actioned a continuous improvement cycle, including regular cycles of engagement with the school teams and the community to improve student learning.
Feedback from 2024 Annual Review – Continuous Improvement
The district’s report shows clear evidence that the district has embedded continuous improvement processes to consistently monitor and adjust practices accordingly.
Strength
The report shows that the district has a continuous improvement cycle in place, including the Appendix B chart. The submission of the Optional District Self-Reflection document provided further evidence of the district’s ongoing commitment to the continuous improvement process.
Consideration
Future reports will benefit from a deeper application of the district’s continuous improvement cycle in triangulating district and provincial data.
Feedback from 2023 Annual Review – Continuous Improvement
The district’s report shows evidence that the district employs selected components of continuous improvement processes, while working to build upon their application.
Strength
The report shows the implementation of a continuous improvement cycle.
Consideration
Future reports would benefit from demonstrating how the cycle informs adaptations and adjustments.

Please note: Ongoing Engagement was a focus area in the 2023 and 2024 Annual Review process. For 2025, it has been incorporated into the focus area “District Context for Continuous Improvement”.
Feedback from 2024 Annual Review – Ongoing Engagement
The district’s report shows evidence that the district has components of broad, meaningful, and ongoing engagement processes in place.
Strength
The report describes an ongoing engagement process with multiple First Nations rights holders and stakeholders.
Consideration
Future reports will benefit from more detailed information about the nature and success of the outlined engagement activities. For example, how strategic engagement informs school and district plans.
Feedback from 2023 Annual Review – Ongoing Engagement
The district’s report shows evidence that the district has components of broad and meaningful engagement processes in place.
Strength
The report provides a clear description of engagement activities with multiple First Nations rights holders and stakeholders.
Consideration
Future reports would benefit from articulating the annual engagement process, including student voice and how these engagements influence next steps.

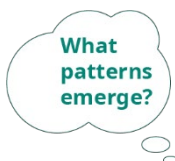
Data and Evidence Review

To demonstrate proficiency, district teams must show evidence of analysis and interpretation by having gathered data and identified trends, correlations, outliers, and variations. They will have extracted meaning from the analysis results by examining them in district context.

To demonstrate proficiency, the Report should include:

- Visual representations of all the student performance data required by the [Enhancing Student Learning Reporting Order](#), masked where necessary and disaggregated to show results for Indigenous students on and off reserve, children and youth in care, and students with disabilities or diverse abilities, as provided in the Part 1: Review Data and Evidence (Pre-Populated Provincial Data Template). To reflect the [Educated Citizen](#), provincial data is organized into three pillars:
 - Intellectual Development,
 - Human and Social Development, and
 - Career Development.

- Concise, reflective analyses of all presented data for each measure, including a brief overview of:
 - Clarifying information (i.e., masked data acknowledgements, participation rates/cohort sizes, demographic notes, and/or Provincial Online Learning School enrollment)
 - Notable trends (i.e., trends over three or more years, trends for the priority populations)
 - Relevant comparison (i.e., provincial averages/typical range, specific cohorts of students)
- Concise, reflective interpretation of presented data for each measure, including:
 - What new information emerged when comparing the provincial data with relevant local data?
 - What strengths and areas for growth were uncovered?
 - What inequities for the priority populations emerged?
- Identified areas for growth that are:
 - Connected to the data and evidence review
 - Identified for all priority populations
 - Focused on student learning outcomes and not implementation or capacity building
 - Distinguished as either existing or emerging
- As needed, concise, reflective triangulation that compares local data sets to provincial data sets and highlights notable trends and includes priority populations. (Where district teams are faced with lower FSA participation rates, triangulation is especially important to better gauge student performance and identify achievement gaps.) Local data sets may include:
 - Additional student performance data (e.g.: How Are We Doing Reports, attendance data, report card data, results from local assessments);
 - Middle Years Development Instrument (MDI)/ Youth Development Instrument (YDI)/Early Development Instrument (EDI);
 - BC Adolescent Health Survey (from McCreary Centre Society);
 - “Tell Them from Me” survey; and
 - Contextual information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements).



Feedback from 2025 Annual Review – Data and Evidence Review

The report shows evidence that the district team has embedded comprehensive data and evidence review processes.

Strength

The report shows evidence of analysis, including:

- Clarifying information,
- Notable trends, and
- Relevant comparisons.

Consideration
Future reports will benefit from refining the interpretations to clearly articulate the areas for growth connected to the data analysis.
Feedback from 2024 Annual Review – Data and Evidence Review
The district’s report shows clear evidence that the district has embedded comprehensive data and evidence review processes.
Strength
The report identifies areas for growth based on the results of the data analysis and connects these areas for growth to district priorities.
Consideration
Future reports will benefit from a more in-depth interpretation of local data and evidence.
Feedback from 2023 Annual Review – Data and Evidence Review
The district’s report shows evidence that the district engages in several components of comprehensive data and evidence review processes.
Strength
The report analyzes and interprets provincial and local data.
Consideration
Future reports would benefit from further disaggregation of school completion rates (Adult Dogwoods/Evergreen Certificates) to identify emerging areas for growth.

Reflect and Adjust

To demonstrate proficiency, district teams will show evidence of reflection and adjustment by assessing results from the data and evidence review, ongoing engagement, and strategy impact on student learning outcomes. District teams will have determined targeted interventions to address inequities and areas for growth.

To demonstrate proficiency, the Report should include the following for each identified strategy:

Strategy Selection

- An explicit connection between the priority in the district’s Strategic Plan and the area for growth.
- An explicit connection between the area for growth (from the data and evidence review) and the selected strategy.
- An explicit connection between the selected strategy and the targeted learner (i.e., all learners, priority population)
- Includes universal (Tier 1) and targeted (Tier 2 and 3) strategies for cohorts of learners
- Strategies are evidence-based for impact on student learning
- Strategies are intentional

Strategy Impact

- An explicit description of how effectively the strategy addresses the identified area(s) for growth to improve student learning outcomes, including:
 - Quantitative data: results from an assessment that shows the impact of the strategy on the identified area for growth for student learning (e.g., FSA, local assessments, etc.)
 - Qualitative data: feedback received from ongoing strategic engagement that shows impact on student learning (e.g., IEC, student voice, teaching staff)



Adjustments or Adaptations

- An explicit description of the district team’s next steps and targeted interventions to address inequities, including determining which strategies the district team will:
 - Continue
 - Discontinue
 - Adapt and/or adjust (e.g., how), and/or
 - Introduce and implement



Feedback from 2025 Annual Review – Reflect and Adjust
The report shows evidence that the district team has implemented processes to reflect on, monitor, and align/adjust targeted strategies to address identified areas for growth.
Strength
The report shows evidence that the district team has: <ul style="list-style-type: none"> • Implemented targeted strategies to address specific areas for growth based on data and evidence review, • Assessed strategy effectiveness based on implementation/impact on student learning, and • Adjusted strategies and implemented targeted interventions based on assessed effectiveness.

Alignment to Enhance Student Learning

To demonstrate proficiency, district teams will identify necessary updates to the district’s Implementation Plan to achieve the district’s Strategic Plan priorities. District teams will show evidence of:

- vertical alignment of school plans and identified, targeted strategies within the implementation/operational plan (continuous improvement cycle) to operationalize the district strategic plan priorities (strategic plan)
- horizontal alignment of district operational plans to reflect the district’s strategic priorities.

To demonstrate proficiency, the Enhancing Student Learning Report should include:

- A concise description of vertical alignment within the district, including:
 - Links to all current school plans
 - Evidence of connection between district priorities and identified strategies
 - A description of how school plans are aligned with educational objectives outlined in the district’s strategic plan (e.g., district-wide template for school plans)
 - A description of how school plans address inequities identified in the data and evidence review
 - A description of the district team’s mechanisms to monitor ongoing effectiveness and alignment of school plans
- A concise description of horizontal alignment within the district, including:
 - An explicit description of how district departments and schools are working in tandem to achieve district strategic plan priorities. (i.e., how are district operational/implementation plans and departments aligned to support the implementation of new, adapted/adjusted, or continued strategies.

Feedback from 2025 Annual Review – Alignment
The report shows evidence that the district team has components of vertical and horizontal alignment processes in place.
Strength
The report shows evidence of the district team’s commitment to improving vertical alignment within the district, with a focus on the alignment between school plans and the district strategic plan.
Consideration
Future reports will benefit from articulating how the new school planning process supports the development, monitoring, and adjustment of targeted strategies to address the inequities, particularly for priority populations.
Feedback from 2024 Annual Review – Alignment
The district’s report shows evidence that the district has several components of vertical and horizontal alignment processes in place.
Strength
The report provides evidence of structures in place within the district to support alignment, including the Appendix B chart which shows alignment to strategic priorities.
Consideration
Future reports will benefit from an explicit connection of school plans, informing and aligning with the district direction (vertical alignment).
Feedback from 2023 Annual Review – Alignment and Adaptations
The district’s report shows evidence that the district has several components of vertical and horizontal alignment and adaptation processes in place.
Strength
The report shows evidence of alignment between district departments.

Consideration
Future reports would benefit from a clear articulation of how school plans align with the strategic plan.

Equity of Outcomes for Priority Populations

To demonstrate proficiency, district teams will show intentional focus and specific, targeted interventions to improve student learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

To demonstrate proficiency, the Report should include:

- Descriptions of how the district and school teams use data to track and support cohorts of priority learners, including cohorts represented in masked data sets.
- A description of the district and school teams’ approach to address inequities in learning outcomes for identified priority populations, including:
 - Targeted, evidence-informed strategies implemented to address areas for growth for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.
- Descriptions of how the district team monitors the impact of implemented strategies on student learning outcomes and adjusts accordingly.
- Descriptions of how the district team incorporates ongoing engagement feedback into decision-making to address inequities for priority learners, including Indigenous Education Councils, education partners, student voice, parents/caregivers, and staff.

Focus on Indigenous Learners:

Feedback from 2025 Annual Review – Indigenous Learners
The report shows evidence of a focus on cohorts of Indigenous learners and is working to further improve equity of learning outcomes.
Strength
The report shows evidence of a strong commitment to improving school success for Indigenous learners through the implementation of a 10-week cycle for Student Learning Reviews.
Consideration
Future reports will benefit from articulating how the district and school teams refine the process of identifying, monitoring and adjusting high-impact targeted strategies, especially to improve attendance, achievement results, and 5-year completion rates.
Feedback from 2024 Annual Review – Indigenous Learners
The district’s report shows some evidence that the district focuses on cohorts of Indigenous learners and is working to further improve equity of learning outcomes.
Strength
The report demonstrates a collective responsibility to focus on Indigenous learners, beyond the Indigenous staff. This districtwide responsibility is reflected in the support of Tlittsuu multi-day cultural gatherings.

Consideration
Future reports will benefit from an analysis of the impact of implemented strategies on Indigenous students' learning outcomes and sense of belonging.
Feedback from 2023 Annual Review – Indigenous Learners
The district's report shows some evidence that the district focuses on Indigenous students and is working to further improve equity of learning outcomes.
Strength
The report demonstrates some focus on Indigenous learners.
Consideration
Future reports would benefit from a stronger connection between identified gaps and the targeted strategies to address areas for growth for Indigenous learners.

Focus on Children and Youth in Care:

Feedback from 2025 Annual Review – Children and Youth in Care
The report shows limited evidence of a focus on children and youth in care.
Consideration
Acknowledging that the data is masked for children and youth in care, future reports will benefit from articulating the district team's approach to monitoring and supporting the learning outcomes for this priority population.
Feedback from 2024 Annual Review – Children and Youth in Care
The district's report shows some evidence that the district focuses on children and youth in care and is working to further improve equity of learning outcomes.
Strength
The report demonstrates a focus on children and youth in care through representation in the data and evidence review.
Consideration
Future reports will benefit from describing how the district tracks and supports children and youth in care and wrap around approach in schools.
Feedback from 2023 Annual Review – Children and Youth in Care
The district's report shows some evidence that the district focuses on children and youth in care and is working to further improve equity of learning outcomes.
Strength
The report demonstrates some focus on children and youth in care.
Consideration
Future reports would benefit from articulating the efficacy of the school-based, targeted strategies implemented to support children and youth in care.

Focus on Students with Disabilities or Diverse Abilities:

Feedback from 2025 Annual Review – Students with Disabilities or Diverse Abilities
The report shows evidence of a focus on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.
Strength
The report shows evidence of a commitment and focus on students with disabilities or diverse abilities with the allocation of additional resources.
Consideration
Future reports will benefit from articulating specific targeted strategies for students with diverse needs.
Feedback from 2024 Annual Review – Students with Disabilities or Diverse Abilities
The district’s report shows some evidence that the district focusses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.
Strength
The report demonstrates a focus on students with disabilities or diverse abilities through the capacity building initiative for school-based staff.
Consideration
Future reports will benefit from an analysis of the impact of implemented strategies on outcomes for students with disabilities or diverse abilities.
Feedback from 2023 Annual Review – Students with Disabilities or Diverse Abilities
The district’s report shows some evidence that the district focusses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.
Strength
The report demonstrates some focus on students with disabilities or diverse abilities through the data analysis.
Consideration
Future reports would benefit from clearly articulating targeted strategies to address achievement gaps for students with disabilities or diverse abilities.

Accessibility and Readability

In addition to demonstrating proficiency in the above focus areas, reports are expected to:

- Be readable and accessible (i.e., written in plain language with elements such as graphics, bullet points, and a table of contents).

Superintendent's Report

April 13, 2026, Board Meeting

The end of Spring Break means that we are moving into the final third of the school year—a time marked by renewed energy, improving weather, and increased opportunities for outdoor learning and activities. The report that follows highlights the district's efforts in community engagement and continuous improvement, underscoring our commitment to collaboration, responsiveness, and ongoing growth.

Strategic Plan Priority: Relationships

The second round of the Board's Community Consultations was held in Gold River, Kyuquot, Tahsis, and Zeballos during February and March. These consultations are a vital part of the Board's commitment to meaningful public engagement, and they provide an opportunity for students, staff, parents, and community members to provide feedback to inform decisions that affect students and schools. This spring, participants were invited to share feedback on the district's Values statements and the preliminary budget for the 2026–27 school year, ensuring that planning reflects local priorities and community perspectives. We were encouraged by the strong public attendance at each session and by the more than 50 feedback submissions received from parents, staff, community members, and students. This input will play an important role in shaping future planning and decision-making. The Board sincerely thanks all those who participated, shared their insights, and contributed to strengthening our schools through their engagement.

Strategic Plan Priority: Learning

Each year school districts across British Columbia prepare a public report on student achievement called the Framework for Enhancing Student Learning (FESL) Report. This report, which covers student achievement results as well as the district's approach to continuously improving results, is submitted to the Ministry of Education and Childcare for review in addition to public presentation. The Ministry's review team highlights strengths and areas for growth for each district based on their FESL report.

Feedback in the 2025 Annual Review indicates that School District 84 continues to make steady progress in improving student learning through strong planning, thoughtful use of data, and ongoing engagement with schools, families, Indigenous partners, and the wider community. The 2025 Annual Review highlights that the district has an effective

continuous improvement process in place. District and school teams regularly review student learning information, adjust strategies, and monitor progress to ensure actions are aligned with district priorities and student needs.

The review recognizes the district's strong use of data and evidence. Student learning information is analyzed carefully to identify trends, strengths, and areas for growth. This thoughtful approach allows the district to move from evidence to action and to adjust strategies when needed. The district also demonstrates progress in aligning school plans with the district's strategic priorities (an area of focus in 2025-26), helping ensure that schools are working toward shared goals. SD84's commitment to equity of outcomes was evident through actions such as the district's 10-week Student Learning Review cycle, and additional supports for students with disabilities or diverse abilities.

The review also identifies areas for continued growth. Future work will focus on strengthening how data is connected to clearly identified priorities, further clarifying how school planning drives targeted action, and enhancing supports for priority groups—particularly children and youth in care and students with diverse needs.

Overall, the 2025 review affirms that SD84 is building on a solid foundation while continuing to refine its efforts to support student success for all learners. District and school staff have been working hard to embed processes for continuous improvement to support the Strategic Plan, and we appreciate that those efforts were recognized by the external review team, as well as the directions for future growth.

School District No. 84 (Vancouver Island West)

Budget Report

as of March 31, 2026



Operating Fund

Description	Expenditures	Amended Annual Budget	Balance Remaining	% Budget Remaining	% Year Remaining
110 Teachers	1,461,748	2,238,607	776,860	35%	30%
105 Principals and Vice Principals	1,143,912	1,563,037	419,125	27%	25%
123 Educational Assistants	310,519	491,659	181,140	37%	30%
120 Support Staff	574,798	880,745	305,947	35%	28%
130 Other Professionals	789,041	1,047,679	258,638	25%	25%
140 Substitutes	266,654	260,331	6,322	-2%	30%
200 Employee Benefits	981,857	1,415,043	433,186	31%	28%
310 Services	664,886	1,245,885	580,998	47%	28%
330 Student Transportation	2,892	10,500	7,608	72%	30%
340 Professional Development & Travel	332,835	657,431	324,596	49%	30%
370 Dues and Fees	31,975	46,200	14,225	31%	30%
390 Insurance	58,794	58,898	104	0%	30%
510 Supplies	327,935	631,724	303,789	48%	30%
540 Utilities	277,242	393,500	116,258	30%	25%
Total	7,225,088	10,941,238	3,716,151	34%	29%

Special Purpose Funds

Description	Prior Balance	Current Year Funding	Total Funds Available	Expenditures	Balance Remaining
CEF Staffing	-	739,625	739,625	512,678	226,947
CEF Overhead	-	241,902	241,902	143,878	98,024
CEF Remedy	-	41,140	41,140	12,133	29,007
Feeding Futures	32,832	418,903	451,735	205,116	246,619
Literacy Pro-D Grant	247,553	-	247,553	28,495	219,058
Early Care and Learning	28,959	203,958	232,917	108,375	124,542
Community Link	16,818	164,899	181,717	64,171	117,546
Mental Health	-	57,000	57,000	7,633	49,367
Ready Set Learn	36,740	44,090	80,830	29	80,801
LIF	-	35,358	35,358	26,465	8,893
Strong Start	732	34,732	35,464	20,611	14,853
BCTEA	-	12,475	12,475	2,520	9,955
OLEP	-	6,922	6,922	336	6,586
Total	363,634	2,001,004	2,364,637	1,132,440	1,232,197

Ongoing Capital Projects

Project	Budget	Current Year Costs	Total Costs to Date	Budget Remaining	Status
Prior year projects	1,520,000	36,078	1,482,335	37,665	completed
2025-26 AFG Projects	796,977	429,878	429,878	367,099	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	23,095	64,137	35,863	work in progress
Total	4,328,977	1,247,698	3,831,581	497,396	

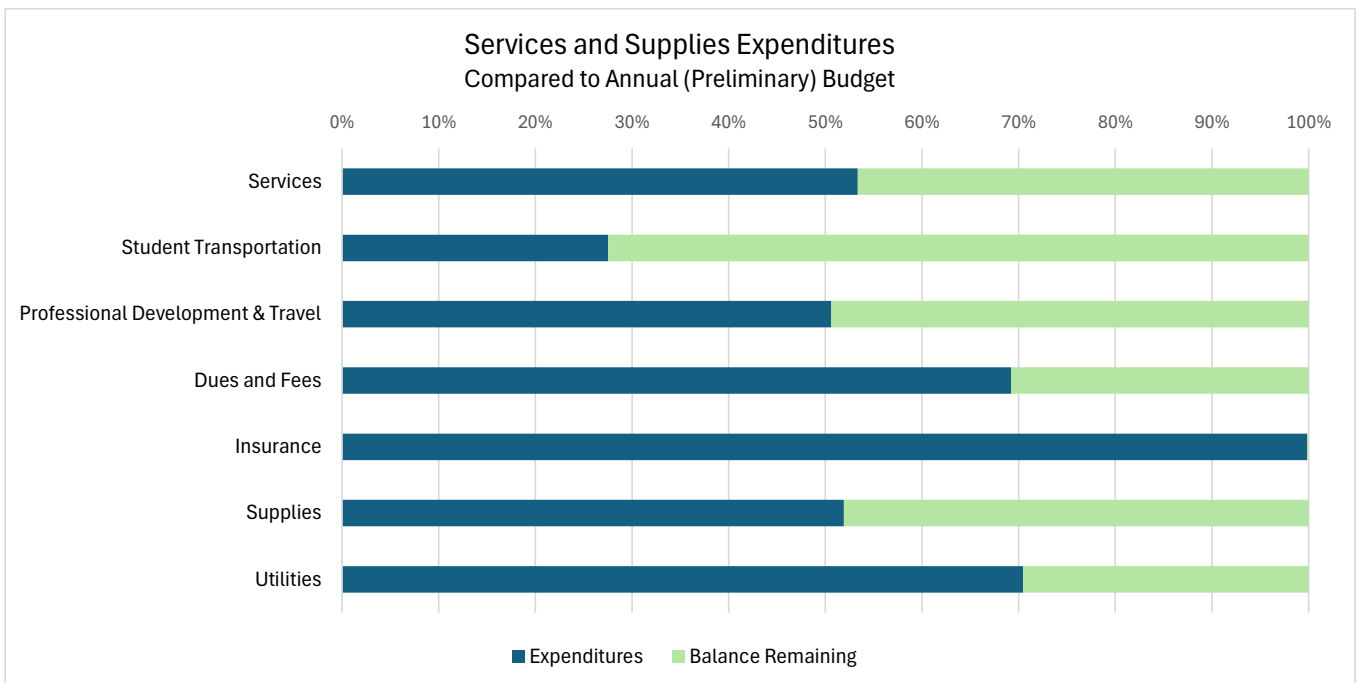
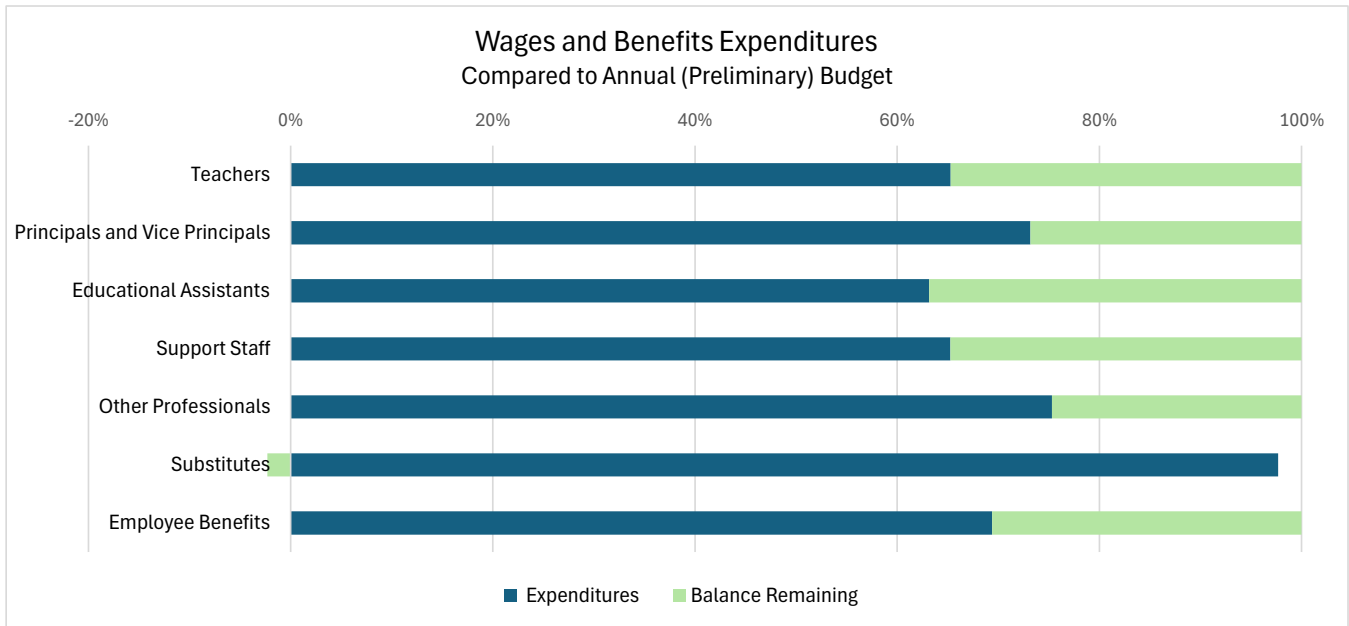
School District No. 84 (Vancouver Island West)

Budget Report - Operating Fund

as of March 31, 2026

70% of school year has passed

75% 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	23	23
8484011	Ray Watkins Elem	0	15	15	14	21	13	14	8	12	0	0	0	0	0	112
8484012	Gold River Secondary	0	0	0	0	0	0	0	0	0	16	23	21	20	14	94
8484022	Captain Meares Elementary	0	1	1	2	1	2	2	6	3	3	5	3	1	2	32
8484031	Zeballos Elem-Sec	0	1	1	5	5	4	4	3	4	3	3	2	0	0	35
8484041	Kyuquot Elem-Sec	0	0	2	1	5	4	4	2	1	6	3	6	2	4	40
Totals		15	17	19	22	32	23	24	19	20	28	34	32	23	43	351