



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

MONDAY, SEPTEMBER 14, 2026 – 4:00 PM
SCHOOL BOARD OFFICE, GOLD RIVER, BC

AGENDA

- 1. CALL TO ORDER**
- 2. TERRITORIAL ACKNOWLEDGEMENT**
- 3. APPROVAL OF AGENDA**
- 4. ADOPTION OF MINUTES**
 - a. Regular Meeting of June 8, 2026
- 5. BUSINESS ARISING FROM THE MINUTES**
- 6. PUBLIC PRESENTATIONS**
- 7. CORRESPONDENCE**
- 8. REPORT OF THE CLOSED MEETING**
- 9. TRUSTEE REPORTS**
 - a. School Reports
 - b. Working Relations Committee
- 10. INDIGENOUS EDUCATION COUNCIL REPORT**
- 11. UNFINISHED BUSINESS**
- 12. NEW BUSINESS**
 - a. Summer Staff Appreciation
 - b. District Scholarship Awards
 - c. Audited Financial Statements 2025-2026
 - d. Long Range Facilities Plan
 - e. Minor Capital Submission
 - f. Framework for Enhancing Student Learning (FESL) Report
 - g. Administrative Procedure updates
- 13. STAFF REPORTS**
 - a. Superintendent's Report
 - b. Secretary Treasurer's Report
- 14. TRUSTEE INQUIRIES**
- 15. PRESS AND PUBLIC INQUIRES**
- 16. NOTICE OF MEETINGS** October 13, 2026, at 4:00 pm – Captain Meares Elementary Secondary School, Tahsis, BC at 4:00 pm.
- 17. ADJOURNMENT**



**REGULAR MEETING OF THE BOARD OF EDUCATION
FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84
HELD ON MONDAY JUNE 8, 2026
HOUSE OF UNITY, TSAXANA, BC**

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

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

PUBLIC PRESENT: 2

CALL TO ORDER

Chairperson Fehr called the meeting to order at 4:02 pm.

TERRITORIAL ACKNOWLEDGEMENT

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

APPROVAL OF AGENDA

2026: R-024 MOVED: Trustee Unger, SECONDED: Trustee Hanson
AND RESOLVED:
"TO approve the agenda"

ADOPTION OF MINUTES

2026: R-025 MOVED: Trustee Stiglitz, SECONDED: Trustee Unger
AND RESOLVED:
"TO adopt the minutes of the Regular Board meeting of May 11, 2026."

BUSINESS ARISING FROM THE MINUTES

Nil.



PUBLIC PRESENTATIONS

a. Jeff Rockwell, Principal, Gold River Secondary School

2025-2026 has been a year of growth and transition for Gold River Secondary School. It has been a very fun and eventful year so far, and one rich with diverse experiences and learning opportunities. Our focus and theme for the year is: pulling forward together in a positive direction for the benefit of all.

GRSS has been using the new SD84 Strategic Plan with its emphasis on creating learning opportunities for all students, positive relationships between students, staff and community, and on embedding indigenous ways of learning and knowing into the DNA of our school culture to guide our growth as well as the allocation of our resources.

Students are engaged and finding success, however some students are in crisis. Attendance continues to be a serious issue. School culture, cell phones, and vandalism have been noteworthy issues the last couple years.

What's happening with our Students: Relationships, Learning, Indigenous Ways of Knowing. School-wide focus on improving student attendance, including incentives and celebrations. Emphasis on inclusive culture—reflected in culture, athletics and land-based learning. School spirit activities, spirit days and weeks, Monthly birthday celebrations, Themed activities around Halloween, Christmas, Valentines and Easter, Student planning and leadership are all well received.

Basketball and athletics have been tremendous at keeping students connected to school, to each other and to instill a sense of pride and belonging. Secure attachments and relationship building are crucial to a healthy safe learning environment—avoiding screens where possible. Reframing discipline issues considering sense of belonging.

PARENT - TEACHER night at Tsaxana on April 7, 2026. In an effort to reach all families in our school, our second parent teacher night was held at the House of Unity on April 7th with a catered dinner by the Nation.

GRADUATION - 16 Graduates this year! Almost half of the Grad Class has applied to college or university (Thank-you Ms. Picketts), NTC/NIC/VIU/UVIC presentations were in April, NTC Grad June 6, GRSS Grad 2026 – June 20.

FRENCH EXCHANGE - We hosted 9 French Exchange students and sent 9 of our students to France in the spring. This trip is a powerful way to broaden one's horizons and perceptions both about themselves but also of the world.

FLEXIBLE LEARNING STRUCTURESTO MEET THE NEEDS OF ALL STUDENTS – Supervised alternate learning SALT, Blended, Adult Dogwood, Continuing Ed, Post-Pandemic realities.

CELL PHONE PLAN - "Communication is not connection." Guide will be in the school plan next year.

REGIONAL SCIENCE FAIR APRIL 16, The 2026 Northern Vancouver Island Regional Science Fair was in Port Hardy. The GRSS Au Squad is the name of our team. Lily Riddell -Feathers, Fur & Feld 1: Evaluating Dietary and Environmental Strategies to Mitigate Cat Allergen Exposure, First Place Ribbon and the Genome BC Prize (\$300)

Firesmart Presentation was well received this year after feedback from last year's presentation.

WHAT'S HAPPENING WITH OUR LEARNERS: INDIGENOUS WAYS OF KNOWING.

COMMUNITY CAMPOUTS, LOCAL PARTNERSHIPS, TRADITIONAL LEARNING,

LANGUAGE AND CULTURE, CULTURAL EVENT MAY 13, Crew of the grads this year are really advancing in their cultural presentations with many invites to special events. With some of the students going door to door with personal invites to the Cultural Event at GRSS. The Elders were very emotional with the gesture.

In Loving Memory of Kyra John-Jack June 26, 2002 – May 30, 2026.

UPCOMING - June 16 – Pride Day with school leaders and workshops to follow, with student assistance in creation of the day's events.

June 20 – Grad 2026, June 24 – Awards Night, School Growth Plan 2026-2027,

2026-27 year will see revamping of the Code of Conduct, Portable Sawmill Operations and Wood products Course with teacher and have availability for students to participate and learn the trade/operation of the mill.



- b. **RWES Actions for Learning – STEM M Collins/ C Stapff** – as attached

CORRESPONDENCE

REPORT OF THE CLOSED MEETING

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

TRUSTEE REPORTS

a. School Reports:

- I. **CMESS:** May was an exceptionally rich month of experiential learning at CMESS. Secondary students had three memorable opportunities through the Nootka Sound Outdoor Program (NSOP): a multi-day canoe trip to Quadra Island, a day of Bushcraft skills on Quadra, and a seniors' trip to Tofino for surfing and camping. Transportation to Gold River to connect with these trips continues to be a challenge, and we are grateful to the staff members who have supported student transport using personal vehicles outside of their regular teaching day. Our Intermediate students continued their Friday swimming sessions, and we were honoured to attend the District Cultural Sharing Day in Gold River, a highlight of the SD84 year. May also brought a wonderful variety of in-school visitors and community partnerships. Science World came to CMESS to explore Science in Sports with our students; the RCMP and ICBC joined us for a Bike Parade and road safety session; and representatives from the Strathcona Regional District Waste Department visited to teach students about composting and how our choices affect the soil everything grows in — a fitting connection to our outdoor learning themes. Finally, we were grateful to the Gold River and Tahsis Lions Clubs for providing vision screening for our students, a meaningful contribution to student health and well-being.
- II. **RWES:** Students had fun taking part in a safety "Bike Rodeo" on May 21st that was hosted by the RCMP and ICBC. In the afternoon on May 27, Candice Seagull visited the school to provide FireSmart safety presentations to students. Heather Goodall had most of our new kindergarten parents attend Ready! Set! Learn! Science World visited out school on June 2nd to showcase a fun and exciting lesson on 'Science and Motion' that the kids really enjoyed. Both Science World and ICBC left us lots of prizes to hand out during our June assembly. The 'Under the Sea Glow Show' which showcases artwork made from our grade 2 to 7 students was a big hit. We had an opening for the show with lots of yummy goodies that was open to families and community. Unfortunately, we have had to cancel our Yuquot trip this year as the Uchuck was damaged on its return trip for retrofit. However, the students are looking forward to our annual Carnival Day, hosted by the RWES PAC, on June 19.

b. Working Relations Committee

WRC met on June 3, after multiple months without a meeting. Technology, collaborative learning teams, staffing at KESS, and remedy were topics of discussion.

INDIGENOUS EDUCATION COUNCIL REPORT

The May 25th meeting notes were attached. The next meeting is June 29th in Gold River. For 2026-27 meetings will be held on the last Tuesday of each month starting in August.



UNFINISHED BUSINESS

a. Policy 1 – Foundations Statements

2026: R-026 MOVED: Trustee Unger, SECONDED: Trustee Hanson
AND RESOLVED:
“TO adopt amendments to Policy 1 – Foundations Statements as proposed.”

b. 2026/27 Minor Capital Plan Adjustments

Secretary Treasurer Leask reported that concerns were raised about the viability of the planned heat pump installation at KESS due to the current instability of the Kyuquot power grid. A request was submitted to the Ministry to reallocate the funds to other priorities. The Ministry approved the reallocation of \$200k to replace the heat pump at ZESS and \$400k for needed HVAC upgrades at CMESS. \$200k was also requested to replace the backup generator at KESS however this request was denied. Staff will continue to explore heating options for KESS.

NEW BUSINESS

a. School Fees

2026: R-027 MOVED: Trustee Stiglitz, SECONDED: Trustee Unger
AND RESOLVED:
“TO accept no school fees for 2026-2027 school year.”

b. School Bell Schedules – board information

c. School Codes of Conduct

2026: R-028 MOVED: Trustee Hanson, SECONDED: Trustee Unger
AND RESOLVED:
“TO approve the School Codes of Conduct for 2026-2027, as presented.”

d. School Plans

2026: R-029 MOVED: Trustee Stiglitz, SECONDED: Trustee Hanson
AND RESOLVED:
“TO approve the School Plans for 2026-2027, as presented.”

e. Retirement – Elmar Nabbe – 15 years’ service

f. Five-Year Capital Plan (Major Capital Programs) for 2027-28

Secretary Treasurer Leask reported that once again the main priority for the Major Capital Plan submission is the amalgamation of the Gold River schools and that staff has been working with ministry staff to best position the request.

2026: R-030 MOVED: Trustee Unger, SECONDED: Trustee Stiglitz
AND RESOLVED:
“In accordance with provisions under section 142(4) of the School Act, the Board of Education of School District No. 84 (Vancouver Island West) hereby approves the proposed Five-Year Capital Plan (Major Capital Programs) for 2027/28, as provided on the Five-Year Capital Plan Summary for 2026/27 submitted to the Ministry of Education and Child Care.”



g. Trustee Elections Bylaw No. 1-2026

Secretary Treasurer Leask presented the Elections Bylaw which outlines procedures for the fall 2026 elections.

2026: R-031 MOVED: Trustee Unger, SECONDED: Trustee Hanson
AND RESOLVED:
"TO have all three readings done at once."

2026: R-032 MOVED: Trustee Hanson, SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO approve the Trustee Election Bylaw No. 1-2026 as presented."

h. School Board Office Closure – July 6 – August 28, 2026, inclusive

2026: R-033 MOVED: Trustee Hanson, SECONDED: Trustee Unger
AND RESOLVED:
"TO approve the closure of the School Board Office to the public, effective July 2, 2026, to August 31, 2026, inclusive."

STAFF REPORTS

a. Superintendent's Report – as attached

b. Secretary Treasurer's Report – as attached

TRUSTEE INQUIRIES

Nil.

PRESS AND PUBLIC INQUIRIES

Nil.

NOTICE OF MEETING

The next regular meeting of the Board of Education will be held on September 14, 2026, at 4:00 pm, at the School Board Office, Gold River, BC. 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 4:47 pm.

Certified Correct:

Chairperson
Arlaine Fehr

Secretary-Treasurer
Gillian Leask

**BOARD OF EDUCATION
VANCOUVER ISLAND WEST SCHOOL DISTRICT 84**

CORRESPONDENCE FOR THE REGULAR BOARD MEETING

September 14, 2026

Date	From	Subject	Action
May 5, 2026	RWES PAC	Fenced Play Area - RWES	<i>Board Information</i>
August 17, 2026	N Mather	Thank you – Scholarship	<i>Board information</i>

May 5, 2026

Dear School District 84 Board of Education and Health & Safety Committee,

On behalf of the Parent Advisory Council (PAC) at Ray Watkins Elementary School, we are writing to express our strong support for the proposal to install a fenced and gated outdoor play area to enhance student safety.

Parents and caregivers share the school's concern regarding the frequency of student elopement incidents, particularly among children with Autism Spectrum Disorder and related needs. The current playground layout, while functional, does not provide sufficient physical safeguards to prevent students from leaving supervised areas unexpectedly.

We recognize that school staff are working diligently to supervise and support all students; however, we believe that supervision alone is not an adequate long-term solution to a predictable and ongoing safety risk. A fenced play area represents a proactive and practical measure that would significantly reduce the likelihood of injury while improving peace of mind for families and staff alike.

This initiative also reflects our shared commitment to inclusive education. All students deserve access to safe outdoor play opportunities, and a secure environment will allow children with diverse needs to participate more fully and confidently.

The PAC is supportive of this project and is open to:

- collaborating on fundraising efforts
- advocating for funding at the district level
- engaging community partners where possible

We respectfully urge the Board and Health & Safety Committee to prioritize this request and move forward with a feasibility assessment and implementation plan.

Thank you for your ongoing commitment to student safety and well-being.

Sincerely,

Ray Watkins Elementary PAC

Proposal to Health & Safety Committee

Ray Watkins Elementary School – School District 84 (Vancouver Island West)

Subject: Request for Installation of a Fenced and Gated Outdoor Play Area to Mitigate Elopement Risk

1. Purpose

This proposal formally requests that **School District 84 (Vancouver Island West)** consider the installation of a **secure, fenced, and gated outdoor play area** at Ray Watkins Elementary School to reduce **documented elopement risks** among students with Autism Spectrum Disorder (ASD) and related developmental needs.

2. Background and Current Safety Concern

Ray Watkins Elementary currently supports **five students with ASD or related disorders** who exhibit **frequent elopement behaviours**, occurring approximately **2–10 times per week per student**.

Despite consistent supervision by Education Assistants, teachers, and support staff, these incidents continue to occur, indicating that **supervision alone is not sufficient risk control**.

Elopement creates immediate safety risks, including:

- exposure to traffic and surrounding environmental hazards
- risk of injury or disappearance
- rapid escalation requiring emergency staff response

3. Legal and Policy Framework

a) Duty of Care (Common Law Obligation)

Schools in British Columbia have a **legal duty of care** to take all reasonable steps to protect students from **foreseeable harm**.

d) School District 84 Alignment

School District 84 Vancouver Island West emphasizes:

- student safety and well-being
- inclusive and supportive learning environments
- responsive supports for diverse learners

This proposal aligns directly with those priorities by addressing a **documented safety gap** impacting both students and staff.

4. Evidence: Elopement in Autism

Elopement is a **well-documented and high-risk behaviour** among children with ASD:

- A widely cited study led by Dr. Paul Law found:
 - **49% of children with ASD attempt to elope** from safe environments
 - Of those, **over half go missing long enough to cause concern**
- Research published in American Academy of Pediatrics indicates:
 - children with ASD who elope are at elevated risk of **injury, drowning, and traffic accidents**
- Canadian autism organizations, including Autism Canada, recognize wandering/elopement as a **critical safety issue**, often requiring:
 - environmental safeguards
 - structured supervision systems

These findings reinforce that elopement is:

- **common**
- **predictable in certain students**
- best managed through **environmental controls**, not supervision alone

5. Environmental Safety as Best Practice

Risk management frameworks (including WorkSafeBC) prioritize the **hierarchy of controls**:

1. Elimination
2. Engineering controls (physical barriers)
3. Administrative controls (supervision, procedures)
4. Personal intervention

3. Explore Funding Options

- capital planning processes
- Ministry playground funding streams
- potential PAC or community partnerships

8. Expected Outcomes

Implementation is expected to:

- Reduce **elopement incidents and near-misses**
- Improve **overall student safety**
- Reduce **staff injury risk and response burden**
- Enable **equitable participation in outdoor play**
- Strengthen compliance with **duty of care and WorkSafeBC standards**

9. Conclusion

The frequency and predictability of elopement incidents at Ray Watkins Elementary represent a **clear and ongoing safety risk**.

Given:

- established legal obligations
- well-documented autism-related elopement risks
- availability of effective environmental controls

A fenced and gated play area is a **reasonable, necessary, and evidence-informed intervention**.

Ray Watkins Elementary respectfully urges the Health & Safety Committee and **School District 84** to **prioritize this request** in the interest of student safety, staff well-being, and inclusive education.

10. Estimated Costs (BC School Context)

Costs vary depending on terrain, size, and materials, but based on recent school and municipal projects in British Columbia:

Fencing Installation (Primary Cost)

- **Basic chain-link fencing (6 ft height):**
~\$80–\$150 per linear foot installed

11. Design Examples (Evidence-Informed Options)

Option A: Full Perimeter Playground Fence (Most Effective)

Description:

Fencing encloses the entire play structure and surrounding activity area.

Benefits:

- Maximum containment and safety
- Allows free movement within a secure boundary
- Reduces need for constant physical intervention

Best for:

Schools with **frequent or high-risk elopement behaviours**

Option B: Zoned Secure Play Area (Targeted Support)

Description:

A smaller, designated fenced area within the playground for students requiring higher supervision.

Benefits:

- Lower cost than full enclosure
- Flexible use for specific students or groups
- Can be implemented quickly

Limitations:

- May feel restrictive if overused
 - Requires scheduling or supervision planning
-

Option C: Hybrid Design (Recommended)

Description:

A primary fenced play space with controlled entry/exit points plus open areas for general use.

Benefits:

- Balances **inclusion and safety**
- Supports diverse student needs



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Dear Scholarship Committee,
Thank you for your generous
support in my educational pursuits.
I'm very thankful.

Sincerely,

Nate Mather

SD84 Indigenous Education Council

August 18, 2026 Meeting Notes

In attendance: Nora Assu, Melissa Barthier, Arlaine Fehr, Julie John, Chrissie John, Joni Johnson, Stephen Larre, Jackie Lever, Victoria Wells

1) Introduction of Joni Johnson as district Indigenous Education Lead.

Joni was introduced in her new role as District Indigenous Education Lead. The position was created following the retirement of Deane Johnson who was the district's Indigenous Education Lead as one of his many portfolios. In her role, Joni will be working closely with the IEC, local Indigenous communities, with a focus on the successful implementation of goals and strategies from the district's Enhancement Agreement and Local Education Agreements.

2) Framework for Enhancing Student Learning Report consultation

Stephen presented data on student achievement, with a focus on Indigenous student achievement in SD84. Positive trends include rising graduation rates, achievement at the grade 4 level, and students' sense of belonging and connection to school. Areas of concern include lower achievement rates on grade 7 and grade 10 measures, as well as increasing equity gaps in those grades. Student absenteeism is also a significant concern.

The IEC engaged in discussion about the data in the FESL report. Student absenteeism was discussed as an area where the school district, individual schools, and local First Nations can be working together to address the problem. There was discussion about the challenges of encouraging parental involvement and the possibility of strained relationships in some cases. Possible strategies include joint workshops to raise awareness of the issue amongst students, parents, and community, and resources available through FNEC.

3) Financial Report

Secretary Treasurer Gillian Leask joined the meeting to discuss targeted funding and capacity building funds. She presented graphics to illustrate the processes that generate targeted funds and how the funds are allocated. One area of challenge for the district and local Nations is that our fiscal years do not align, creating some

challenges for service partnerships. Gillian presented an outlook for capacity building funding, which has been reduced this year at the provincial level. The Board's budget for 2026-27 includes committed funding to ensure that, if enrollment drops in 2026-27, Indigenous Education targeted funding levels will be maintained at the same level.

4) Transportation

District staff will connect with local Nations individually regarding the transportation agreement which requires signatures from each Nation.

5) Nominal Rolls

There was a reminder that the nominal roll process will once again be underway in the fall. It is important to ensure alignment with registration lists between schools and local Nations. There are learning sessions available on the nominal roll process.

6) Trustee Elections

The nomination period for school trustees is September 1 – 11, and elections will be held October 17.

7) Pathways Interviews and Surveys

a) Student Interviews

Stephen shared data on the Pathways interviews, with results from nearly 150 students. Overall responses were very positive, showing strong connections between students and their local schools. Data is used at the school level to inform planning. There was discussion about exploring how to share the data with the local community in a way that protects student privacy.

b) Community Surveys

More time is needed to complete the community surveys. Each Nation can utilize up to \$1000 of capacity-building funds in order to support the completion of the surveys.

c) Community Lead Survey

IEC members began the completion of the Community Lead survey collectively. The draft will be shared to the IEC for the next meeting, and revisions and additions can be made at that time.

8) Curriculum Implementation Day, Sept 25

IEC members are invited to the district's Curriculum Implementation Day, September 25 in Gold River. The focus of the day is on incorporating Indigenous Way of Knowing in the school curriculum.

9) Meeting dates for 2026-27

The IEC confirmed that the last Tuesday of each month will be the meeting date for the IEC. The date for September was a conflict for many IEC members, so the next meeting date will be October 6.

Scholarship Committee

Scholarship Interviews and Awards, 2026

Student	School	Scholarship	Amount
Talishe Amos	GRSS	Citizenship & Service	\$1,000
Rylan Gallant	CMESS	Citizenship & Service	\$1,000
Madison “Kylah” James	GRSS	Vocational & Technical	\$500
Minchae Kim	GRSS	Raj Jaswal Award	\$1,000
Jiwon Lee	GRSS	Vocational & Technical	\$500
Nate Mather	GRSS	Vocational & Technical	\$1,000
Solomon Pearson	GRSS	District Authority Award	\$1,250
Caitlyn Smith	CMESS	Vocational & Technical	\$500

The Scholarship Committee made the following recommendations in order to properly recognize the accomplishments of the graduates:

- Adding an additional \$1000 Citizenship & Service award;
- Adding an additional \$500 Vocational & Technical award;
- Shifting the funds (\$1000) allocated to the Future Education Workers award (no qualified applicants) to two awards of \$500 each under the category of Vocational & Technical

Audited Financial Statements of

School District No. 84 (Vancouver Island West)

And Independent Auditors' Report thereon

June 30, 2026

School District No. 84 (Vancouver Island West)

June 30, 2026

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School District No. 84 (Vancouver Island West)

MANAGEMENT REPORT

Version: 7070-6324-4342

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 84 (Vancouver Island West) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 84 (Vancouver Island West) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a monthly basis and externally audited financial statements yearly.

The external auditors, Moeller Matthews Chartered Professional Accountants, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 84 (Vancouver Island West) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 84 (Vancouver Island West)

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

INDEPENDENT AUDITORS' REPORT

To the Board of Education of School District No. 84 (Vancouver Island West), and the Minister of Education of the Province of British Columbia

Opinion

We have audited the accompanying financial statements of the School District No. 84 (Vancouver Island West) (the Entity), which comprise:

- the statement of financial position as at June 30, 2026
- the statement of operations for the year then ended
- the statement of changes in net financial assets (debt) for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "Auditors' Responsibilities for the Audit of the Financial Statements" section of our auditors' report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Financial Reporting Framework

We draw attention to note 2(a) of the financial statements which describes the applicable financial reporting framework and the significant differences between the financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

Other information

Management is responsible for the other information.

Other information comprises:

- Unaudited Schedules 1-4 attached to the audited financial statements
- Financial Statement Discussion and Analysis

Our opinion on the financial statements does not cover the Other information and we do not and will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the Other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the Other Information, other than the financial statements and the auditor's report thereon, included in the Financial Statement Discussion and Analysis document and Unaudited Schedules 1-4 attached to the audited financial statements as at the date of this auditor's report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditor's report.

We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but it is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgement and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during the audit.

Campbell River, Canada
September 14, 2026

MOELLER MATTHEWS

Chartered Professional Accountants

School District No. 84 (Vancouver Island West)

Statement 1

Statement of Financial Position

As at June 30, 2026

	2026 Actual	2025 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents	5,693,828	5,316,057
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	12,247	
Due from First Nations	532,469	435,659
Other (Note 3)	188,997	122,459
Total Financial Assets	6,427,541	5,874,175
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 4)	750,805	1,090,534
Unearned Revenue (Note 5)	101,417	109,488
Deferred Revenue (Note 6)	952,579	571,165
Deferred Capital Revenue (Note 7)	18,826,897	17,761,600
Employee Future Benefits (Note 8)	52,453	57,954
Asset Retirement Obligation (Note 14)	849,145	773,313
Total Liabilities	21,533,296	20,364,054
Net Debt	(15,105,755)	(14,489,879)
Non-Financial Assets		
Tangible Capital Assets (Note 9)	22,857,802	22,144,836
Prepaid Expenses	57,495	11,795
Total Non-Financial Assets	22,915,297	22,156,631
Accumulated Surplus (Deficit)	7,809,542	7,666,752

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 84 (Vancouver Island West)

Statement 2

Statement of Operations

Year Ended June 30, 2026

	2026 Budget (Note 13)	2026 Actual	2025 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	7,791,960	7,848,878	7,312,209
Tuition	200,000	237,519	181,839
Other Revenue	4,983,843	4,808,517	5,473,383
Rentals and Leases	22,650	21,720	11,170
Investment Income	140,000	121,153	161,384
Gain (Loss) on Disposal of Tangible Capital Assets			(3,301,299)
Amortization of Deferred Capital Revenue	912,704	912,033	785,180
Total Revenue	<u>14,051,157</u>	<u>13,949,820</u>	<u>10,623,866</u>
Expenses (Note 15)			
Instruction	9,793,425	9,051,237	9,315,042
District Administration	1,663,095	1,572,516	1,489,443
Operations and Maintenance	2,752,379	2,751,681	2,486,906
Transportation and Housing	354,673	431,596	321,937
Total Expense	<u>14,563,572</u>	<u>13,807,030</u>	<u>13,613,328</u>
Surplus (Deficit) for the year	<u>(512,415)</u>	<u>142,790</u>	<u>(2,989,462)</u>
Accumulated Surplus (Deficit) from Operations, beginning of year		7,666,752	10,656,214
Accumulated Surplus (Deficit) from Operations, end of year		<u><u>7,809,542</u></u>	<u><u>7,666,752</u></u>

School District No. 84 (Vancouver Island West)

Statement 4

Statement of Changes in Net Debt

Year Ended June 30, 2026

	2026 Budget (Note 13)	2026 Actual	2025 Actual
	\$	\$	\$
Surplus (Deficit) for the year	(512,415)	142,790	(2,989,462)
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets (Note 9)	(1,809,942)	(2,010,592)	(2,452,190)
Amortization of Tangible Capital Assets (Note 9)	1,219,107	1,297,626	1,096,979
Net carrying value of Tangible Capital Assets disposed of			4,718,569
Total Effect of change in Tangible Capital Assets	(590,835)	(712,966)	3,363,358
Acquisition of Prepaid Expenses		(45,700)	(6,086)
Total Effect of change in Other Non-Financial Assets	-	(45,700)	(6,086)
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	(1,103,250)	(615,876)	367,810
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(615,876)	367,810
Net Debt, beginning of year		(14,489,879)	(14,857,689)
Net Debt, end of year		(15,105,755)	(14,489,879)

School District No. 84 (Vancouver Island West)

Statement 5

Statement of Cash Flows

Year Ended June 30, 2026

	2026 Actual	2025 Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	142,790	(2,989,462)
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(175,595)	(332,102)
Prepaid Expenses	(45,700)	(6,086)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	(339,729)	(276,016)
Unearned Revenue	(8,071)	59,988
Deferred Revenue	381,414	196,732
Employee Future Benefits	(5,501)	5,175
Loss (Gain) on Disposal of Tangible Capital Assets		3,301,299
Amortization of Tangible Capital Assets (Note 9)	1,297,626	1,096,979
Amortization of Deferred Capital Revenue	(912,033)	(785,180)
Total Operating Transactions	335,201	271,327
Capital Transactions		
Tangible Capital Assets Purchased (Note 9)	(1,934,760)	(2,452,190)
District Portion of Proceeds on Disposal		5
Total Capital Transactions	(1,934,760)	(2,452,185)
Financing Transactions		
Capital Revenue Received	1,977,330	1,992,929
Total Financing Transactions	1,977,330	1,992,929
Net Increase (Decrease) in Cash and Cash Equivalents	377,771	(187,929)
Cash and Cash Equivalents, beginning of year	5,316,057	5,503,986
Cash and Cash Equivalents, end of year	5,693,828	5,316,057
Cash and Cash Equivalents, end of year, is made up of:		
Cash	5,693,828	5,316,057
	5,693,828	5,316,057

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 1 AUTHORITY AND PURPOSE

The School District, established on January 1, 1965 operates under authority of the *School Act* of British Columbia as a corporation under the name of "The Board of Education of School District No. 84 (Vancouver Island West)", and operates as "School District No. 84 (Vancouver Island West)". A board of education ("Board") elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the district, and is principally funded by the Province of British Columbia through the Ministry of Education and Child Care. School District No. 84 (Vancouver Island West) is exempt from federal and provincial corporate income taxes.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

a) Basis of Accounting

These financial statements have been prepared in accordance with Section 23.1 of the *Budget Transparency and Accountability Act of the Province of British Columbia*. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except in regard to the accounting for government transfers as set out in Notes 2(e) and 2(k).

In November 2011, Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in notes 2(e) and 2(k), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense.

As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410; and
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100.

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

a) Basis of Accounting (cont'd)

The impact of this difference on the financial statements of the School District is as follows:

Year-ended June 30, 2025 – decrease in annual surplus by \$209,516

June 30, 2025 – increase in accumulated surplus and decrease in deferred contributions by \$17,761,600

Year-ended June 30, 2026 – increase in annual surplus by \$1,065,297

June 30, 2026 – increase in accumulated surplus and decrease in deferred contributions by \$18,826,897

b) Cash and Cash Equivalents

Cash and cash equivalents are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These cash equivalents generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

c) Accounts Receivable

Accounts receivable are measured at amortized cost and shown net of allowance for doubtful accounts.

d) Unearned Revenue

Unearned revenue includes tuition fees received for courses to be delivered in future periods and receipt of proceeds for services or products to be delivered in a future period. Revenue will be recognized in that future period when the courses, services, or products are provided.

e) Deferred Revenue and Deferred Capital Revenue

Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in Note 2 (k).

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

e) Deferred Revenue and Deferred Capital Revenue (cont'd)

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the statement of operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that creates a liability in which case the transfer is recognized as revenue over the period that the liability is extinguished. See note 2 (a) for the impact of this policy on these financial statements.

f) Employee Future Benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements. The School District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the cost of borrowing. The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime of active employees covered under the plan.

The most recent valuation of the obligation was performed at March 31, 2025 and projected to March 31, 2028. The next valuation will be performed at March 31, 2028 for use at June 30, 2028. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

The School district and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated. The costs are expensed as incurred.

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

g) Asset Retirement Obligations

A liability is recognized when, as at the financial reporting date:

- (a) there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- (b) the past transaction or event giving rise to the liability has occurred;
- (c) it is expected that future economic benefits will be given up; and
- (d) a reasonable estimate of the amount can be made.

The liability for the removal of asbestos and other hazardous material in several of the buildings owned by the School District has been initially recognized using the modified retroactive method. The liability has been measured at current cost as the timing and amounts of future cash flows cannot be estimated. The resulting costs have been capitalized into the carrying amount of tangible capital assets and are being amortized on the same basis as the related tangible capital asset (see note 2 (h)). Assumptions used in the calculations are reviewed annually.

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

h) Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.
- Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.
- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events initiate the need to revise. Estimated useful life is as follows:

Buildings	40 years
Furniture & Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

i) Prepaid Expenses

Prepaid insurance and other fees for District services are included as a prepaid expense and stated at acquisition cost and are charged to expense over the periods expected to benefit from it.

j) Funds and Reserves

Certain amounts, as approved by the Board are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see Note 11 – Interfund Transfers and Note 16 – Internally Restricted Surplus). Funds and reserves are disclosed on Schedules 2, 3 and 4.

k) Revenue Recognition

Revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues, the amounts are considered to be collectible and can be reasonably estimated.

Contributions received or where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District has to meet in order to receive the contributions including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred,
- Contributions restricted for site acquisitions are recorded as revenue when the sites are purchased, and
- Contributions restricted for tangible capital assets acquisitions other than sites are recorded as deferred capital revenue and amortized over the useful life of the related assets.

Donated tangible capital assets other than sites are recorded at fair market value and amortized over the useful life of the assets. Donated sites are recorded as revenue at fair market value when received or receivable.

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished. See note 2(a) for the impact of this policy on these financial statements.

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

k) Revenue Recognition (cont'd)

Revenue from transactions with performance obligations is recognized when (or as) the performance obligation is satisfied (by providing the promised goods or services to a payor).

Revenue from transactions with no performance obligations is recognized when the district:

- (a) has the authority to claim or retain an inflow of economic resources; and
- (b) identifies a past transaction or event that gives rise to an asset.

Investment income is reported in the period earned. When required by the funding party or related Act, investment income earned on deferred revenue is added to the deferred revenue balance.

l) Expenditures

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Categories of Salaries

- Principals, Vice-Principals, and Directors of Instruction employed under an administrative officer contract are categorized as Principals and Vice-Principals.
- Superintendents, Assistant Superintendents, Secretary-Treasurers, Trustees and other employees excluded from union contracts are categorized as Other Professionals.

Allocation of Costs

- Operating expenses are reported by function, program, and object. Whenever possible, expenditures are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and Indigenous education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School-based clerical salaries are allocated to school administration and partially to other programs to which they may be assigned. Principals and Vice-Principals salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

m) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities.

Except for portfolio investments in equity instruments quoted in an active market that are recorded at fair value, all financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition and amortized using the effective interest rate method. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability.

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the statement of remeasurement gains and losses. Upon settlement, the cumulative gain or loss is reclassified from the statement of remeasurement gains and losses and recognized in the statement of operations. Interest and dividends attributable to financial instruments are reported in the statement of operations. There are no measurement gains or losses during the periods presented; therefore, no statement of remeasurement gains or losses is included in these financial statements.

All financial assets except derivatives are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the statement of operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense.

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

n) Measurement Uncertainty

Preparation of financial statements in accordance with the basis of accounting described in note 2 a) requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements and revenues and expenses during the reporting periods. Significant areas requiring the use of management estimates relate to the potential impairment of assets, liabilities for contaminated sites, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

NOTE 3 ACCOUNTS RECEIVABLE – OTHER RECEIVABLES

	<u>2026</u>	<u>2025</u>
Due from Federal Government	\$56,683	\$78,095
Due from Other	132,314	44,364
	<u>\$188,997</u>	<u>\$122,459</u>

NOTE 4 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES – OTHER

	<u>2026</u>	<u>2025</u>
Trade payables	\$220,154	\$498,162
Salaries and benefits payable	333,503	320,867
Accrued vacation pay	197,148	271,505
	<u>\$750,805</u>	<u>\$1,090,534</u>

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 5 UNEARNED REVENUE

	2026	2025
Balance, beginning of year	\$109,488	\$49,500
Changes for the year:		
Increase:		
Tuition fees	229,448	241,827
	338,936	291,327
Decrease:		
Tuition fees	237,519	181,839
Balance, end of year	\$101,417	\$109,488

NOTE 6 DEFERRED REVENUE

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled. Detailed information about the changes in deferred revenue is included in Schedule 3A.

	2026	2025
Balance, beginning of year	\$571,165	\$374,433
Changes for the year:		
Increase:		
Provincial grants – Ministry of Education and Child Care	2,387,075	2,224,009
Investment Income	9,714	5,670
Other	152,859	150,068
	3,120,813	2,754,180
Decrease:		
Transfers to Revenue	2,168,234	2,183,015
Recovered	-	-
Balance, end of year	\$952,579	\$571,165

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 7 DEFERRED CAPITAL REVENUE

Deferred capital revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired. Detailed information about the changes in deferred capital revenue is included in Schedules 4C and 4D.

	Deferred Cap Revenue	Unspent Def. Cap Revenue	2026 Total	2025 Total
Balance, beginning of year	\$17,546,962	\$214,638	\$17,761,600	\$17,971,116
Changes for the year:				
Increase:				
Transfers from DC – capital additions	1,813,117	-	1,813,117	2,385,343
Provincial grants – MECC	-	1,968,698	1,968,698	1,986,140
Investment Income		8,632	8,632	6,784
Proceeds on Disposal	-	-	-	5
	\$19,360,079	\$2,191,968	\$21,552,047	\$22,349,388
Decrease:				
Amortization	912,033	-	912,033	785,180
Transfers to revenue – capital additions	-	1,813,117	1,813,117	2,385,343
Disposal of Buildings	-	-	-	1,417,265
Balance, end of year	\$18,448,046	\$378,851	\$18,826,897	\$17,761,600

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 8 EMPLOYEE FUTURE BENEFITS

Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

	2026	2025
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation – April 1	\$49,362	\$43,984
Service Cost	4,591	5,543
Interest Cost	1,817	1,978
Benefit Payments	(13,180)	(1,972)
Increase (Decrease) in obligation due to Plan Amendment	-	-
Actuarial (Gain) Loss	(4,730)	(171)
Accrued Benefit Obligation – March 31	<u>\$37,860</u>	<u>\$49,362</u>
Reconciliation of Funded Status at End of Fiscal Year		
Accrued Benefit Obligation – March 31	\$37,860	\$49,362
Market Value of Plan Assets – March 31	-	-
Funded Status – Surplus (Deficit)	(37,860)	(49,362)
Employer Contributions After Measurement Date	-	-
Benefits Expense After Measurement Date	(1,553)	(1,602)
Unamortized Net Actuarial (Gain) Loss	(13,040)	(6,990)
Accrued Benefit Asset (Liability) – June 30	<u>(\$52,453)</u>	<u>(\$57,954)</u>
Reconciliation of Change in Accrued Benefit Liability		
Accrued Benefit Liability – July 1	\$57,954	\$52,779
Net expense for Fiscal Year	7,679	7,148
Employer Contributions	(13,180)	(1,972)
Accrued Benefit Liability – June 30	<u>\$52,453</u>	<u>\$57,954</u>
Components of Net Benefit Expense		
Service Cost	\$4,554	\$5,305
Interest Cost	1,805	1,938
Immediate Recognition of Plan Amendment	-	-
Amortization of Net Actuarial (Gain)/Loss	1,320	(95)
Net Benefit Expense (Income)	<u>\$7,679</u>	<u>\$7,148</u>

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 8 **EMPLOYEE FUTURE BENEFITS** *(Continued)*

2026

2025

The significant actuarial assumptions adopted for measuring the School District's accrued benefit obligations are:

Discount Rate – April 1	4.00%	4.25%
Discount Rate – March 31	4.25%	4.00%
Long Term Salary Growth – April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth – March 31	2.50% + seniority	2.50% + seniority
EARSL – March 31	10.1	10.1

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 9 TANGIBLE CAPITAL ASSETS

Net Book Value:

	Net Book Value 2026	Net Book Value 2025
Sites	\$888,661	\$888,661
Buildings	20,392,432	19,533,797
Furniture & Equipment	768,669	826,183
Vehicles	748,121	828,991
Computer Hardware	59,919	67,204
Total	\$22,857,802	\$22,144,836

June 30, 2026

	Opening Cost	Additions	Disposals	Transfers (WIP)	Total 2026
Sites	\$888,661	\$ -	\$ -	\$ -	\$888,661
Buildings	37,605,508	1,840,837	-	-	39,446,345
Furniture & Equipment	1,312,030	74,230	63,412	-	1,322,848
Vehicles	1,464,196	69,000	-	-	1,533,196
Computer Hardware	198,207	26,525	84,836	-	139,896
Total	\$41,468,602	\$2,010,592	\$148,248	\$ -	\$43,330,946

	Opening Accumulated Amortization	Annual Amortization	Disposals	Total 2026
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	18,071,711	982,202	-	19,053,913
Furniture & Equipment	485,847	131,744	63,412	554,179
Vehicles	635,205	149,870	-	785,075
Computer Hardware	131,003	33,810	84,836	79,977
Total	\$19,323,766	\$1,297,626	\$148,248	\$20,473,144

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 9 TANGIBLE CAPITAL ASSETS *(Continued)*

June 30, 2025

	Opening Cost	Additions	Disposals	Transfers (WIP)	Total 2025
Sites	\$1,438,425	\$ -	(\$549,764)	\$ -	\$888,661
Buildings	40,949,309	2,146,603	(5,490,404)	-	37,605,508
Furniture & Equipment	1,060,284	251,746	-	-	1,312,030
Vehicles	1,445,870	48,818	(30,492)	-	1,464,196
Computer Hardware	193,184	5,023	-	-	198,207
Total	\$45,087,072	\$2,452,190	(\$6,070,660)	\$ -	\$41,468,602

	Opening Accumulated Amortization	Annual Amortization	Disposals	Total 2025
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	18,599,589	793,721	(1,321,599)	18,071,711
Furniture & Equipment	367,231	118,616	-	485,847
Vehicles	520,194	145,503	(30,492)	635,205
Computer Hardware	91,864	39,139	-	131,003
Total	\$19,578,878	\$1,096,979	(\$1,352,091)	\$19,323,766

NOTE 10 EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the plans, including investment of assets and administration of benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2024, the Teachers' Pension Plan has about 51,000 active members and approximately 42,000 retired members. As of December 31, 2024, the Municipal Pension Plan has about 256,000 active members, including approximately 31,000 from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry- age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 10 EMPLOYEE PENSION PLANS *(Continued)*

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2023, indicated a \$4,572 million surplus for basic pension benefits on a going concern basis.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2024, indicated a \$2,675 million funding surplus for basic pension benefits on a going concern basis.

The school district paid \$721,941 for employer contributions to the plans for the year ended June 30, 2026 (2025: \$747,699).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2026. The next valuation for the Municipal Pension Plan will be as at December 31, 2027.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

NOTE 11 INTERFUND TRANSFERS

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2026, were as follows:

- \$70,605 from Local Capital to Capital funds for the purchase of capital assets (\$46,355 in 2024/25)
- \$51,038 from Operating funds to Capital funds for the purchase of capital assets (\$20,492 in 2024/25)
- \$100,000 from Operating funds to Local Capital (\$550,000 in 2024/25)

NOTE 12 RELATED PARTY TRANSACTIONS

The School District is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 13 BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board through the adoption of an amended annual budget on February 9, 2026. The Board adopted a preliminary annual budget on May 12, 2025. The amended budget figures are used for comparison purposes, as these are based on actual student enrollments. The difference between the two budgets is as follows:

	2026 Amended Annual Budget	2026 Annual Budget	Difference
Revenues			
Provincial Grants			
Ministry of Education	\$7,791,960	\$7,102,849	\$689,111
Tuition	200,000	200,000	-
Other Revenue	4,983,843	5,446,450	(462,607)
Rentals and Leases	22,650	-	22,650
Investment Income	140,000	105,000	35,000
Amortization of Deferred Capital Revenue	912,704	779,087	133,617
Total Revenue	\$14,051,157	\$13,633,386	\$417,771
Expenses			
Instruction	\$9,793,425	\$9,579,693	\$213,732
District Administration	1,663,095	1,674,377	(11,282)
Operations and Maintenance	2,752,379	2,606,905	145,474
Transportation and Housing	354,673	364,190	(9,517)
Total Expenses	\$14,563,572	\$14,225,165	\$338,407
Net Revenue (Expenses)	(\$512,415)	(\$591,779)	\$79,364
Budgeted Allocation (Retirement) of Surplus (Deficit)	246,012	282,067	(36,055)
Budgeted Surplus (Deficit), for the year	(\$266,403)	(\$309,712)	\$43,309
Budgeted Surplus (Deficit), for the year comprised of:			
Capital Fund Surplus (Deficit)	(\$266,403)	(\$309,712)	\$43,309
Budget Bylaw Amount			
Operating - Total Expenses	\$10,941,236	\$10,983,249	(\$42,013)
Special Purpose Funds - Total Expenses	2,403,229	2,148,117	255,112
Capital Fund - Total Expense	1,219,107	1,093,799	125,308
Capital Fund – Tangible Capital Assets Purchased from Local Capital	45,000	45,000	-
Total Budget Bylaw Amount	\$14,608,572	\$14,270,165	\$338,407

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 14 ASSET RETIREMENT OBLIGATION

Legal liabilities exist for the removal and disposal of asbestos within some district owned buildings that will undergo major renovations or demolition in the future. A reasonable estimate of the fair value of the obligation has been recognized using the modified retroactive approach as at July 1, 2022. The obligation was measured at current cost as the timing of future cash flows cannot be reasonably determined. The estimate was reviewed during the year and adjusted to reflect inflationary increases. These costs have been capitalized as part of the assets' carrying value and are amortized over the assets' estimated useful lives.

Asset Retirement Obligation, July 1, 2025	\$773,313
Settlements during the year	-
Change in estimate during the year	75,832
Asset Retirement Obligation, closing balance	<u>\$849,145</u>

NOTE 15 EXPENSE BY OBJECT

	<u>2026</u>	<u>2025</u>
Salaries and benefits	\$9,338,666	\$9,299,840
Services and supplies	3,170,738	3,216,509
Amortization	1,297,626	1,096,979
	<u>\$13,807,030</u>	<u>\$13,613,328</u>

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 16 INTERNALLY RESTRICTED SURPLUS – OPERATING FUND

Internally Restricted (appropriated) by Board for:	2026	2025
Constraints on funds		
Indigenous Education Council funds	\$82,883	\$21,226
Contractual prof. development	106,465	90,493
	\$189,348	\$111,719
Anticipated unusual expenses		
District branding and comms	20,000	-
Teacherages	-	100,000
Additional learning support staffing	130,000	-
Literacy support and intervention	125,000	-
Numeracy support	-	100,000
Inclusion and student services	-	100,000
Equipment replacement	-	100,000
	275,000	400,000
Operations spanning multiple years		
School surpluses	18,912	7,007
International program	53,358	-
IT equipment purchases	5,000	-
Next year operating budget	243,279	82,067
2027/28 operating budget	300,000	-
Actions for Learning	20,000	50,000
Additional school supplies	50,000	50,000
Increase NSOP travel budget	15,000	-
In-school collab and prof. learning	40,000	-
Dual credit First Nation teacher ed.	25,000	-
FESL implementation	-	250,000
Resources to support the strat. plan	375,000	300,000
	1,145,549	739,074
Subtotal Internally Restricted	\$1,609,897	\$1,250,793
Unrestricted Operating Surplus (Deficit) - Contingency	910,799	929,005
Total Available for Future Operations	\$2,520,696	\$2,179,798

NOTE 17 ECONOMIC DEPENDENCE

The operations of the School District are dependent on continued funding from the Ministry of Education and Child Care and various governmental agencies to carry out its programs. These financial statements have been prepared on a going concern basis.

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 18 RISK MANAGEMENT

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

a) Credit risk:

Credit risk is the risk of financial loss to an institution if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash, amounts receivable and investments.

The School District is exposed to credit risk in the event of non-performance by a debtor. This risk is mitigated as most amounts receivable are due from the Province and are collectible.

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash deposits and investments as they are placed in recognized British Columbia institutions.

b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management's opinion that the School District is not exposed to significant currency risk, as amounts held, and purchases made in foreign currency are insignificant.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through cash deposits and cash management arrangements. It is management's opinion that the School District is not exposed to significant interest rate risk as they invest solely in the Ministry of Finance cash on demand.

SCHOOL DISTRICT 84 (VANCOUVER ISLAND WEST)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2026

NOTE 18 RISK MANAGEMENT *(Continued)*

c) Liquidity risk

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due.

The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2023 or 2024 related to credit, market or liquidity risks.

School District No. 84 (Vancouver Island West)

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund

Year Ended June 30, 2026

	Operating Fund	Special Purpose Fund	Capital Fund	2026 Actual	2025 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	2,179,798		5,486,954	7,666,752	10,656,214
Changes for the year					
Surplus (Deficit) for the year	491,936		(349,146)	142,790	(2,989,462)
Interfund Transfers					
Tangible Capital Assets Purchased	(51,038)		51,038	-	
Local Capital	(100,000)		100,000	-	
Net Changes for the year	340,898	-	(198,108)	142,790	(2,989,462)
Accumulated Surplus (Deficit), end of year - Statement 2	2,520,696	-	5,288,846	7,809,542	7,666,752

School District No. 84 (Vancouver Island West)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2026

	2026 Budget (Note 13)	2026 Actual	2025 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	5,571,731	5,821,686	5,397,188
Tuition	200,000	237,519	181,839
Other Revenue	4,800,843	4,677,189	5,210,428
Rentals and Leases	22,650	21,720	11,170
Investment Income	100,000	74,992	122,092
Total Revenue	<u>10,695,224</u>	<u>10,833,106</u>	<u>10,922,717</u>
Expenses			
Instruction	7,511,896	6,997,997	7,253,193
District Administration	1,663,095	1,572,516	1,489,443
Operations and Maintenance	1,600,467	1,524,700	1,456,205
Transportation and Housing	165,778	245,957	134,493
Total Expense	<u>10,941,236</u>	<u>10,341,170</u>	<u>10,333,334</u>
Operating Surplus (Deficit) for the year	<u>(246,012)</u>	<u>491,936</u>	<u>589,383</u>
Budgeted Appropriation (Retirement) of Surplus (Deficit)	<u>246,012</u>		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased		(51,038)	(20,492)
Local Capital		(100,000)	(550,000)
Total Net Transfers	<u>-</u>	<u>(151,038)</u>	<u>(570,492)</u>
Total Operating Surplus (Deficit), for the year	<u>-</u>	<u>340,898</u>	<u>18,891</u>
Operating Surplus (Deficit), beginning of year		2,179,798	2,160,907
Operating Surplus (Deficit), end of year		<u>2,520,696</u>	<u>2,179,798</u>
Operating Surplus (Deficit), end of year			
Internally Restricted (Note 16)		1,609,897	1,250,793
Unrestricted		910,799	929,005
Total Operating Surplus (Deficit), end of year		<u>2,520,696</u>	<u>2,179,798</u>

School District No. 84 (Vancouver Island West)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2026

	2026 Budget (Note 13)	2026 Actual	2025 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	10,220,800	10,128,302	10,334,980
ISC/LEA Recovery	(4,785,843)	(4,668,399)	(5,159,395)
Other Ministry of Education and Child Care Grants			
Pay Equity	55,087	55,087	55,087
Funding for Graduated Adults		360	
Student Transportation Fund	57,593	57,593	57,593
Support Staff Benefits Grant			3,002
Foundation Skills Assessment (FSA) Scorer Grant	4,094	4,094	4,094
Labour Settlement Funding		121,132	69,410
Indigenous Education Councils (IEC) Funding		101,933	
Recruitment & Retention (FRSP) Grants	20,000	21,584	32,417
Total Provincial Grants - Ministry of Education and Child Care	5,571,731	5,821,686	5,397,188
Tuition			
International and Out of Province Students	200,000	237,519	181,839
Total Tuition	200,000	237,519	181,839
Other Revenues			
Funding from First Nations	4,785,843	4,668,399	5,159,395
Miscellaneous			
BMO Rebate	10,000	8,779	9,875
Other	5,000	11	35,158
Art Starts			6,000
Total Other Revenue	4,800,843	4,677,189	5,210,428
Rentals and Leases	22,650	21,720	11,170
Investment Income	100,000	74,992	122,092
Total Operating Revenue	10,695,224	10,833,106	10,922,717

School District No. 84 (Vancouver Island West)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object

Year Ended June 30, 2026

	2026 Budget (Note 13)	2026 Actual	2025 Actual
	\$	\$	\$
Salaries			
Teachers	2,238,606	2,106,726	2,208,920
Principals and Vice Principals	1,563,036	1,539,577	1,800,120
Educational Assistants	491,659	483,384	389,371
Support Staff	880,745	874,158	880,514
Other Professionals	1,047,679	1,059,432	942,084
Substitutes	260,332	371,779	265,894
Total Salaries	6,482,057	6,435,056	6,486,903
Employee Benefits	1,415,042	1,456,276	1,434,764
Total Salaries and Benefits	7,897,099	7,891,332	7,921,667
Services and Supplies			
Services	1,245,884	1,046,532	932,858
Student Transportation	10,500	3,252	9,219
Professional Development and Travel	657,431	452,406	614,550
Dues and Fees	46,200	42,208	46,604
Insurance	58,898	58,794	51,728
Supplies	631,724	443,413	354,596
Utilities	393,500	403,233	402,112
Total Services and Supplies	3,044,137	2,449,838	2,411,667
Total Operating Expense	10,941,236	10,341,170	10,333,334

School District No. 84 (Vancouver Island West)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	1,788,491	1,056,245		27,931		228,445	3,101,112
1.07 Library Services	97			25,848		579	26,524
1.08 Counselling	63,682						63,682
1.10 Special Education	144,899		448,582	1,085		52,921	647,487
1.31 Indigenous Education	109,557		34,802				144,359
1.41 School Administration		420,514		202,739		31,119	654,372
1.61 Continuing Education		16,947					16,947
1.62 International and Out of Province Students		45,871					45,871
Total Function 1	2,106,726	1,539,577	483,384	257,603	-	313,064	4,700,354
4 District Administration							
4.11 Educational Administration					435,617		435,617
4.40 School District Governance					81,918		81,918
4.41 Business Administration				101,857	392,652	370	494,879
Total Function 4	-	-	-	101,857	910,187	370	1,012,414
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration					111,337		111,337
5.50 Maintenance Operations				455,007	37,908	44,819	537,734
5.52 Maintenance of Grounds							-
5.56 Utilities							-
Total Function 5	-	-	-	455,007	149,245	44,819	649,071
7 Transportation and Housing							
7.70 Student Transportation				59,691		13,526	73,217
Total Function 7	-	-	-	59,691	-	13,526	73,217
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	2,106,726	1,539,577	483,384	874,158	1,059,432	371,779	6,435,056

School District No. 84 (Vancouver Island West)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Actual	2026 Budget (Note 13)	2025 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	3,101,112	710,011	3,811,123	460,637	4,271,760	4,420,486	4,058,595
1.07 Library Services	26,524	7,486	34,010	3,565	37,575	121,539	77,340
1.08 Counselling	63,682	3,982	67,664		67,664	75,634	64,027
1.10 Special Education	647,487	138,254	785,741	276,496	1,062,237	1,253,693	1,310,956
1.31 Indigenous Education	144,359	30,461	174,820	287,721	462,541	477,644	512,548
1.41 School Administration	654,372	155,003	809,375	85,387	894,762	929,800	1,023,259
1.61 Continuing Education	16,947	3,467	20,414	74	20,488	30,101	19,353
1.62 International and Out of Province Students	45,871	10,508	56,379	124,591	180,970	202,999	187,115
Total Function 1	4,700,354	1,059,172	5,759,526	1,238,471	6,997,997	7,511,896	7,253,193
4 District Administration							
4.11 Educational Administration	435,617	110,039	545,656	25,238	570,894	603,077	509,419
4.40 School District Governance	81,918	5,321	87,239	101,781	189,020	278,059	225,889
4.41 Business Administration	494,879	116,942	611,821	200,781	812,602	781,959	754,135
Total Function 4	1,012,414	232,302	1,244,716	327,800	1,572,516	1,663,095	1,489,443
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	111,337	21,555	132,892	81,088	213,980	218,238	211,751
5.50 Maintenance Operations	537,734	126,280	664,014	242,820	906,834	984,229	841,813
5.52 Maintenance of Grounds	-	-	-	651	651	4,500	528
5.56 Utilities	-	-	-	403,235	403,235	393,500	402,113
Total Function 5	649,071	147,835	796,906	727,794	1,524,700	1,600,467	1,456,205
7 Transportation and Housing							
7.70 Student Transportation	73,217	16,967	90,184	155,773	245,957	165,778	134,493
Total Function 7	73,217	16,967	90,184	155,773	245,957	165,778	134,493
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	6,435,056	1,456,276	7,891,332	2,449,838	10,341,170	10,941,236	10,333,334

School District No. 84 (Vancouver Island West)

Schedule 3 (Unaudited)

Schedule of Special Purpose Operations

Year Ended June 30, 2026

	2026 Budget (Note 13)	2026 Actual	2025 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	2,220,229	2,027,192	1,915,021
Other Revenue	183,000	131,328	262,955
Investment Income		9,714	5,039
Total Revenue	<u>2,403,229</u>	<u>2,168,234</u>	<u>2,183,015</u>
Expenses			
Instruction	2,281,529	2,053,240	2,061,849
Operations and Maintenance	79,225	79,225	79,225
Transportation and Housing	42,475	35,769	41,941
Total Expense	<u>2,403,229</u>	<u>2,168,234</u>	<u>2,183,015</u>
Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>-</u>	<u>-</u>
Total Special Purpose Surplus (Deficit) for the year	<u><u>-</u></u>	<u><u>-</u></u>	<u><u>-</u></u>
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		<u><u>-</u></u>	<u><u>-</u></u>

School District No. 84 (Vancouver Island West)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2026

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			19,963	144,213	732	36,740		16,818	
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	79,225	36,419			34,000	7,350	6,922	151,286	249,159
Other			2,300	90,266					
Investment Income			437		108	825		433	
	79,225	36,419	2,737	90,266	34,108	8,175	6,922	151,719	249,159
Less: Allocated to Revenue	79,225	36,419	3,500	106,846	31,670	8,712	6,922	146,330	249,159
Deferred Revenue, end of year	-	-	19,200	127,633	3,170	36,203	-	22,207	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	79,225	36,419			31,562	7,887	6,922	145,897	249,159
Other Revenue			3,063	106,846					
Investment Income			437		108	825		433	
	79,225	36,419	3,500	106,846	31,670	8,712	6,922	146,330	249,159
Expenses									
Salaries									
Teachers							5,269		
Principals and Vice Principals									83,144
Educational Assistants		29,432						62,960	
Support Staff	50,000	6,987			24,391				
Other Professionals									77,276
Substitutes									40,278
	50,000	36,419	-	-	24,391	-	5,269	62,960	200,698
Employee Benefits	12,000				4,910		1,317	15,570	38,033
Services and Supplies	17,225		3,500	106,846	2,369	8,712	336	67,800	10,428
	79,225	36,419	3,500	106,846	31,670	8,712	6,922	146,330	249,159
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 84 (Vancouver Island West)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2026

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Early Childhood Education (ECE) Dual Credit Program	Early Care & Learning (ECL)	Feeding Futures Fund	Professional Learning Grant	National School Food Program
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year						28,958	23,515	247,553	9,318
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	761,814	50,355	12,475	57,000	5,000	525,000	350,000		36,070
Other									
Investment Income						1,005	412	4,145	475
	761,814	50,355	12,475	57,000	5,000	526,005	350,412	4,145	36,545
Less: Allocated to Revenue	739,816	50,355	12,475	57,000	5,000	160,846	355,853	69,791	25,022
Deferred Revenue, end of year	21,998	-	-	-	-	394,117	18,074	181,907	20,841
Revenues									
Provincial Grants - Ministry of Education and Child Care	739,816	50,355	12,475	57,000	5,000	159,841	355,441	65,646	24,547
Other Revenue									
Investment Income						1,005	412	4,145	475
	739,816	50,355	12,475	57,000	5,000	160,846	355,853	69,791	25,022
Expenses									
Salaries									
Teachers	607,693								
Principals and Vice Principals				14,602	4,000	31,626	15,762		20,852
Educational Assistants							1,118		
Support Staff						28,408	54,952		
Other Professionals									
Substitutes		44,062							
	607,693	44,062	-	14,602	4,000	60,034	71,832	-	20,852
Employee Benefits	132,123	6,293		3,066	1,000	13,410	12,630		4,170
Services and Supplies			12,475	39,332		87,402	271,391	69,791	
	739,816	50,355	12,475	57,000	5,000	160,846	355,853	69,791	25,022
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 84 (Vancouver Island West)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2026

Schedule 3A (Unaudited)

	Dual Credit Pathway to Teacher Education	District Housing	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year		43,355	571,165
Add: Restricted Grants			
Provincial Grants - Ministry of Education and Child Care	25,000		2,387,075
Other		60,293	152,859
Investment Income		1,874	9,714
	25,000	62,167	2,549,648
Less: Allocated to Revenue	-	23,293	2,168,234
Deferred Revenue, end of year	25,000	82,229	952,579
Revenues			
Provincial Grants - Ministry of Education and Child Care			2,027,192
Other Revenue		21,419	131,328
Investment Income		1,874	9,714
	-	23,293	2,168,234
Expenses			
Salaries			
Teachers			612,962
Principals and Vice Principals			169,986
Educational Assistants			93,510
Support Staff			164,738
Other Professionals			77,276
Substitutes			84,340
	-	-	1,202,812
Employee Benefits			244,522
Services and Supplies		23,293	720,900
	-	23,293	2,168,234
Net Revenue (Expense) before Interfund Transfers	-	-	-
Interfund Transfers			
	-	-	-
Net Revenue (Expense)	-	-	-

School District No. 84 (Vancouver Island West)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2026

	2026 Budget (Note 13)	2026 Actual			2025 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
Revenues					
Investment Income	40,000		36,447	36,447	34,253
Gain (Loss) on Disposal of Tangible Capital Assets				-	(3,301,299)
Amortization of Deferred Capital Revenue	912,704	912,033		912,033	785,180
Total Revenue	<u>952,704</u>	<u>912,033</u>	<u>36,447</u>	<u>948,480</u>	<u>(2,481,866)</u>
Expenses					
Amortization of Tangible Capital Assets					
Operations and Maintenance	1,072,687	1,147,756		1,147,756	951,476
Transportation and Housing	146,420	149,870		149,870	145,503
Total Expense	<u>1,219,107</u>	<u>1,297,626</u>	<u>-</u>	<u>1,297,626</u>	<u>1,096,979</u>
Capital Surplus (Deficit) for the year	<u>(266,403)</u>	<u>(385,593)</u>	<u>36,447</u>	<u>(349,146)</u>	<u>(3,578,845)</u>
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased		51,038		51,038	20,492
Local Capital			100,000	100,000	550,000
Total Net Transfers	<u>-</u>	<u>51,038</u>	<u>100,000</u>	<u>151,038</u>	<u>570,492</u>
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		70,605	(70,605)	-	
Total Other Adjustments to Fund Balances		<u>70,605</u>	<u>(70,605)</u>	<u>-</u>	
Total Capital Surplus (Deficit) for the year	<u>(266,403)</u>	<u>(263,950)</u>	<u>65,842</u>	<u>(198,108)</u>	<u>(3,008,353)</u>
Capital Surplus (Deficit), beginning of year		3,853,233	1,633,721	5,486,954	8,495,307
Capital Surplus (Deficit), end of year		<u>3,589,283</u>	<u>1,699,563</u>	<u>5,288,846</u>	<u>5,486,954</u>

School District No. 84 (Vancouver Island West)

Schedule 4A (Unaudited)

Tangible Capital Assets
Year Ended June 30, 2026

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	888,661	37,605,508	1,312,030	1,464,196		198,207	41,468,602
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw		1,765,005	48,112				1,813,117
Operating Fund			24,513			26,525	51,038
Local Capital			1,605	69,000			70,605
Asset Retirement Obligation Adjustment		75,832					75,832
	-	1,840,837	74,230	69,000	-	26,525	2,010,592
Decrease:							
Deemed Disposals			63,412			84,836	148,248
	-	-	63,412	-	-	84,836	148,248
Cost, end of year	888,661	39,446,345	1,322,848	1,533,196	-	139,896	43,330,946
Work in Progress, end of year							-
Cost and Work in Progress, end of year	888,661	39,446,345	1,322,848	1,533,196	-	139,896	43,330,946
Accumulated Amortization, beginning of year		18,071,711	485,847	635,205		131,003	19,323,766
Changes for the Year							
Amortization for the Year		906,370	131,744	149,870		33,810	1,221,794
Asset Retirement Obligation Adjustment		75,832					75,832
		982,202	131,744	149,870	-	33,810	1,297,626
Deemed Disposals			63,412			84,836	148,248
Written-off During Year							-
District Entered							-
	-	-	63,412	-	-	84,836	148,248
Accumulated Amortization, end of year		19,053,913	554,179	785,075	-	79,977	20,473,144
Tangible Capital Assets - Net	888,661	20,392,432	768,669	748,121	-	59,919	22,857,802

School District No. 84 (Vancouver Island West)

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2026

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	17,362,921	184,041		17,546,962
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	1,813,117			1,813,117
	1,813,117	-	-	1,813,117
Decrease:				
Amortization of Deferred Capital Revenue	897,951	14,082		912,033
	897,951	14,082	-	912,033
Net Changes for the Year	915,166	(14,082)	-	901,084
Deferred Capital Revenue, end of year	18,278,087	169,959	-	18,448,046
Work in Progress, beginning of year				-
Changes for the Year				
Net Changes for the Year	-	-	-	-
Work in Progress, end of year	-	-	-	-
Total Deferred Capital Revenue, end of year	18,278,087	169,959	-	18,448,046

School District No. 84 (Vancouver Island West)

Schedule 4D (Unaudited)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2026

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
Balance, beginning of year	\$ 97,884	\$ 116,754	\$	\$	\$	\$ 214,638
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	1,968,698					1,968,698
Investment Income	5,910	2,722				8,632
	1,974,608	2,722	-	-	-	1,977,330
Decrease:						
Transferred to DCR - Capital Additions	1,813,117					1,813,117
	1,813,117	-	-	-	-	1,813,117
Net Changes for the Year	161,491	2,722	-	-	-	164,213
Balance, end of year	259,375	119,476	-	-	-	378,851



School District No. 84 (Vancouver Island West)

Financial Statement Management Discussion and Analysis

Year Ended June 30, 2026

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Introduction

This is a discussion and analysis of the financial performance of School District 84 (Vancouver Island West) (“the District”) for the fiscal year ended June 30, 2026. It is based on currently known facts, decisions, and conditions. This report should be read in conjunction with the District’s financial statements for the same period.

The preparation of this financial statement discussion and analysis is management’s responsibility. All dollar amounts are reported to the nearest thousand.

Located on the traditional territory of the Nuuchah-nulth peoples, specifically the Ehattesaht/Chinehkint, Ka:’yu:’k’t’h/ Che:k’tles7et’h’, Mowachaht/Muchalaht, and Nuchatlaht, the District serves the communities of Gold River, Zeballos, Tahsis, and Kyuquot. The District provides educational services to approximately 330 students. These services include a robust international program, outdoor education, and continuing education programming.

The statements illustrate in financial terms how resources have been allocated and consumed during the fiscal year.

Key Highlights

Overall, the District’s financial position remained strong in the 2025/26 school year.

	2026	2025
Surplus (Deficit) for the year	\$143k	(\$2.99M)
Operating Surplus for the year	\$341k	\$19k
Accumulated Operating Surplus	\$2.52M	\$2.18M
Total Revenue	\$13.95M	\$10.62M
Total Expenses	\$13.81M	\$13.61M
Cash Balance	\$5.69M	\$5.32M
Student Enrolment	305 FTE	313.4 FTE

Enrolment Trends

After a large increase in 2022/23 and smaller increases in the following years, enrolment began to decline in 2025/26.

	2025/26	2024/25	2023/24	2022/23	2021/22
Total Student FTE	305	313.4	309.9	306	268.5

Composition of the Financial Statements

The two key audited statements are:

- The **Statement of Financial Position**, which summarizes the District's assets and liabilities at June 30, 2026. This provides an indication of the financial health of the District.
- The **Statement of Operations**, which summarizes the revenues received and expenses incurred between July 1, 2025 and June 30, 2026. This statement provides a breakdown of the funding received by the District and how that funding was expended.

The **Statement of Changes in Net Financial Assets** (Debt), the **Statement of Cash Flows** and the **Notes to the Financial Statements** are also audited and provide further analysis of the District's finances.

The District manages its financial activities in three distinct areas:

- The Operating Fund – not restricted by the Ministry of Education (Schedule 2);
- Special Purpose Funds- certain parameters placed on spending (Schedule 3); and the
- Capital Fund (Schedule 4).

These schedules are included at the end of the financial statements and are in a format prescribed by the Ministry of Education and Child Care. These schedules provide additional details specific to each of these areas. The balances reported in the schedules are combined with the operating information to provide a complete financial statement picture.

Schedule 1 illustrates the sum of the funds in all three of these areas.

Schedule 2 provides detail on the **Operating Fund**.

The Operating Fund accounts for the District's operating grants and other operating revenues. Legislation requires that the District present a balanced budget for the Operating Fund, whereby budgeted expenditures do not exceed the total of budgeted revenue and any surplus in the Operating Fund is carried forward from previous years. Legislation does not permit school districts to budget for a deficit.

Schedule 3 provides detail on the **Special Purpose Funds**.

The Special Purpose Funds account for grants and contributions that are directed towards specific activities. As these are targeted grants, any unspent funding is accounted for as deferred revenue, not as accumulated surplus.

Schedule 4 provides detail on the **Capital Fund**.

The Capital Fund accounts for the capital assets of the District including land, buildings, furniture, computers, and equipment.

Statement of Financial Position

Financial Assets

Financial assets are assets available to discharge existing liabilities or finance future operations. Overall, financial assets increased by \$554k, primarily due to an increase in cash and accounts receivable.

In Thousands	2026	2025	Change
Cash	\$5,694	\$5,316	\$378
Accounts Receivable	734	558	176
Total	\$6,428	\$5,874	\$554

Included in Cash in 2025 is a Certificate of Deposit (COD) held by the Ministry of Finance which had slightly lower rates of return to the bank. The majority of this amount (approx. \$891k) was transferred to the bank during 2026 to increase interest income. The bank rate in June was 2.7% (3.2% last year) and total cash held by the bank was approximately \$5.56M.

Accounts receivable increased due to the timing of payments received for invoices after the year end.

Liabilities

Liabilities represent obligations that have been incurred by the District. Total liabilities increased from the prior year by \$1.17M.

In Thousands	2026	2025	Change
AP and Accrued Liabilities	\$751	\$1,091	(\$340)
Employee Future Benefits	52	58	(6)
Unearned Tuition Revenue	101	109	(8)
Deferred Revenue	953	571	382
Deferred Capital Revenue	18,827	17,762	1,065
Asset Retirement Obligation	849	773	76
Total	\$21,533	\$20,364	\$1,169

Accounts Payable and Accrued Liabilities is comprised of trade payables, payroll deductions outstanding, accumulated employee vacation and accrued wages payable. The change to this figure is due to timing differences in settling payroll liabilities and a decrease in trade payables outstanding in June paid in July.

Employee future benefits is a provision made for liabilities that continue to accrue for employee retirement benefits including accumulating non-vested sick leave, early retirement, severance, vacation, overtime and death benefits.

Unearned tuition fee revenue are payments received from international students in advance of attendance in the following year. This figure is dependent on the timing of when students are registered and payments are received. The decrease represents slightly less paid enrollments than at the same time last year. Enrollment for the program in the 2025-26 school year was similar to the 2024-25 school year and is expected to remain similar for 2026-27. Global economic conditions, political instability, and geographical conflict are all factors that can impact enrollment, as well as difficulties the District faces finding homestay accommodations in small communities.

Deferred revenue are the monies left unspent in the Special Purpose Funds, which are restricted for specific uses. This includes programs such as Community Link, Strong Start, Ready Set Learn, Feeding Futures and the National School Foods Program, and various targeted funds such as the Learning Improvement Fund, Early Care and Learning Fund, Mental Health in Schools Fund, Classroom Enhancement Fund, and the Annual Facilities Grant. Also included are school generated funds, scholarships and bursaries, and the employee housing fund. When funds are received, they are recognized as deferred revenue. Revenue is recognized only when related expenses are incurred.

Deferred revenue increased by \$382k during the year, largely attributable to \$350k received in 2025-26 to be spent in 2026-27 and 2027-28 for the District Early Learning and Child Care Leads Project.

Deferred capital revenue is recognized when capital grant funds are spent on capital asset purchases and is amortized as revenue over the life of the related asset. If an asset is disposed of, the full balance of the unamortized deferred capital revenue relating to that asset is recognized as revenue at the time of disposal. Deferred capital revenue increased by \$1.1M. This reflects \$1.8M transferred from deferred revenue for capital additions, offset by \$912k in amortization of deferred capital revenue. In the prior year, deferred capital revenue decreased by \$209k due to the sale and leaseback of Kyuquot Elementary Secondary School (“KESS”).

Asset Retirement Obligation is the cost the District must expend in the future to retire capital assets. This liability represents future remediation costs for asbestos, which requires special disposal, in some of the District’s buildings. Asset Retirement Obligation increased by \$76k, reflecting increased estimated costs due to inflation.

Non-Financial Assets

Non-financial assets increased by \$758k. This was largely driven by an increase to tangible capital assets of \$713k.

In Thousands	2026	2025	Change
Tangible Capital Assets	\$22,858	\$22,145	\$713
Prepaid Expenses	57	12	45
Total	\$22,915	\$22,157	\$758

Capital assets include land, buildings, furniture and equipment, vehicles, and computer hardware. Assets purchased during the year totaled \$1.9M (\$2.5M last year).

\$1.8M was spent on building upgrades and equipment purchases funded by the Ministry of Education and Child Care (\$2.3M last year). For buildings, significant spending included \$571k on continued upgrades and renovations at KESS, \$231k on renovations to the gym storage and washrooms plus a partial demolition at Captain Meares Elementary Secondary School (“CMESS”), \$200k on PA system upgrades, and \$633k on various facilities upgrades throughout the District as part of the Annual Facility Grant. \$48k was spent on infrastructure and equipment to support foods programs.

\$69k of Local Capital funds were spent on new vehicles. \$24k worth of furniture and equipment, and \$26k worth of computer hardware was purchased through operating funds.

The \$76k asset retirement obligation adjustment is reflected in an increase to the cost of buildings.

Accumulated Surplus

Operating surplus before transfers totaled \$492k. After transfers of \$51k for tangible capital asset purchases and \$100k to Local Capital, the operating fund increased by \$341k, bringing the operating surplus to \$2.52M.

In Thousands	2026	2025	Change
Operating	\$2,521	\$2,180	\$341
Capital	5,289	5,487	(198)
Total	\$7,810	\$7,667	\$143

Accumulated surplus represents the Board’s residual interest in its assets after deducting liabilities. The operating balance is available to fund operations as it is carried over for future use. Some of these funds are restricted for professional development, future capital purchases, and school budgets, but the remainder is there to assist with new initiatives or provide a cushion for emergent needs. Local Capital now totals \$1.7M (last year \$1.6M). The Board continues to reserve Local Capital for strategic long-term investments including teacher housing, technology renewal, replacement vehicles,

capital projects required but not funded by the Ministry, as well as other ongoing expenses that need to be planned for.

The District's operating surplus before transfers for tangible capital asset purchases and Local Capital was similar to and slightly lower than last year. Operating revenues were higher than expected, by \$133k for Ministry of Education and Child Care grants and Funding from First Nations combined. Overall operating expenses were \$600k under budget, largely due to underspent services and supplies budgets.

The accumulated operating surplus is broken down as follows:

In Thousands	
Internally Restricted (appropriated) by Board for:	
Constraints on funds	\$189
Anticipated unusual expenses	275
Operations spanning multiple years	1,146
Subtotal Internally Restricted	\$1,610
Unrestricted Operating Surplus (Contingency)	911
Total Available for Future Operations	\$2,521

Statement of Operations

The Statement of Operations is a consolidation of revenues and expenditures of the operating, capital, and special purpose funds. Each of these funds is discussed separately below.

Consolidated revenues from all sources increased to \$13.95M from \$10.6M last year. The prior year included a \$3.3M loss on disposal of tangible capital assets, which significantly reduced reported revenue in 2024/25. Excluding that one-time loss, total revenue was generally stable, with increases in Ministry operating and special purpose funding, tuition, rentals and leases, and amortization of deferred capital revenue, partially offset by lower other revenue and investment income.

The largest source of total revenue continues to be Ministry of Education and Child Care grants. Ministry grants increased from \$7.3M to \$7.85M. A greater proportion of students were funded by the Ministry as opposed to First Nations Local Education Agreements compared to the prior year. This is also reflected in a decrease in Other Revenue, which also includes miscellaneous operating revenue and recognition of deferred revenue in special purpose funds not funded by the Ministry of Education.

In Thousands	2026		2025	
Ministry Grants	\$7,849	56%	\$7,312	69%
Tuition	237	2%	182	2%
Other Revenue	4,809	34%	5,473	51%
Rentals and Leases	22	0%	11	0%
Investment Income	121	1%	161	2%
Gain (Loss) on Sale	0	0%	(3,301)	(31%)
Amortization of Deferred Capital Revenue	912	7%	785	7%
Total	\$13,950	100%	\$10,623	100%

Operating Fund Revenue

In Thousands	2026	2025	Amended Budget	Variance from Prior Year	Variance from Budget
Ministry Grants	\$5,822	\$5,397	\$5,572	\$425	\$250
Tuition	237	182	200	55	37
LEA Revenue	4,668	5,159	4,786	(491)	(118)
Miscellaneous	9	51	15	(42)	(6)
Rentals and Leases	22	11	23	11	(1)
Investment Income	75	122	100	(47)	(25)
Total Revenue	\$10,833	\$10,922	\$10,696	(\$89)	\$137

The District received \$5.8M (\$5.4M last year) from the Ministry of Education and Child Care in the form of the operating grant which is based on student enrolment and other student and geographical factors. Ministry Grants were higher than budget due to labour settlement grants received during the year that were not yet finalized at the time of the budget, and students that were budgeted as LEA-funded but were instead funded by the Ministry. This is offset by LEA Revenue being below budget. Overall, LEA Revenue decreased due to a 9% decrease in the number of students funded by LEA. International tuition increased to \$238k from \$182k. Miscellaneous Revenue decreased as some smaller grants received in the prior year were not continued. Investment income in the operating fund decreased to \$75k from \$122k, reflecting lower interest rates and more investment income allocated to capital and special purpose funds. Operating revenues were \$137k above budget overall, mainly due to labour settlement funding received from the Ministry related to wage increases during the year.

Operating Fund Expenditure

Overall expenditure in the operating fund increased slightly by \$7k and was \$600k under budget.

In Thousands	2026	2025	Amended Budget	Variance from Prior Year	Variance from Budget
Teachers	\$2,107	\$2,209	\$2,238	(\$102)	(\$131)
Principals/Vice Principals	1,540	1,800	1,563	(260)	(23)
Education Assistants	483	389	492	94	(9)
Support Staff	874	881	881	(7)	(7)
Excluded Staff	1,059	942	1,048	117	11
Substitutes	372	266	260	106	112
	6,435	6,487	6,482	(52)	(47)
Employee Benefits	1,456	1,435	1,415	21	41
Service and Supplies	2,450	2,412	3,044	38	(594)
Total Expenditures	\$10,341	\$10,334	\$10,941	\$7	(\$600)

Wages and Benefits

- Total salary and benefit costs in the operating fund decreased by \$30k and were close to budget overall.
- There was a wage increase for both teachers and excluded staff during the year that was not included in the budget as provincial bargaining was still in progress. The 2025-26 wage increase for support staff has not yet been finalized and has therefore not been expensed.
- Budgeted teacher wages decreased as some temporary positions were not renewed. Actual costs were under budget due to positions that remained vacant throughout the year. This is offset by over budget substitutes costs.
- Principal and Vice Principal wages were under budget due to an increase in allocations to special purpose funds. The decrease from prior year reflects senior leadership positions that were included in Principals and Vice Principals for a portion of the prior year which are now fully included in Excluded Staff, as well as lower wage costs overall associated with attrition.
- Educational Assistant (EA) wages increased and were close to budget. Sign language support staff were recategorized under EAs rather than support staff this year. There has also been continued success in filling EA positions this year due to the investment in support staff training initiatives jointly between the District and CUPE Local 2769.
- Support Staff wages were stable year over year, decreasing slightly, and coming in close to budget.

- Excluded Staff wages increased during the year, mainly due to succession planning supporting the retirement of Superintendent Tarasoff and Assistant Superintendent Johnson. The Operations Supervisor position was added starting in April 2026.
- Substitute salaries increased and were over budget, largely due to vacant positions, offsetting the underspend in teacher wages.
- Employee Benefits increased due to benefits improvements and increased costs from benefits providers.

Services and Supplies

- Total services and supplies costs increased by \$38k and were \$594k under budget.
- Overall, services and supplies costs represented approximately 24% of total operating expenditures, similar to 23% last year.
- Services costs increased by \$114k but were \$199k under budget. The services budget was increased for additional inclusive education support, increased vehicle service costs, and new software used to track and measure student success. The underspend is mostly attributable to special health services, behaviour consulting, and homestay for the international program.
- Professional development and travel costs decreased by \$162k and were \$205k under budget. There were no further costs related to the teacher education program. Professional development was significantly underspent and overall travel costs decreased.
- Dues and fees costs remained relatively stable, decreasing very slightly.
- Supplies costs increased by \$89k and were \$188k under budget. School supply budget allocations were underspent overall, as were inclusive education supplies and maintenance supplies budgets.
- Utilities costs were stable year over year, following a substantial increase in the prior year.

Special Purpose Fund

Special purpose revenues are restricted grants designated for specific purposes or programs.

Overall special purpose revenues decreased slightly by \$15k over the prior year. Many of the same grants were provided as last year. The Early Care & Learning grant of \$175k was received again, used to further develop early learning and childcare programs and offset existing staffing and service costs focused on early learning. 2025/26 was to be the last year for this grant, however the Ministry was able to provide funding for two additional years, which was fully received during the current year. A \$25k grant was received to support the District to develop a dual credit program for First Nation high school students to explore teaching as a career path, to be spent over the next two years. \$10k investment income was allocated to the special purpose funds.

In Thousands	2026	2025	Amended Budget	Variance from Prior Year	Variance from Budget
Ministry of Education	\$2,027	\$1,915	\$2,220	\$112	(\$193)
Other Revenue	131	263	183	(132)	(52)
Investment Income	10	5	-	5	10
Total Revenues	\$2,168	\$2,183	\$2,403	(\$15)	(\$235)

The majority of expenditures in this fund are spent on instruction. The largest contribution is from Classroom Enhancement funds received, which are used to meet the class size and composition language. This includes \$740k for teacher staffing, \$249k for associated overhead costs, and \$50k for remedies incurred. A balance of \$22k was unspent, related to vacant teaching positions. This amount will be recovered by the Ministry. \$381k was spent on school food programs, funded by both Feeding Futures and the National School Foods Program funding, allowing all students in all schools to access meals and snacks on a daily basis. \$203k was spent on mental health and social supports through the Community Link and Mental Health in Schools grants. \$161k was spent from the Early Care and Learning grant, supporting the Children's Health Hub, early learning programs, and the exploration of childcare needs in the district. \$79k from the Annual Facility Grant was spent on maintaining facility assets, and \$69k was spent from the Literacy Professional Development Grant on initiatives to improve literacy throughout the district.

In Thousands	2026	2025	Amended Budget	Variance from Prior Year	Variance from Budget
Instruction	\$2,053	\$2,062	\$2,282	(\$9)	(\$228)
Operations	79	79	79	0	0
Transportation and Housing	36	42	42	(6)	(7)
Total Expenditures	\$2,168	\$2,183	\$2,403	(\$15)	(\$235)

Capital Fund

During the year, the District spent \$1.9M on new capital additions. The Ministry funded \$1.8M of capital projects, including continued facilities upgrades and renovations at KESS, demolition and renovations at CMES, and various other facilities upgrades across the District. \$70k of Local Capital was used to purchase new vehicles, furniture, and equipment and \$51k of operating funds were used to purchase equipment and computer hardware.

Capital fund unspent balances at year end are as follows:

In Thousands	2026	2025	Change
Restricted Capital Balance	\$119	\$117	\$2
Bylaw Capital	259	98	161
Local Capital	1,700	1,634	66
Total	\$2,078	\$1,849	\$229

Restricted Capital represents the Ministry of Education and Child Care's portion of the proceeds on disposal of land and buildings. Spending of this money must be approved by the Ministry and used for capital projects or site purchases. The balance increased slightly to \$119k as a result of investment income allocated to capital funds.

Bylaw Capital is funding approved and available for capital projects. The District received more funds than it spent during the year and therefore this balance increased.

Local Capital is funds restricted by the Board for the purchase of capital assets. During the year, \$100k was transferred into Local Capital from the operating surplus, representing a portion of the funds committed to building new teacherages in Kyuquot

Summary and Other Significant Matters

Compared to the previous school year, 2025/26 showed a positive consolidated annual surplus of \$143k after a significant prior-year deficit driven by the disposal of Kyuquot Elementary Secondary School. The District's financial position remained stable overall, with increased cash, higher deferred revenue balances, continued capital investment, and an increase in accumulated surplus.

The District submitted a balanced budget to the Ministry of Education and Child Care for the 2026/27 school year that will continue to deliver the mix of programs and services currently offered to students in our schools. Moving into 2026/27 and beyond, there are several factors that may impact the District's operations and financial position.

The Year Ahead:

- The Board's Strategic Plan for the years 2025-2030 highlights three priorities for the District:
 - Learning – personal success and equity in outcomes
 - Relationships – well-being and a sense of belonging in the school community
 - Indigenous Ways of Knowing – a strong connection to the Nuu-chah-nulth peoples, culture, language, and land
- Enrolment is projected to decline slightly in the short term, so it is anticipated that funding protection will remain in place for the foreseeable future. Therefore, operating funding will continue to decline gradually over time. This is in contrast to overall costs rising due to inflation, wage increases, and benefits enhancements, which means the District will continue to rely on accumulated surplus for service continuity in the near future.
- Funds have been set aside from accumulated operating surplus to support the continuation of existing services, enhance programming to improve student results in support of the Strategic Plan, and to balance future years' budgets.
- Funds have also been set aside from Local Capital as part of a joint commitment to build new teacher housing in partnership with the Ka:'yu:'k't'h/ Che:k'tles7et'h' First Nations.
- Staff recruitment is still one of our top priorities as it is an ongoing challenge to find qualified staff who are interested in working in remote locations. There are recruitment incentives available to qualified applicants for some positions.
- The District continues to explore opportunities with educational institutions on Vancouver Island and other stakeholders to train local and First Nations individuals to become teachers and teach in the District. The District has seen great success with this program in recruitment and retention of staff and it has helped provide the diversity and equity the District needs considering the large numbers of Indigenous students in the District.

Contacting Management

This financial report is designed to provide a general overview of the District's finances and to demonstrate accountability for the public funds received by the District

If you have questions about the financial report, please contact the Office of the Secretary Treasurer at 250-283-2241

You can also find additional information on the District on our website: <https://sd84.bc.ca/>

Long Range Facilities Plan – 2027 - 2037

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Introduction

The Long Range Facilities Plan (LRFP) outlines how School District 84 plans to use and manage its school facilities over the next ten years. It looks at how our buildings support student learning today and how they may need to change in the future.

The plan describes how the District is currently organized, including grade configurations, catchment areas, and where programs are offered. It also looks at possible changes that could better meet the needs of students and communities over time, even where those options challenge how things are currently done.

This work is based on ongoing review of enrolment, facility condition, and program delivery, along with regular conversations with our communities. The District continues to work closely with the Village of Gold River, the Village of Tahsis, the Village of Zeballos, and local First Nations, including Mowachaht/Muchalaht, Ehattesaht/Chinehkint, and Kyuquot/Checleset, to better understand community needs and priorities.

Overall, the LRFP is intended to support practical, long-term decisions about facilities that balance student learning, community access, and financial sustainability.

School District Organization

School District 84 serves a large and geographically spread-out area made up of small, remote communities. These communities are separated by long distances and limited transportation options, which has a big impact on how the District is organized and how schools operate.

For planning purposes, the District groups its schools into four main areas:

- Gold River
- Tahsis
- Zeballos
- Kyuquot and surrounding communities

Each of these areas operates quite independently. Travel between communities is difficult, and most students attend their local school. Because of this, it isn't practical to move students between communities or to rely on larger, centralized schools like in urban districts.

This means facilities planning in SD84 needs to focus on:

- keeping schools viable within each community
- supporting programs with smaller student populations
- attracting and retaining staff
- making sure there is adequate teacher housing and local infrastructure

As a result, the LRFP looks at each community on its own. Enrolment, building condition, and program

needs can vary quite a bit from one location to another, so decisions need to reflect those differences. At the same time, the District works to balance efficiency with the important role that schools play as part of the social and cultural life of each community.

Educational Programming

School District 84 offers a range of programs to meet the needs of students across its small and spread-out communities. Most students attend their local school, as travel between communities is limited.

Programs currently include:

- K–12 neighbourhood school programs
- Indigenous programming developed in partnership with local First Nations
- Inclusive education and student support services
- Blended and online learning to expand course options, especially at the secondary level

Because schools are small in some communities, the District uses space flexibly to support learning. This includes:

- multi-grade classrooms
- shared learning spaces
- increased use of technology to broaden course offerings

Enrolment varies from community to community, so the District also looks at how and where programs are offered to make the best use of space and staff. Any changes are carefully considered to make sure students in remote communities continue to have good access to programs.

Looking ahead, educational programming is expected to continue to evolve. Key areas of focus include:

- greater use of digital and remote learning
- expanded Indigenous and land-based learning opportunities
- changes to curriculum and graduation requirements
- ongoing work to improve student engagement and outcomes

Facilities planning will continue to support flexible, adaptable learning spaces that can respond to changing program needs while still reflecting the priorities of each community.

Connection to Strategic Plan

The Long-Range Facilities Plan is directly aligned with the Board of Education’s Strategic Plan (2025–2030) and its three core priority areas: **Learning, Relationships, and Indigenous Ways of Knowing**.

Facilities planning supports *Learning* by ensuring that all students have access to safe, flexible, and well-equipped learning environments that promote literacy, numeracy, and engagement, regardless of geographic location. It supports *Relationships* by maintaining schools as central community hubs that foster a sense of belonging, connection, and well-being for students, families, and staff. The LRFP also advances *Indigenous Ways of Knowing* by supporting learning environments that are culturally responsive, that reflect local First Nations, and that enable land-based and community-connected learning experiences. Through this alignment, facilities decisions are intentionally connected to improving student outcomes, strengthening community partnerships, and supporting equity for Indigenous learners and students with diverse needs across the district

Student Enrolment

SD 84 SCHOOL	GRADES	2024-25 ENROL	2025-26 ENROL	2026- 27	2027- 28	2028- 29	2029- 30	2030- 31	2031- 32	2032- 33	2033- 34	2034- 35	2035- 36
ELEMENTARY													
Ray Watkins Elem	K - 7	122	122	123	122	119	116	115	112	108	105	103	102
Sub-total Elem		122	120	123	122	119	116	115	112	108	105	103	102
ELEM-SEC													
Captain Meares El-Sec	K - 12	34	30	30	29	28	27	27	27	27	27	27	27
Kyuquot El-Sec	K - 12	50	42	49	49	48	47	47	45	44	44	44	44
Zeballos El-Sec	K - 12	39	34	40	40	42	42	41	40	39	39	39	39
Sub-total Elem-Sec		123	101	114	113	110	108	107	103	100	100	100	100
SECONDARY													
Gold River Sec	8 - 12	86	88	85	84	82	80	79	77	75	75	75	75
Sub-total Secondary		88	84	85	84	82	80	79	77	75	75	75	75

Existing Schools and Facilities

Building Conditions

Facility condition varies quite a bit across the District. Some schools are in good shape and only need routine maintenance, while others are older and require significant investment.

Two schools—Captain Meares Elementary Secondary School (CMESS) in Tahsis and Gold River Secondary School (GRSS) in Gold River—have been identified as being in the poorest condition. Both have high Facility Condition Index (FCI) scores, which means a large amount of renewal work is required. GRSS, in particular, is one of the oldest buildings in the District and is showing the effects of age across many building systems.

Other facilities in Gold River, including the Board Office and Maintenance building, are also showing signs of wear and increasing maintenance needs. In contrast, schools in Zeballos and Kyuquot are in much better condition. These buildings are newer or have had more recent upgrades, and overall they require less investment in the short term.

Looking across the District as a whole, the main issue is that a significant portion of the facility inventory is aging at the same time. This creates pressure on capital planning, as multiple systems and buildings need attention within a similar time frame. As a result, it will be important to focus investment where it will have the greatest long-term impact, while also considering options that reduce the overall amount of space the District needs to maintain.

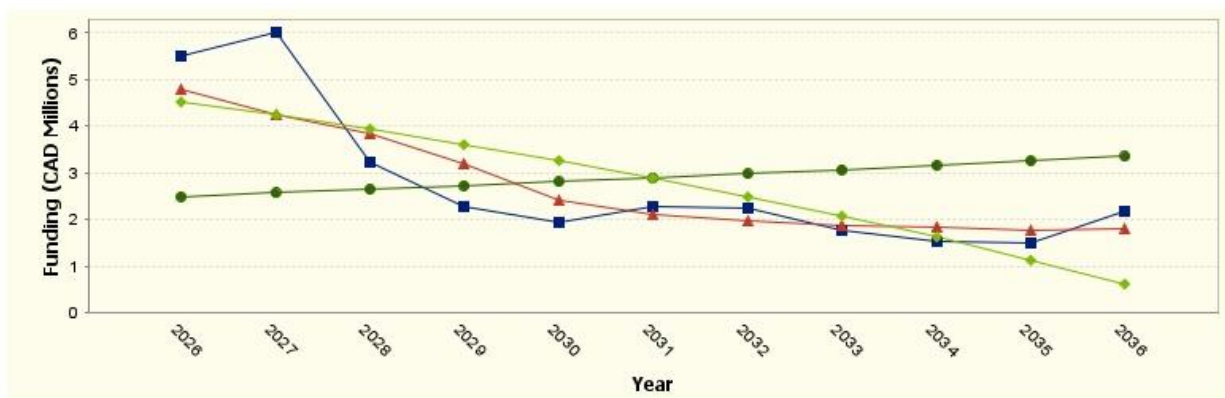
School District 84 (Vancouver Island West) – 2027 Long Range Facilities Plan

District Facility Condition Table

Code	Facility Name	Location	Area	Year Built	FCI	RI	Condition
8484011	RWES	Gold River	3,156	2007	.51	.55	Fair
8484022	CMESS	Tahsis	4068	1972	.75	.80	Critical
8484041	KESS	Kyuquot	665	1986	.17	.20	Good
8484031	ZESS	Zeballos	1,455	2013	.09	.09	Good
8484012	GRSS	Gold River	3,766	1967	.67	.69	Poor
8484501	Board Office	Gold River	468	1992	.66	.71	Poor
8484509	Maintenance	Gold River	157	1977	.65	.78	Critical

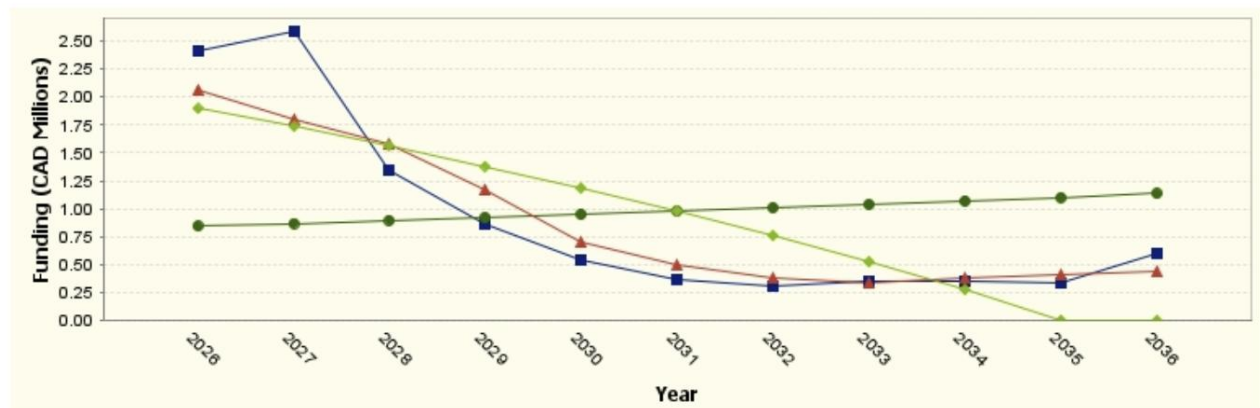
School District 84 – Facility Renewal Forecast – All Schools

This chart illustrates the projected 10-year facility renewal costs for SD84 under a status quo scenario in which all five schools remain operational. The forecast indicates higher funding requirements in the initial years, followed by a gradual decline over time depending on the projection methodology. It is important to note that these projections are based on prior condition assessments and do not reflect several significant upgrades and renovation projects completed in recent years across multiple schools. As a result, the elevated costs shown in the early years are likely overstated and do not fully represent the current condition of District facilities. Future condition assessments are expected to show reduced deferred maintenance requirements and a more moderate renewal profile in the near term.



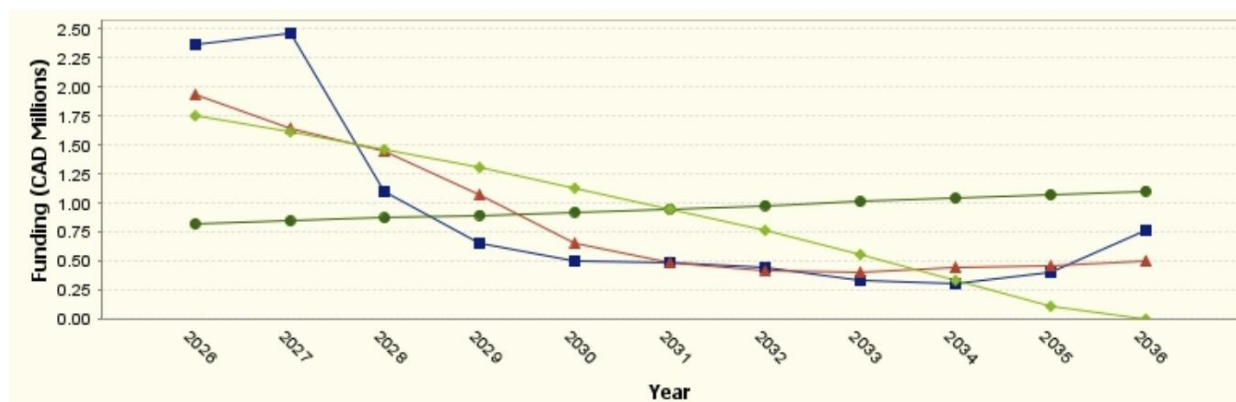
Captain Meares Elementary Secondary School – Facility Renewal Forecast

The Facility Renewal Forecast for Captain Meares Elementary Secondary School (CMESS) is based on an older condition assessment that identified the facility as being in *critical* condition with a high Facility Condition Index (FCI). However, since that assessment, the District has completed, or is in the process of completing, a series of significant upgrades and reconfigurations that materially change the condition and functional footprint of the facility. These include the separation of the Technology Education area and its transfer to the Village of Tahsis for conversion into a fire hall; full renovation of the elementary wing (including flooring, wall finishes, millwork, lighting, and washrooms); replacement of the library flooring; and upgrades to the gymnasium washrooms and change rooms. In addition, the connector between the school and the former Tech Ed space has been removed, and the secondary wing is being subdivided and transferred to the Village for use as municipal offices. As a result of these changes, the overall building area and associated deferred maintenance liability are being significantly reduced. The District anticipates that a future reassessment will reflect a substantial improvement in building condition, with the FCI projected to decrease from approximately 0.80 to 0.20. Accordingly, the renewal forecast shown above likely overstates future capital requirements, as it does not reflect these completed and planned improvements or the reduced scope of the remaining school facility.



Gold River Secondary School – Facility Renewal Forecast

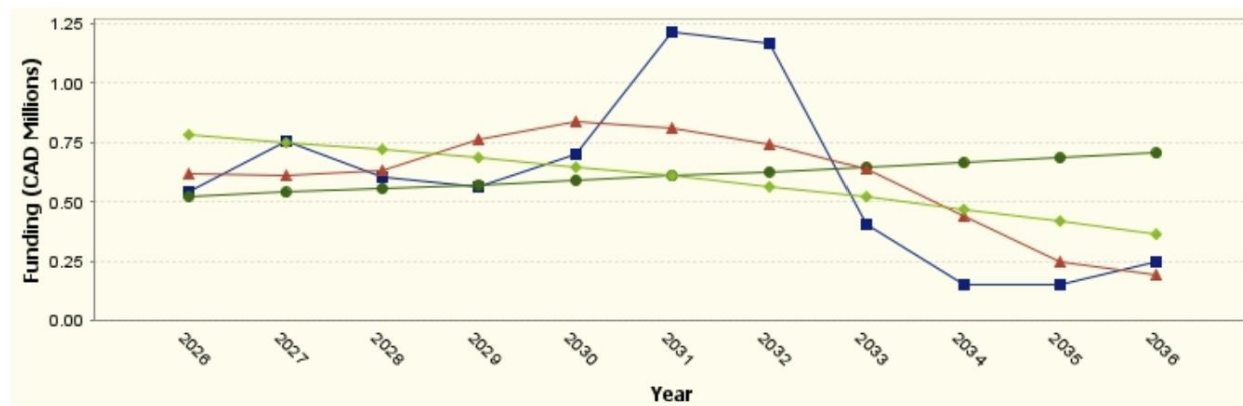
This chart illustrates the projected 10-year facility renewal requirements associated with maintaining GRSS under the current five-school configuration. The forecast shows sustained capital investment pressures, particularly in the early years, reflecting the accumulated deferred maintenance and age-related building systems in the facility. Given these conditions, the replacement or closure of GRSS has been identified as the District’s top capital priority for the past five years. The preferred approach is to decommission GRSS and consolidate secondary students into Ray Watkins Elementary School, subject to necessary upgrades. Continuing with the status quo would require ongoing and significant investment in an ageing facility, whereas consolidation would allow resources to be redirected toward fewer, higher-quality learning environments that are better aligned with enrolment and long-term sustainability.



Ray Watkins Elementary School – Facility Renewal Forecast

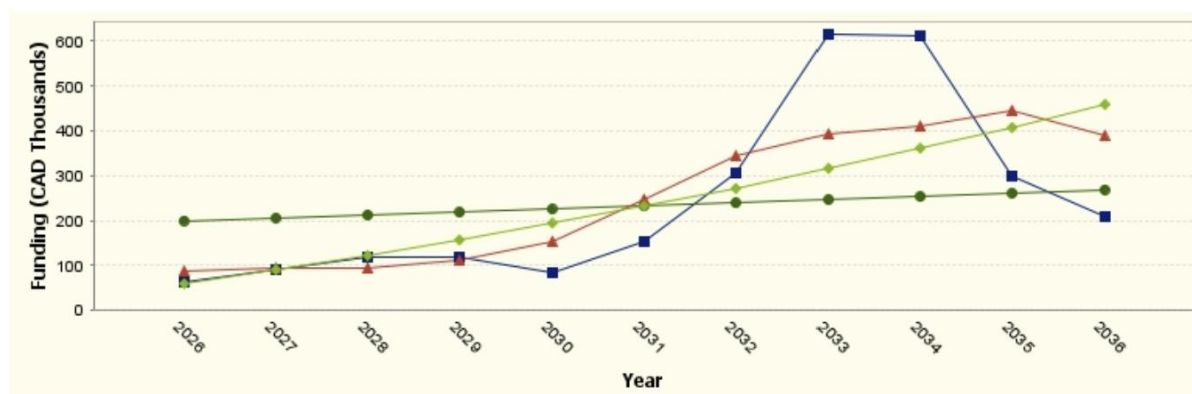
The forecast shows moderate and variable investment needs over the planning horizon, with a notable peak in the early years followed by lower projected costs in the later years. These higher initial projections reflect the timing of major building system renewals.

RWES remains a viable long-term facility, and continued targeted investment will support its role as the District’s primary site for current and future programming, including the potential consolidation of secondary students.



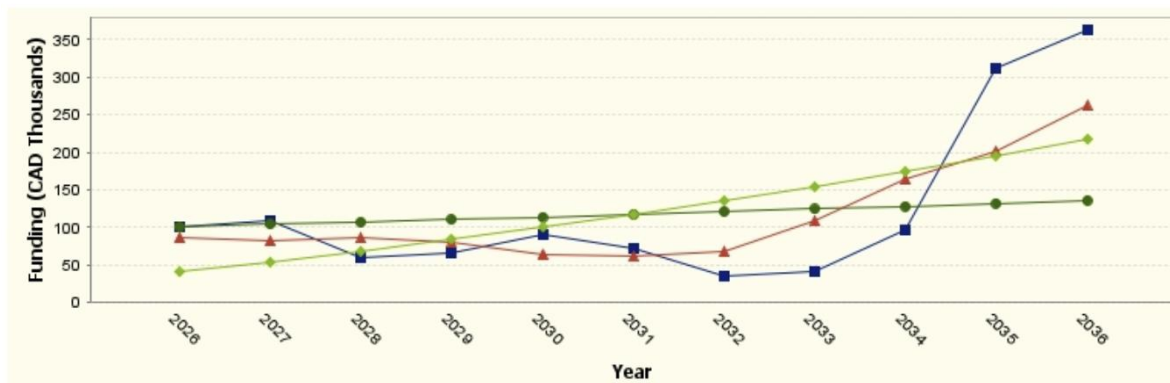
Zeballos Elementary Secondary School – Facility Renewal Forecast

The forecast shows relatively low and stable renewal costs over the planning horizon, with only moderate increases associated with the normal lifecycle replacement of building systems. Compared to other District facilities, ZESS requires significantly less investment, reflecting its modern construction and strong overall condition. While some variation is shown in the annual projections, these fluctuations are typical of longer-term forecasting models and do not indicate systemic concerns. Overall, ZESS represents a well-performing asset within the District’s portfolio, requiring only routine, planned maintenance to sustain its condition over time.



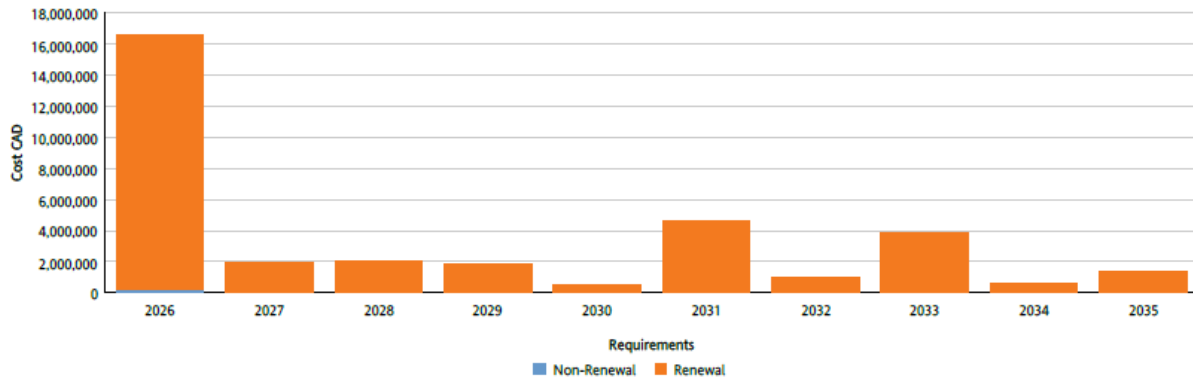
Kyuquot Elementary Secondary School – Facility Renewal Forecast

The forecast shows generally modest investment needs in the early and mid-term years, with increasing costs in the later years associated with the normal lifecycle replacement of building systems. KESS has been the focus of significant upgrades and renovations over the course of the previous Long-Range Facilities Plan, resulting in a substantial improvement in its Facility Condition Index (FCI) and overall building performance. As a result, current short-term renewal requirements are relatively low compared to historical levels. The projected increase in later years reflects routine long-term maintenance planning rather than any immediate condition concerns. Overall, KESS is now in good condition, and ongoing planned maintenance will be sufficient to sustain the facility over the planning horizon.



School District 84 (Vancouver Island West) – 2027 Long Range Facilities Plan

Summary of Funding Need – Including backlog of Requirements (Status Quo Option)



Year	Renewal Requirements	Non-Renewal Requirements	Total
2026	16,396,981	225,754	16,622,735
2027	1,982,427	0	1,982,427
2028	2,034,868	0	2,034,868
2029	1,839,248	0	1,839,248
2030	504,643	0	504,643
2031	4,636,258	0	4,636,258
2032	1,004,524	0	1,004,524
2033	3,868,882	0	3,868,882
2034	630,027	0	630,027
2035	1,387,578	0	1,387,578
Total	34,285,436	225,754	34,511,190

This chart presents the total projected facility renewal requirements across School District 84 over a 10-year period, based on maintaining the current five-school configuration. The forecast indicates a significant concentration of funding requirements in the early years, including a major peak in 2026 associated with accumulated deferred maintenance and previously identified renewal needs. Over the full period, total projected renewal costs are approximately **\$34.5 million**, with annual requirements varying considerably depending on the timing of system replacements and major capital components. Following the initial peak, funding requirements generally decline but remain variable, with additional increases in later years reflecting the cyclical nature of building system lifecycles.

It is important to note that these projections are based on earlier facility condition data and do not fully reflect recent investments and upgrades completed across several schools. As a result, near-term funding requirements—particularly in the initial years—are likely overstated. Notwithstanding this, the forecast highlights the substantial long-term investment required to maintain the current facility inventory. The concentration of renewal liability associated with ageing assets, particularly Gold River Secondary School, underscores the financial pressure of maintaining the status quo and supports consideration of consolidation options to reduce the District’s overall capital burden.

Seismic Mitigation

Seismic risk remains an important consideration in long-range facilities planning for SD84. Current assessments identify the highest risk in older instructional spaces at Captain Meares Elementary Secondary School and in the classroom and administration block at Ray Watkins Elementary School, while other facilities present moderate to low seismic risk or have benefited from previous retrofit work. These conditions reflect the age and construction type of certain buildings, particularly those constructed prior to modern seismic standards. As part of capital planning, the District will continue to prioritize seismic risk alongside facility condition, enrolment, and program requirements when identifying potential projects under the Ministry's Seismic Mitigation Program. Where feasible, seismic considerations will be integrated with broader capital strategies, including building upgrades, reconfiguration of facilities, and potential consolidation, to ensure that investments support both safety and long-term sustainability of the District's school infrastructure.

Overall Risk Snapshot

- High Risk (H2/H3):
 - CMESS Secondary (Block 1) – H2
 - CMESS Elementary (Block 2) – H2
 - RWES Classrooms/Admin – H3
- Medium Risk (M):
 - CMESS Gym/Library/Music (Block 3)
 - RWES Gym (post-retrofit)
 - Kyuquot Classrooms/Admin
- Low Risk (L):
 - Kyuquot Gym

Key takeaway:

- Older classroom blocks at CMESS and RWES represent the highest seismic concern.
- Gymnasiums are generally lower risk or improved through retrofit.

Implications for Capital Planning

Highest Priority (Likely SPIR candidates):

- CMESS Block 1 (Secondary / Shops / Admin)
- CMESS Block 2 (Elementary classrooms)
- RWES Classroom/Admin block (H3 – most critical)

Moderate Priority:

- CMESS Block 3 (Gym/Library/Music)
- Kyuquot Classroom block

Lower Priority / Monitor:

- RWES Gym (post-retrofit)
- Kyuquot Gym

Heritage Conservation

School facilities often hold historical, cultural, social and community value beyond their function as educational buildings. Within School District 84, schools are located in small, remote and coastal communities where school sites may have long-standing significance to students, families, local governments, First Nations and the broader community.

The District will consider heritage conservation as part of long-range facility planning, particularly when reviewing major renovations, additions, seismic or building envelope work, school closures, demolition, disposal of surplus property, site servicing, or other work involving ground disturbance. Heritage considerations may include built heritage value, local community history, potential listing on a community heritage register, formal heritage designation, archaeological sensitivity, and Indigenous cultural heritage.

No formal heritage constraints are currently known for District sites; however, this will be verified with local governments, First Nations and provincial heritage/archaeology sources before major capital decisions.

Before undertaking major capital work, disposal, demolition, or significant ground disturbance, the District will consult, as appropriate, with local governments, First Nations, the Ministry of Education and Child Care, and provincial heritage/archaeology authorities. Where heritage or archaeological issues are identified, the District will incorporate the required review, consultation, permitting, cost and schedule implications into project planning.

The District recognizes that provincial heritage legislation and policy are evolving. The District will monitor changes to the Heritage Conservation Act and related provincial guidance and will update facility planning practices as required. This approach is intended to balance the District's responsibility to provide safe, functional and sustainable learning environments with respect for community history, Indigenous cultural heritage, and the heritage value of public institutional buildings.

Post-Disaster Shelters

School facilities in SD84 play an important role in community emergency preparedness, particularly in our small and remote communities where they may serve as accessible locations for temporary shelter, warming, communication, and student reunification.

Consistent with provincial guidelines, District schools are not designed as post-disaster buildings and are not expected to remain fully operational following a major seismic event. Their primary design purpose is life safety. Use of school facilities as emergency support sites is dependent on post-event building safety, site accessibility, and the availability of essential services.

The District maintains comprehensive emergency preparedness procedures in accordance with Administrative Procedure 150. Each school has established plans addressing evacuation, communication, first aid response, and student/staff accountability, supported by on-site emergency supplies for short-term response.

School District 84 (Vancouver Island West) – 2027 Long Range Facilities Plan

Some facilities offer enhanced emergency capacity. Zeballos Elementary Secondary School is equipped with a generator capable of providing heat and power for an extended period, enabling its use as a warming and support centre where conditions permit. The Board Office in Gold River serves as the District's Emergency Operations Centre, supporting coordination and communication with schools, First Nations, local governments, and emergency agencies.

As part of long-range facilities planning, the District will consider the emergency support role of facilities alongside condition assessments and capital priorities. This includes evaluating seismic risk, building condition, backup power, utilities, and overall site functionality. The District will also continue to work with community and agency partners to align facility use with broader local emergency response plans.

School Capacity

The District reports both nominal and operating capacity in line with Ministry guidelines. Nominal capacity reflects how many students a school was designed to hold, based on standard classroom assumptions used by the Ministry for planning and funding. It does not always match how schools actually operate day to day.

Operating capacity gives a more realistic picture. It reflects how many students a school can actually accommodate based on local class sizes, staffing, and how space is being used. For this reason, operating capacity is the better measure for understanding how full a school really is.

It's normal to see differences between nominal and operating capacity. These differences reflect the reality of how schools function in SD84, including smaller class sizes, multi-grade classrooms, and the need to adapt spaces to meet local needs.

In some cases, changes to capacity reflect deliberate decisions by the District. For example, the nominal capacity at Captain Meares Elementary Secondary School has been reduced due to the demolition and planned removal of parts of the building, along with renovation of the remaining space. Operating capacity has also been reduced to reflect community use of classrooms, including space used for a daycare and a seniors' centre. Similarly, at Zeballos Elementary Secondary School, operating capacity is reduced where classroom space is used by the Ehattesaht First Nation for a daycare program.

Overall, most schools in the District are operating well below both nominal and operating capacity. This reflects the small size of communities and the District's commitment to maintaining local schools. At the same time, it highlights the amount of unused space in the system and the importance of aligning facility use with enrolment and long-term sustainability.

Code	Facility Name	Location	Nominal Capacity	Operating Capacity	2026-27 Enrolment	Capacity Utilization
8484011	RWES	Gold River	270	202	122	60%
8484022	CMESS	Tahsis	200	143	30	21%
8484041	KESS	Kyuquot	100	97	42	43%
8484031	ZESS	Zeballos	125	92	34	37%
8484012	GRSS	Gold River	325	325	88	27%

Transportation of Students

Student transportation in SD84 is relatively limited and is mainly used where students do not live within walking distance of their school.

In Gold River, a Type C electric bus provides daily service between Tsaxana and the local schools (RWES and GRSS). In Zeballos, another Type C electric bus transports students from Oclucje and Ehatis to ZESS. The use of electric buses in these communities reflects both environmental goals and the need to reduce reliance on local fuel supply.

The District also keeps backup vehicles in both communities to ensure service can continue if needed and to support field trips and extracurricular activities. In Gold River, a second Type C bus is available as a backup. In Zeballos, a smaller Type A2 bus that can accommodate students with accessibility needs is used for backup and additional trips.

In Tahsis and Kyuquot, all students live close enough to walk to school, so dedicated transportation services are not required.

Because communities are small and spread out, transportation plays a focused but important role in making sure students can get to school safely. At this time, the District does not expect major changes to transportation routes or ridership, as enrolment is stable and community populations are not expected to shift significantly over the next ten years.

Community Use

SD84 schools and facilities support a range of community uses that contribute to the well-being and sustainability of local communities. In Tahsis, the Industrial Education Shop was separated from the school and converted into the village fire hall. As well the school accommodates both a daycare operated by the Village of Tahsis and a senior centre, reflecting the shared use of limited community infrastructure. We are also in discussions with the village to take over the secondary wing of the school and to convert it into village offices.

In Gold River, the District maintains a reciprocal arrangement with the Village, including shared use of the recreation centre, fields, school gymnasiums, and multipurpose spaces to support recreation and community programming.

The District also hosts a number of partnerships that support scientific and public infrastructure, including seismic monitoring equipment located in District facilities through agreements with Natural Resources Canada, the Ministry of Transportation, and Ocean Networks Canada (University of Victoria). Additionally, Mowachaht/Muchalaht First Nation operates a Head Start program at Ray Watkins Elementary School, supporting early learning within the community.

In Kyuquot we recently went through the process of giving all of the district properties and facilities to KCFN (Kyuquot-Checklesah First Nations) and in turn we lease the school building and gym back from them.

In Zeballos we lease one classroom space to the Ehattesaht First Nation for their daycare center.

These arrangements represent ongoing uses of school space that are expected to continue, given stable enrolment and available capacity within facilities. School grounds, including playgrounds, fields, and outdoor spaces, remain accessible to community members outside of school hours, supporting recreation and informal use.

The District will continue to review community use of facilities as part of long-range planning to ensure that shared use arrangements remain aligned with instructional space requirements, while recognizing the critical role schools play as multi-use community hubs in small and remote communities.

Public Consultation

SD84 has an established practice of undertaking public consultation in each school community and using that feedback to inform Board decision-making. Board records show that community consultation meetings have been held across Gold River, Tahsis, Zeballos, and Kyuquot, with attendance and key themes documented and feedback forms collected for Board review. In more recent consultation cycles, the District has used both in-person meetings and paper and electronic feedback forms to gather input, and all feedback received has been summarized and provided to the Board of Education for consideration.

In addition to these community based semi-annual consultations the district meets monthly with the local IEC(Indigenous Education Council) discussing all aspects of district involvement in their communities and with their students.

Consistent with this approach, the Board will continue to use community-based consultation to inform facilities planning, capital priorities, and any future changes affecting school facilities. Where specific LRFP recommendations move forward to detailed capital submissions, implementation planning, or potential school consolidation or closure, additional public consultation will be undertaken as appropriate and in accordance with Ministry expectations and Board policy.

Schedules

Schedule A - School District Map



School District 84 (Vancouver Island West) – 2027 Long Range Facilities Plan

Schedule B – Inventory of Schools

District Overview

Schedule B provides an inventory of all District school facilities, including key planning metrics such as nominal (design) capacity, operating capacity, current enrolment, projected enrolment, and capacity utilization. This information is derived from District data sources and reflects locally determined operating capacities based on class size requirements and instructional configurations. Current enrolment figures and 10-year projections indicate that overall student numbers across the District are expected to remain relatively stable, with modest increases beginning around 2028.

Across all schools, current capacity utilization remains below nominal and operating capacity, reflecting the small, community-based nature of District schools and the need to maintain local access in geographically isolated areas. For example, current utilization rates range from approximately 21% at Captain Meares Elementary Secondary School to approximately 60% at Ray Watkins Elementary School.

This inventory highlights the presence of available space within most facilities, which supports flexibility in program delivery, community use, and potential reconfiguration of educational services. At the same time, it underscores the challenges associated with maintaining a distributed network of schools with relatively low enrolment and utilization levels. These factors will continue to inform long-range facilities planning, including consideration of program consolidation, facility upgrades, and alignment of capacity with projected enrolment trends.

Enrollment Projections

Vancouver Island Region West (SD84)										
		2023/2024S	2024/2025S	2025/2026S	2026/2027S	2027/2028S	2028/2029S	2029/2030S	2030/2031S	2031/2032S
		Y	Y	Y*	Y	Y	Y	Y	Y	Y
Captain Meares Elem-Secondary	K Enrolment	0	1	1	1	2	2	2	2	2
	E Enrolment	15	14	17	19	19	17	17	17	17
	S Enrolment	9	11	12	10	11	12	11	11	11
	Total Enrolment	24	26	30	30	32	31	30	30	30
	Design Capacity	470	470	470	470	470	470	470	470	470
	Design Utilization %	5%	6%	6%	6%	7%	7%	6%	6%	6%
Gold River Secondary	K Enrolment	0	0	0	0	0	0	0	0	0
	E Enrolment	0	0	0	0	0	0	0	0	0
	S Enrolment	78	89	81	86	80	83	82	82	82
	Total Enrolment	78	89	81	86	80	83	82	82	82
	Design Capacity	325	325	325	325	325	325	325	325	325
	Design Utilization %	24%	27%	25%	26%	25%	26%	25%	25%	25%
		2023/2024S	2024/2025S	2025/2026S	2026/2027S	2027/2028S	2028/2029S	2029/2030S	2030/2031S	2031/2032S
		Y	Y	Y*	Y	Y	Y	Y	Y	Y
Kyuquot Elementary Secondary	K Enrolment	0	0	0	0	0	0	0	0	0
	E Enrolment	25	23	17	25	28	28	28	28	28
	S Enrolment	18	19	20	20	25	25	25	25	25
	Total Enrolment	43	42	37	45	53	53	53	53	53
	Design Capacity	75	100	100	100	100	100	100	100	100
	Design Utilization %	57%	42%	37%	45%	53%	53%	53%	53%	53%
Ray Watkins Elementary	K Enrolment	19	16	16	12	12	12	12	12	12
	E Enrolment	103	97	106	90	90	90	90	90	90
	S Enrolment	0	0	0	0	0	0	0	0	0
	Total Enrolment	122	113	122	102	102	102	102	102	102
	Design Capacity	270	270	270	270	270	270	270	270	270
	Design Utilization %	45%	42%	45%	38%	38%	38%	38%	38%	38%

School District 84 (Vancouver Island West) – 2027 Long Range Facilities Plan

		2023/2024S Y	2024/2025S Y	2025/2026S Y*	2026/2027S Y	2027/2028S Y	2028/2029S Y	2029/2030S Y	2030/2031S Y	2031/2032S Y
Tahsis Kindergarten	K Enrolment			0	0	0	0	0	0	0
	E Enrolment			0	0	0	0	0	0	0
	S Enrolment			0	0	0	0	0	0	0
	Total Enrolment			0	0	0	0	0	0	0
	Design Capacity			0	0	0	0	0	0	0
	Design Utilization %	0%	0%	0%	0%	0%	0%	0%	0%	0%
Zeballos Elem-Secondary	K Enrolment	4	1	1	4	4	4	4	5	6
	E Enrolment	27	29	25	30	30	30	28	29	30
	S Enrolment	11	10	8	20	23	26	22	20	20
	Total Enrolment	42	40	34	54	57	60	54	54	56
	Design Capacity	25	125	125	125	125	125	125	125	125

Utilization

Facility	MOE Asset Number	School Code	Current Type	Facility Status	Dates	Area (m²)	Enrolment*	Design Capacity		Calculated Operating		District Operating	
					Open		Total	Total	Util %	Total	Utilizn %	Total	Utilizn %
Ray Watkins Elementary	106960	8484011	Elementary	Open	1997-02-01	3,156	122	270	45%	252	48%	202	60%
Captain Meares Elem-Secondary	106978	8484022	Elem-Sec	Open	1972-09-01	4,068	30	470	6%	452	7%	143	21%
Kyuquot Elementary Secondary	106985	8484041	Elem-Sec	Open	1985-09-01	625	42	100	42%	97	43%	97	43%
Zeballos Elem-Secondary	300726	8484031	Elem-Sec	Open	2001-09-13	1,391	34	125	27%	122	28%	92	37%
Gold River Secondary	106969	8484012	Elem-Sec	Open	1967-09-01	3,766	88	325	27%	325	27%	325	27%

Schedule C – Facility Condition Assessment Reports

Ray Watkins Elementary School – Gold River

Moderately utilized facility (approx. 60%) with stable to slightly declining enrolment, offering capacity to accommodate future program growth or consolidation. The Asset Condition Assessment for Ray Watkins Elementary School identifies a structurally sound facility with a combination of newer (1997–2007) construction and older gymnasium components, resulting in a mixed lifecycle profile. Core building structure and envelope systems remain in good condition with significant remaining life; however, a large number of mechanical, electrical, and interior systems installed in the late 1990s are approaching or have reached the end of their service life. The assessment identifies a concentration of renewal requirements in the near term (approximately 2024–2027), including roofing, HVAC systems, plumbing fixtures, electrical distribution, and interior finishes. Several code and accessibility deficiencies are also noted, including door hardware, electrical compliance, and fire safety requirements. Recent investments in boilers, controls, lighting, and communication systems have improved portions of the facility and extended system life. Overall, the assessment indicates that RWES remains a viable long-term facility, with renewal needs driven primarily by building systems rather than structural deficiencies, supporting continued investment as a key District facility.

Ray Watkins Elementary – Asset Condition Summary Table

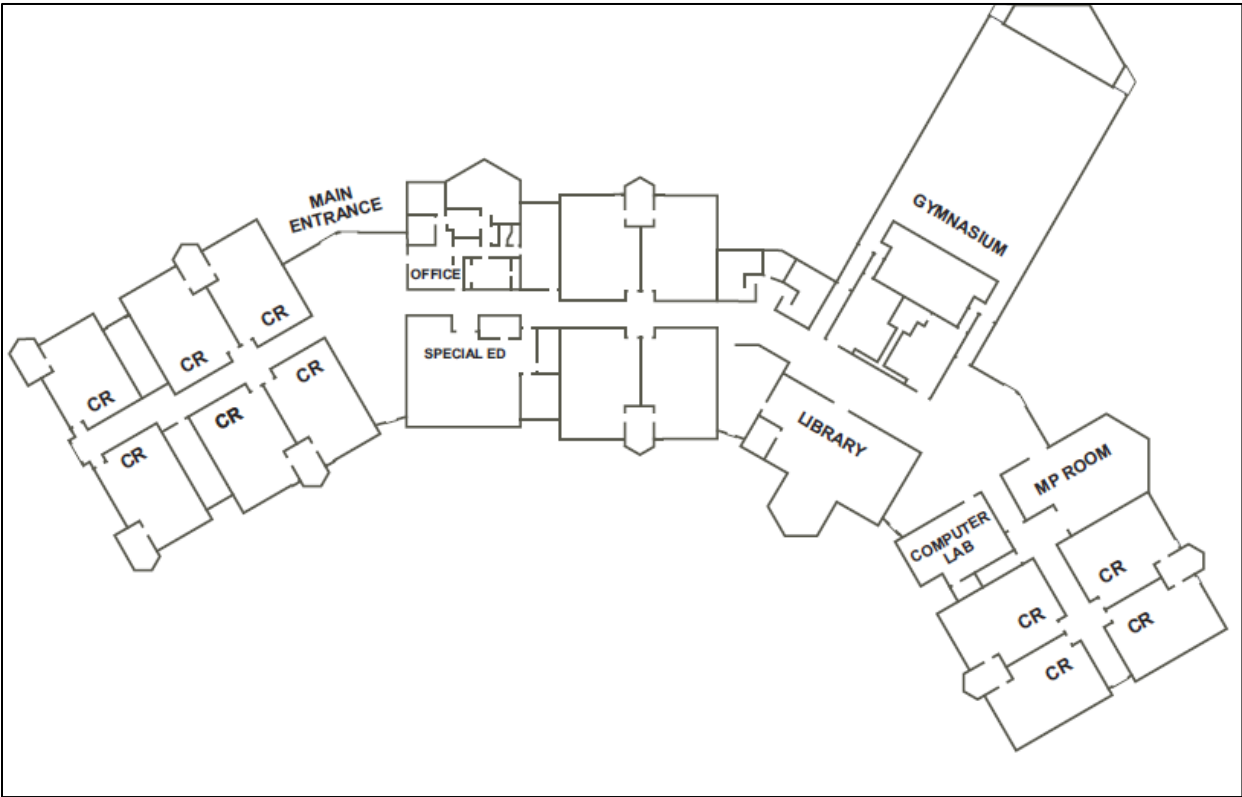
Category	Condition	Timeframe	Key Issues / Notes
Structure & Core Building	Good	15–50+ years	Main structure, walls, and roof framing have long remaining life
Building Envelope	Fair	0–10 years	Soffits, exterior paint, and some roof sections nearing renewal (~2026–2027)
Interior Finishes	Fair–Poor	0–10 years	Partitions, ceilings, signage, and some flooring at end of life
Mechanical (HVAC)	Poor–Fair	0–5 years	Air handlers, ductwork, heating systems require near-term replacement
Plumbing Systems	Fair–Poor	0–5 years	Fixtures and water distribution systems due for renewal (~2027)
Electrical Systems	Poor–Fair	0–5 years	Distribution, wiring, and communications systems at end of lifecycle
Life Safety / Code	Deficient	Immediate–short term	Fire door issues, accessibility, electrical compliance gaps

School District 84 (Vancouver Island West) – 2027 Long Range Facilities Plan

Category	Condition	Timeframe	Key Issues / Notes
Recent Upgrades	Good	Long-term benefit	Boilers, controls, lighting, PA, solar panels extend system life

Source: RWES Asset Condition Assessment (VFA)

RAY WATKINS ELEMENTARY
SCHOOL

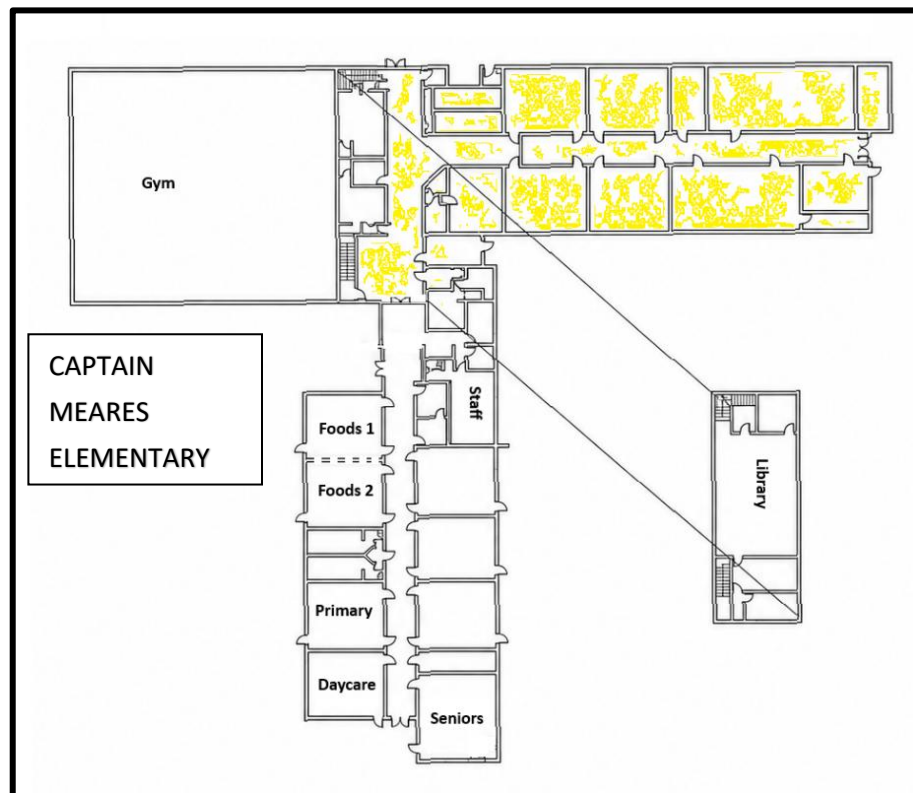


Captain Meares Elementary Secondary School - Tahsis

The Asset Condition Assessment identifies CMESS as an ageing facility, with much of the original building constructed in the 1970s and a large number of building systems now at or beyond their expected service life, including plumbing, electrical distribution, HVAC systems, interior finishes, and portions of the building envelope. The assessment indicates significant short-term renewal pressures across multiple systems, including doors, flooring, ceilings, mechanical equipment, and electrical infrastructure, along with several code and accessibility deficiencies related to fire safety, barrier-free access, and building systems compliance.

However, since the 2021 assessment, the configuration and condition of the facility have changed substantially. Portions of the building have been removed from the school footprint, including the demolition of connecting structures and the transfer of the former Technology Education area to the Village of Tahsis for use as a fire hall. Additionally, the secondary wing is in the process of being subdivided and repurposed for municipal offices. At the same time, the remaining instructional areas have undergone significant upgrades, including full renovation of the elementary wing and targeted improvements to interior finishes and washroom facilities. As a result, both the total floor area and associated deferred maintenance liability have been materially reduced.

Accordingly, the renewal requirements identified in the original assessment overstate the current and future capital needs of the facility. The remaining school footprint is now smaller, more functional, and in improved condition, and a future reassessment is expected to reflect a significantly improved Facility Condition Index and a more moderate long-term renewal profile.



Kyuquot Elementary Secondary School

The Asset Condition Assessment identifies Kyuquot Elementary Secondary School as a generally well-performing facility with a balanced lifecycle profile. The core structure—including foundations, roof framing, and primary building systems constructed in 1986—remains in good condition with significant remaining service life extending several decades.

The facility has benefited from substantial recent upgrades, particularly to interior finishes, flooring, mechanical systems, electrical infrastructure, lighting controls, fire protection systems, and building envelope components. These improvements have extended the life of key systems and reduced overall short-term renewal pressure. Newer elements such as windows, HVAC equipment, electrical service upgrades, and sprinkler systems are all in good condition with long-term renewal timelines.

Remaining renewal requirements are primarily associated with planned lifecycle maintenance, including exterior staining, doors, signage, interior finishes, and selected plumbing and electrical components. Some code and accessibility deficiencies are also noted, including door hardware, accessibility at entrances, and isolated life safety items, which can be addressed through targeted upgrades.

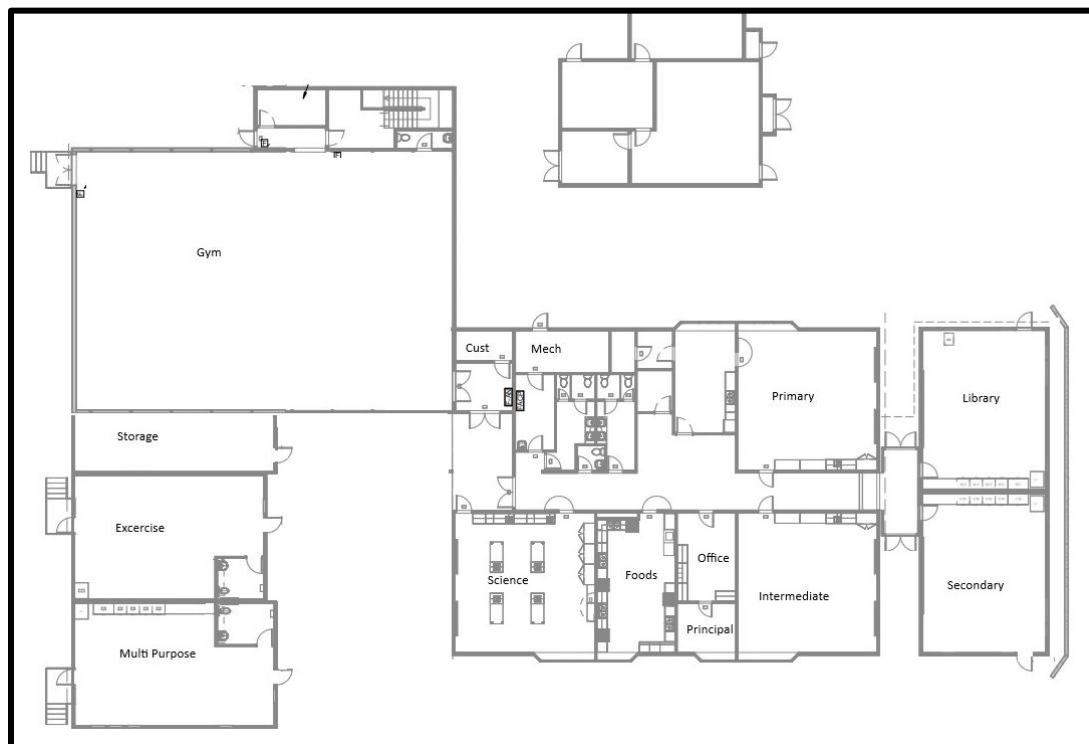
Overall, the assessment indicates that KESS is in **good condition**, with renewal needs that are manageable and distributed over time. The building is structurally sound, has benefited from recent investments, and is well-positioned to continue serving the community with routine planned maintenance rather than major capital intervention.

Kyuquot Elementary Secondary School – Asset Condition Summary Table

Category	Condition	Key Observation
Structure	Good	Long remaining life (~40+ years)
Building Envelope	Good–Fair	Recent upgrades; staining/finishes require renewal
Interior Systems	Good	Major recent replacement of flooring and finishes
Mechanical (HVAC)	Good	Recently upgraded systems with long-term life
Electrical Systems	Good	Service upgrades, lighting, and controls recently improved
Fire Protection	Good	New sprinkler and fire alarm systems installed
Code / Accessibility	Fair	Targeted compliance upgrades required

Source: KESS Asset Condition Assessment (VFA)

Kyuquot ELEMENTARY
SECONDARY SCHOOL



Zeballos Elementary Secondary School

Zeballos Elementary Secondary School – Asset Condition Summary

The Asset Condition Assessment identifies Zeballos Elementary Secondary School (ZESS) as a modern facility constructed in 2013 with a strong overall condition profile. The building structure, envelope, and major building systems are in good condition with significant remaining service life, typically exceeding 40–60 years for core components such as foundations, roof framing, exterior walls, and structural systems.

Most major systems—including mechanical, electrical, plumbing, and fire protection—are mid-life or newer and operating effectively, with renewal requirements generally aligned with normal lifecycle replacement timelines extending into the 2030s and 2040s. Recent investments have further strengthened the facility, including lighting upgrades (2022) and replacement of control systems and communication infrastructure, improving performance and extending system life.

Short-term renewal pressures are limited and primarily relate to interior and finish elements, including paint systems, signage, flooring, and select equipment such as gymnasium flooring and domestic hot water systems. These items reflect expected lifecycle renewal rather than systemic building deficiencies.

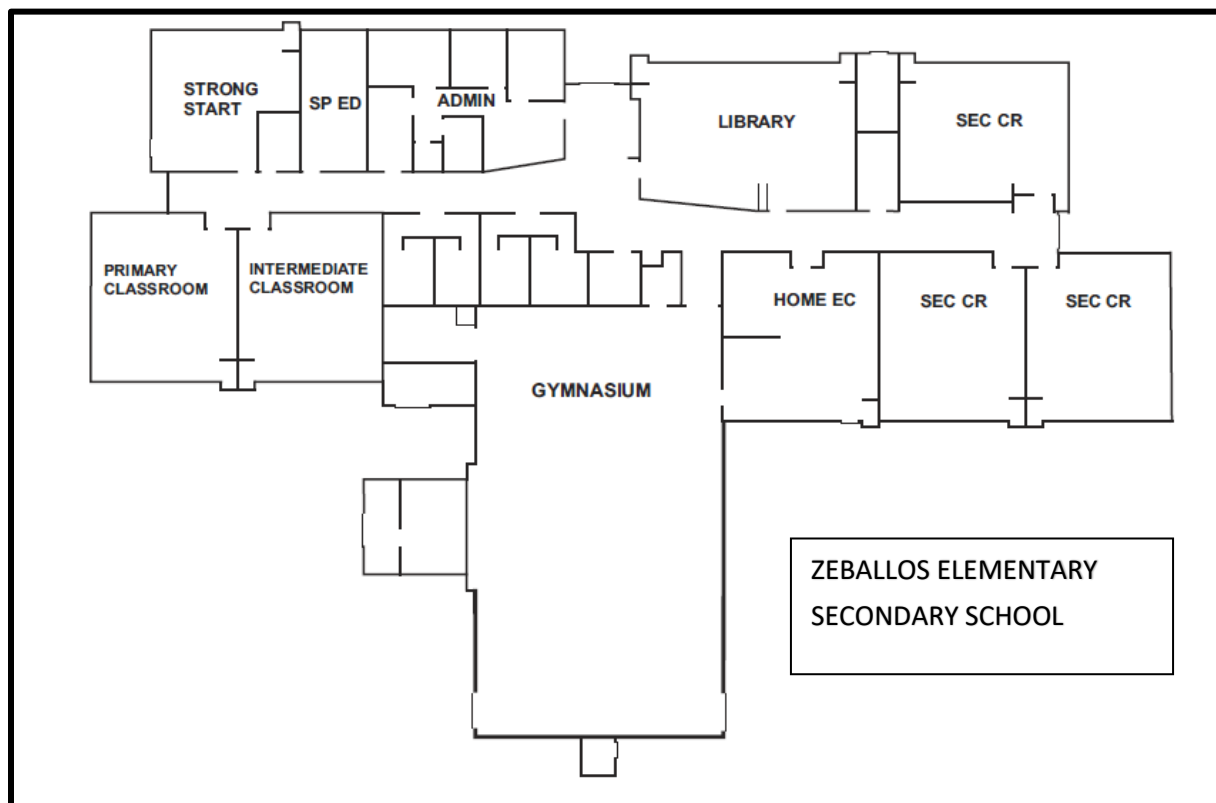
School District 84 (Vancouver Island West) – 2027 Long Range Facilities Plan

Overall, ZESS is in **good condition**, with low immediate risk and predictable long-term renewal requirements. The assessment confirms that the facility is a well-performing asset within the District, requiring primarily routine, planned maintenance to sustain its condition over the planning horizon.

Zeballos Elementary Secondary School – Asset Condition Summary Table

Category	Condition	Key Observation
Structure & Envelope	Good	Long remaining life (50–70+ years)
Mechanical (HVAC)	Good	Mid-life systems with renewal beyond 2030
Electrical Systems	Good	Recent upgrades; stable long-term performance
Plumbing Systems	Good	Majority mid-life; planned renewal ~2030–2045
Interior Systems	Good–Fair	Finishes and flooring drive short-term work
Fire Protection & Safety	Good	Functional systems with long renewal horizon
Code / Compliance	Good	No significant systemic deficiencies noted

Source: ZESS Asset Condition Assessment (VFA)



Gold River Secondary School

The Asset Condition Assessment identifies Gold River Secondary School (GRSS) as an aging facility, with the majority of the building constructed in 1967 and many core systems now at or beyond their expected service life.

While the primary structure—including foundations, framing, and roof superstructure—remains serviceable, a significant portion of building systems are nearing end-of-life or require immediate renewal. Major components including HVAC systems, distribution piping, electrical distribution, lighting, plumbing systems, interior finishes, and floor systems all demonstrate high lifecycle utilization and are concentrated in near-term renewal cycles.

The assessment identifies extensive short-term capital pressure, with a large number of systems requiring renewal within the next 3–5 years. These include air handling units, electrical distribution equipment, plumbing infrastructure, communications systems, roofing components, interior finishes, and floor systems. In addition, several life safety, accessibility, and code compliance issues are noted, including requirements related to fall protection, door hardware, fire-rated assemblies, and accessibility upgrades.

Although some targeted upgrades have been completed in recent years—such as replacement of boilers, electrical service upgrades, roofing improvements, and building controls—these investments have not offset the overall scale of renewal required across the remainder of the facility.

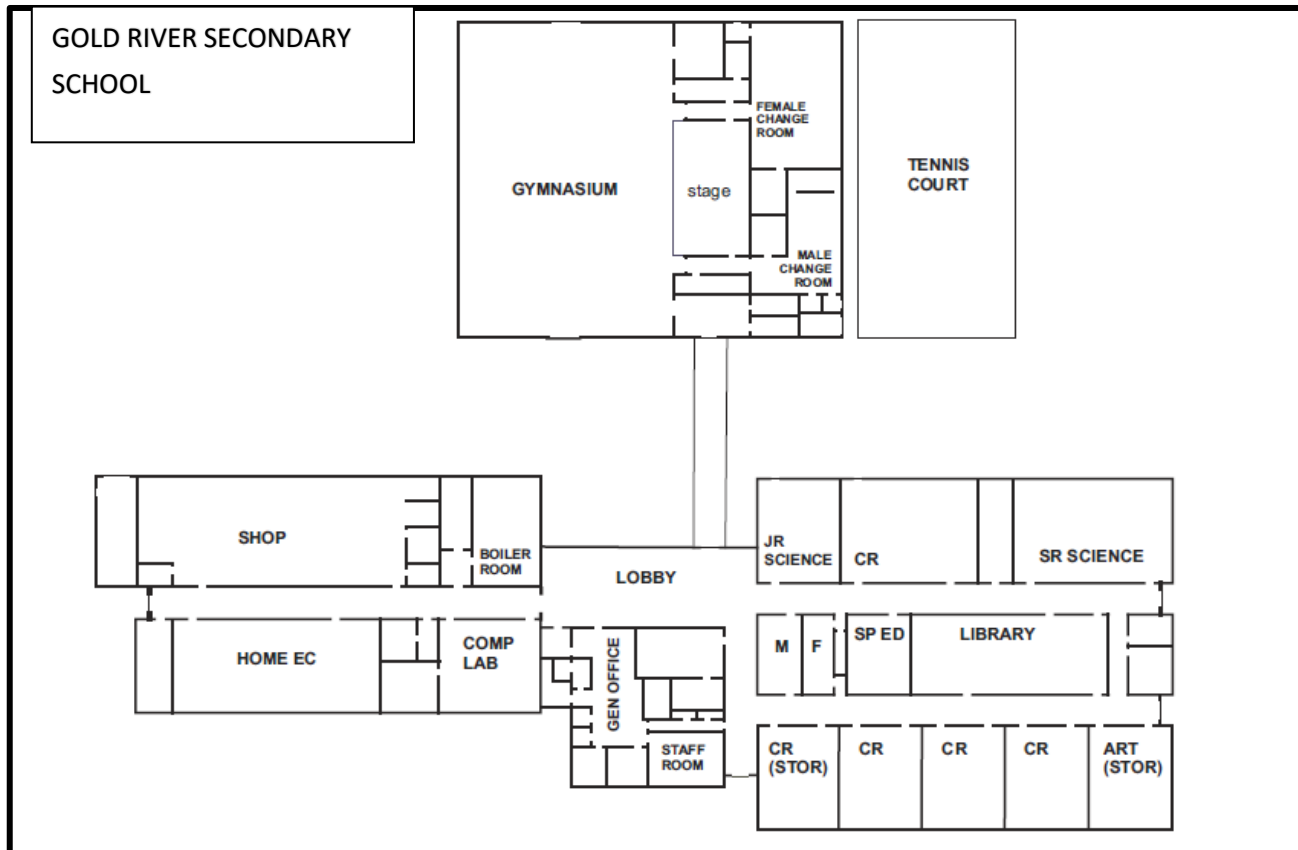
Overall, the assessment indicates that GRSS is a **high-risk, high-cost facility**, with substantial deferred maintenance and significant ongoing capital requirements. The concentration of aging systems and associated renewal liability supports consideration of consolidation options to reduce long-term capital pressures on the District.

Gold River Secondary School – Asset Condition Summary Table

Category	Condition	Key Observation
Structure & Envelope	Fair	Core structure serviceable but aging (1967 base)
Mechanical (HVAC)	Poor–Fair	Major systems at or beyond life; significant renewal required
Electrical Systems	Poor–Fair	Distribution and wiring nearing end of life
Plumbing Systems	Poor–Fair	Extensive renewal needs (~3–5 years)
Interior Systems	Poor–Fair	Finishes, partitions, ceilings largely at end-of-life
Flooring Systems	Poor	Large-scale replacement required across building
Code / Life Safety	Deficient	Multiple safety and accessibility upgrades required

Source: GRSS Asset Condition Assessment (VFA)

District Facility Comparison Summary



GRSS is the oldest, poorest-condition, and most renewal-intensive facility, while also operating well below capacity. By contrast, RWES is structurally viable and better utilized, making it the logical receiving site for consolidated programming if capital improvements are undertaken.

Among the outer-coast schools, ZESS and KESS are both in relatively strong condition, with lower and more predictable renewal needs. CMES has improved materially through reconfiguration and renovation, though its utilization remains low because of community size.

School	Condition	Renewal Pressure	Utilization
GRSS	● Poor	● Very High	● Low
RWES	● Fair–Good	● Moderate–High	● Moderate
CMES	● Improving	● Moderate	● Very Low
KESS	● Good	● Low–Moderate	● Low
ZESS	● Good	● Low	● Low–Moderate

Schedule D – Base Case Summary

The base case represents the continuation of the District’s current facility configuration, maintaining five operating schools across geographically distinct communities. This configuration reflects the District’s longstanding commitment to providing local access to education in remote communities; however, it also results in a system with low overall utilization and a high degree of dispersed infrastructure. Current utilization rates range from approximately 21% to 60%, indicating that most facilities operate significantly below both design and operational capacity.

From a facility condition perspective, the District’s inventory includes a wide range of building ages and performance profiles. Newer and recently upgraded facilities such as Zeballos Elementary Secondary School and Kyuquot Elementary Secondary School are in generally good condition with manageable, long-term renewal needs. Ray Watkins Elementary School is structurally sound and viable as a long-term facility, although it faces moderate short-term renewal pressures associated with system lifecycle replacements. Captain Meares Elementary Secondary School has undergone significant reconfiguration and modernization, reducing both its physical footprint and its deferred maintenance liability. In contrast, Gold River Secondary School is the District’s oldest and most renewal-intensive facility, with many core systems at or beyond the end of their service life and a concentration of near-term capital requirements

If the status quo is maintained without significant new capital investment, the District will face substantial and ongoing facility renewal pressures, particularly in the early years of the planning horizon. Forecasts indicate a concentration of required investment driven by aging building systems, especially at Gold River Secondary School, where multiple major components require replacement within the same timeframe. While recent upgrades at several schools have reduced some immediate pressures, the underlying renewal liability across the full facility inventory remains significant.

Maintaining the existing five-school configuration will require continued investment in ageing buildings, including facilities with low enrolment and limited utilization. Without consolidation or targeted capital replacement, the District will need to allocate a greater proportion of available resources to maintaining underutilized infrastructure, reducing its ability to strategically reinvest in fewer, higher-performing facilities. Over time, this approach increases financial pressure, elevates operational risk, and limits the District’s capacity to align its facility footprint with enrolment trends and long-term sustainability objectives.

Overall, the base case highlights a system that is financially and operationally challenged by a combination of aging infrastructure and low utilization, reinforcing the need to consider capital investment and consolidation strategies that reduce renewal liability and improve the efficiency and condition of the District’s facility portfolio.

Preferred Option

The preferred option is to close Gold River Secondary School (GRSS) and bring secondary students into Ray Watkins Elementary School (RWES). This reduces the number of buildings the District needs to maintain and focuses investment on a smaller number of stronger, more usable facilities.

Under this approach, the District would no longer be putting significant resources into its oldest and most

costly building. Instead, investment would be directed toward RWES, which is in better condition and better suited for long-term use. With some targeted upgrades, RWES can support both elementary and secondary students.

This option helps address two key issues at the same time: building condition and low utilization. GRSS requires a large amount of near-term work across many systems, while also operating well below capacity. Continuing to maintain it would require ongoing and significant investment with limited return.

By consolidating students at RWES, the District can:

- reduce long-term maintenance and renewal costs
- make better use of available space
- focus capital investment where it will have the greatest impact
- improve overall efficiency in staffing and operations

This option also keeps schools open in all communities, which remains an important priority. Schools in Zeballos, Tahsis, and Kyuquot would continue to operate as they do now, supported by recent upgrades and manageable long-term maintenance needs.

Overall, this approach creates a more sustainable system. It reduces pressure on the District's capital budget while still supporting student learning and maintaining a strong connection to each community.

Schedule E – Public Consultation Summary

Public consultation for the LRFP was conducted through community-based engagement in Gold River, Tahsis, Zeballos, and Kyuquot, supported by paper and electronic feedback opportunities. This approach provided multiple avenues for input from families, staff, and community members.

Feedback focused on facility condition, enrolment trends, program delivery, and community use of schools. Participants emphasized the importance of maintaining local access, particularly in remote communities, while also recognizing challenges related to aging infrastructure, low enrolment, and rising costs.

Input highlighted the role of schools as multi-use community hubs, and identified concerns regarding facility condition and student learning environments, particularly at older sites.

The Board of Education considered all feedback in the development of the LRFP. Public input informed key directions, including maintaining community-based schools where feasible, prioritizing facility condition and safety, and evaluating options that balance local access with long-term sustainability, including consolidation where appropriate.

Submission Summary

Submission Summary:	Minor 2027/2028 2026-09-30 MAIN - K12
Submission Type:	Capital Plan
School District:	Vancouver Island Region West (SD84)
Open Date:	2026-04-24
Close Date:	2026-09-30
Submission Status:	Draft

Submission Category	Sum Total Funding Requested
SEP	\$1,450,000
CNCP	\$400,000
BUS	\$214,738
Total	\$2,064,738

BUS					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	171587	Transportation	Replacement	Replace 2013 Run Bus #12	\$214,738
				Submission Category Total:	\$214,738
CNCP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	174899	Gold River Secondary	HVAC (CNCP)	Replace faulty heat pump	\$400,000
				Submission Category Total:	\$400,000
SEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	174898	Various	Electrical (SEP)	General electrical systems upgrades - replacing older infrastructure with obsolete parts	\$500,000
2	174956	Various	Roofing (SEP)	Roof anchorage upgrades to enhance safety requirements at all schools	\$200,000
3	174957	Ray Watkins Elementary	Plumbing	Upgrades to retaining wall system on exterior of school that will require drainage remediation - upgrade perimeter drainage and re-stabilize eroding slopes	\$750,000
				Submission Category Total:	\$1,450,000

Submission Summary

Submission Summary:	Minor 2027/2028 2026-09-30 FIP
Submission Type:	Capital Plan
School District:	Vancouver Island Region West (SD84)
Open Date:	2026-04-24
Close Date:	2026-09-30
Submission Status:	Draft

Submission Category	Sum Total Funding Requested
SEP	\$80,000
Total	\$80,000

SEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	174954	Various	Food Infrastructure (SEP)	Upgrades to kitchen equipment and related infrastructure at all schools. Equipment and infrastructure to support traditional food gathering, preparation, and preservation including fishing equipment and smokehouses.	\$80,000
				Submission Category Total:	\$80,000



School District 84

Vancouver Island West

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In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 84 (Vancouver Island West) hereby approves the proposed Capital Plan (Minor Capital Programs) for 2027/28, as provided on the Capital Plan Summary for 2027/28 submitted to the Ministry of Infrastructure.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Capital Plan (Minor Capital Programs) for 2027/28 adopted by the Board of Education, on this the 14th day of September 2026.

Secretary-Treasurer Signature

Secretary-Treasurer Name

***In partnership with our diverse communities, School District 84
will provide all students with a quality education
relevant to the demands of a modern society.***

Vancouver Island West

SD084

Interim Progress Report September 2026

In Review of Year 1 of Strategic Plan 2025-2030

To be approved by Board at Sept 14 Regular Meeting

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A Note on the Interim Progress Report

Every year, district teams gather, analyze, interpret, and triangulate local and provincial data. This annual data and evidence review allows the team to monitor student outcomes and identify areas for growth on an annual basis. The findings are shared with the Indigenous Education Council (IEC), education partners, the public, and the ministry through the Enhancing Student Learning Report or the Interim Progress Report.

While the internal work of data and evidence review remains the same each year, the Interim Progress Report is intended to ease the burden of reporting for district teams. The Interim Progress Report highlights key areas for growth and strategic adjustments from the data review. Whereas, the Enhancing Student Learning Report, completed every third year, provides a comprehensive account of the district team's processes and development of this report will take longer to complete.

Interim Progress Report for Enhancing Student Learning:

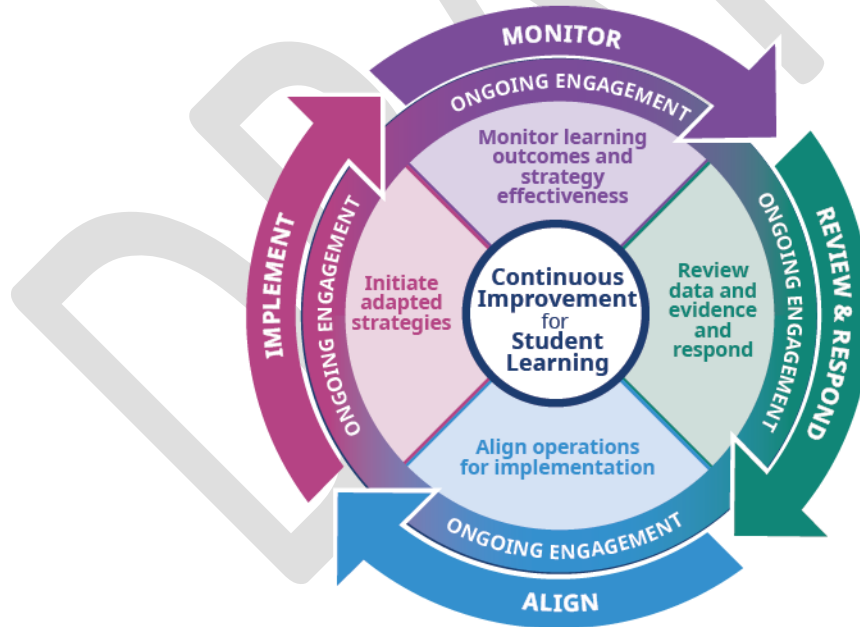
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

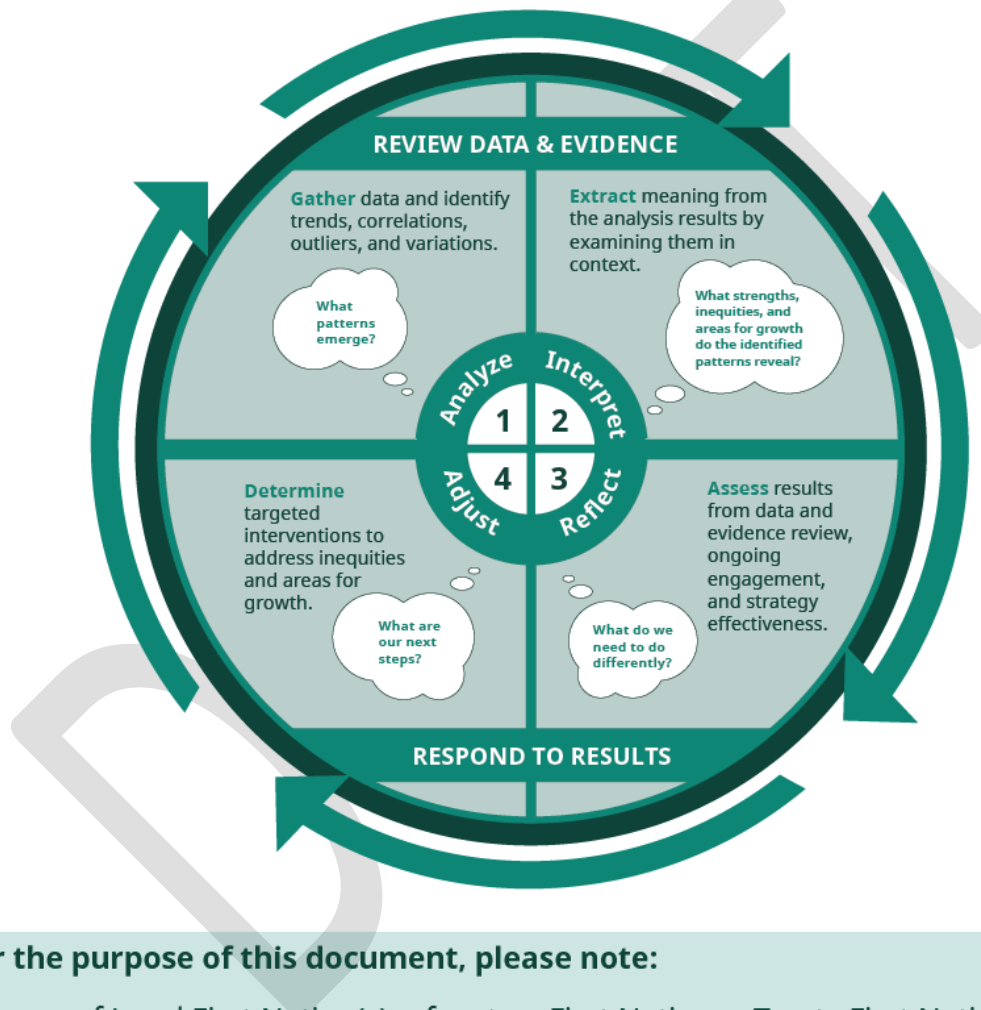
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Data that is not displayed as per the above policy is **masked data**.

A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report [here](#).

Interpreting the provincial data graphs

	This marker indicates that the data is masked according to the above policy to protect student privacy.
	This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

Intellectual Development

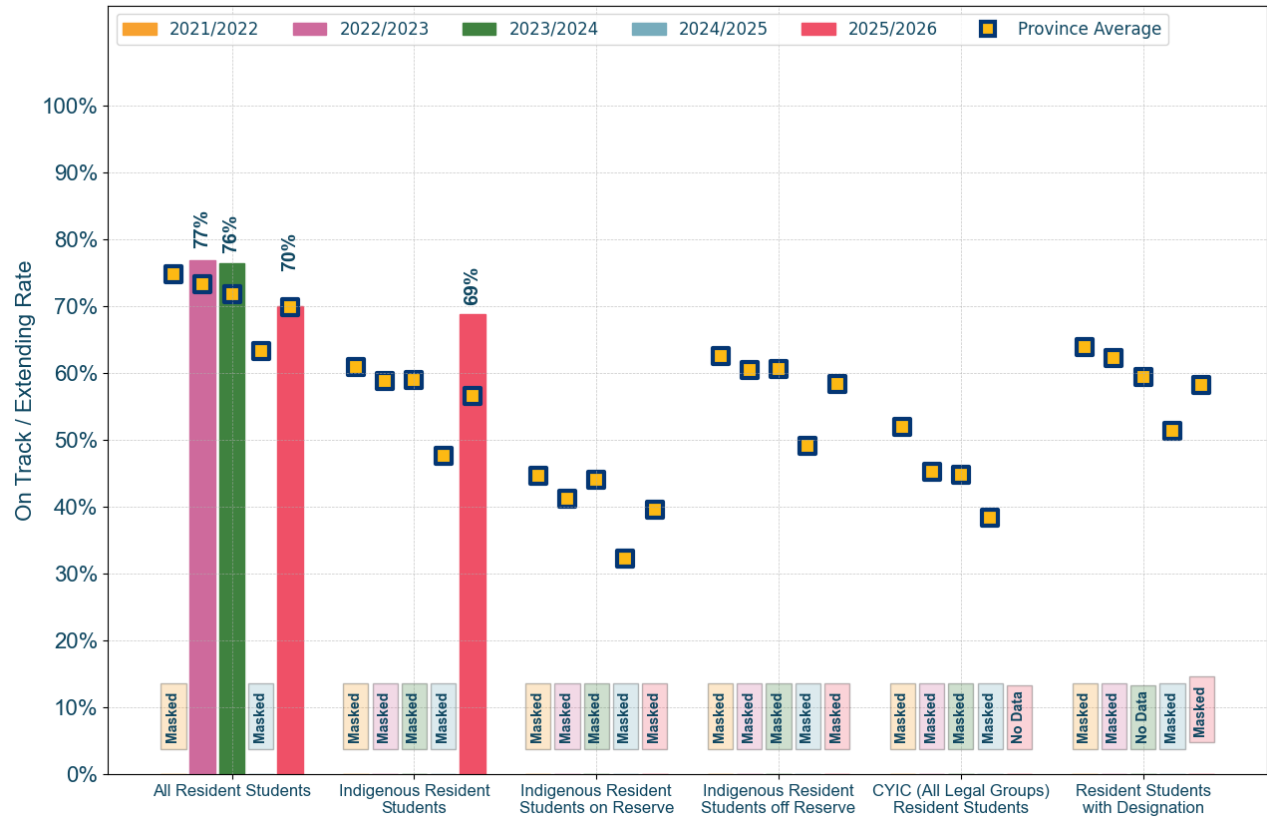
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	23 70%	16 81%	18 94%	22 95%	24 83%
Indigenous Resident Students	Masked	Masked	Masked	14 100%	20 80%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	0	Masked	Masked

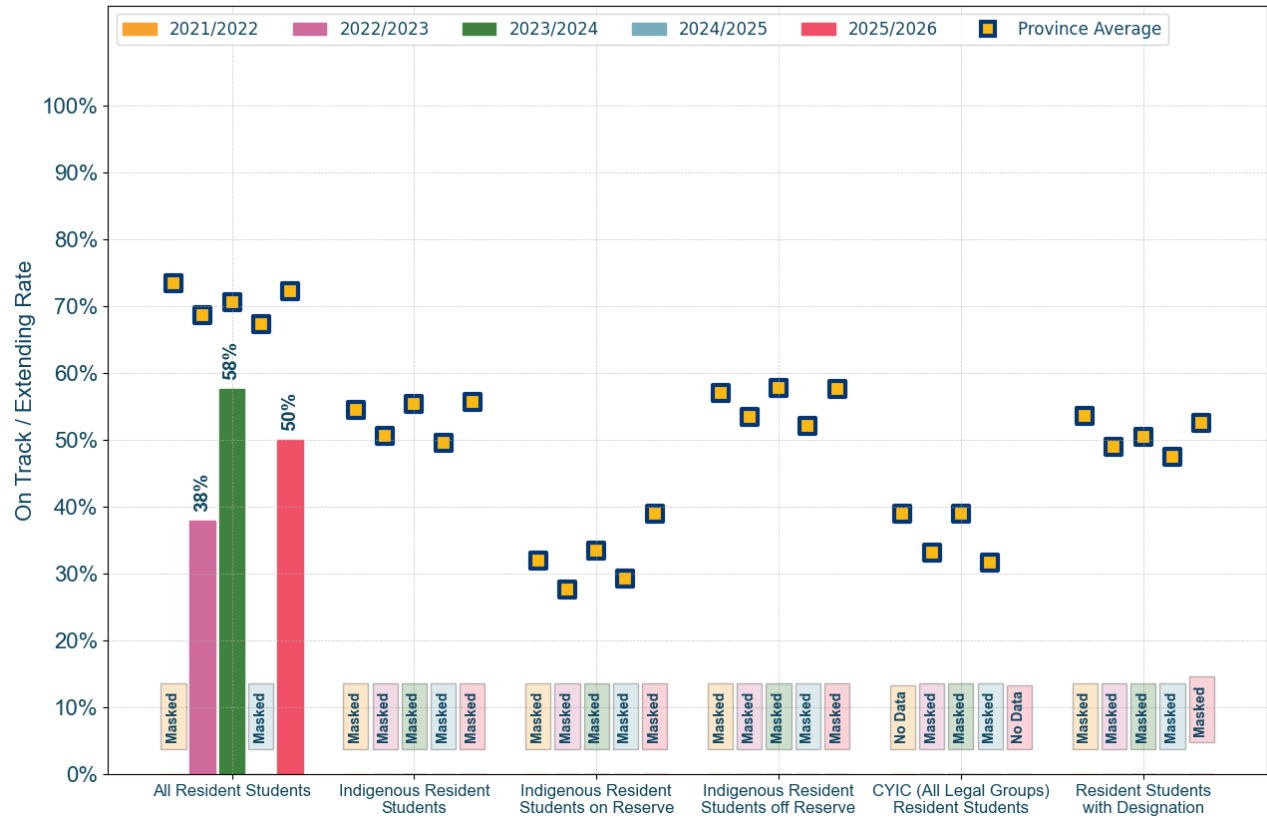
Grade 4 FSA Literacy - On Track / Extending Rate Vancouver Island West



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	18 67%	32 91%	36 92%	27 93%	22 91%
Indigenous Resident Students	15 67%	24 92%	16 81%	18 89%	Masked
Indigenous Resident Students on Reserve	Masked	13 92%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	11 91%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 7 FSA Literacy - On Track / Extending Rate Vancouver Island West

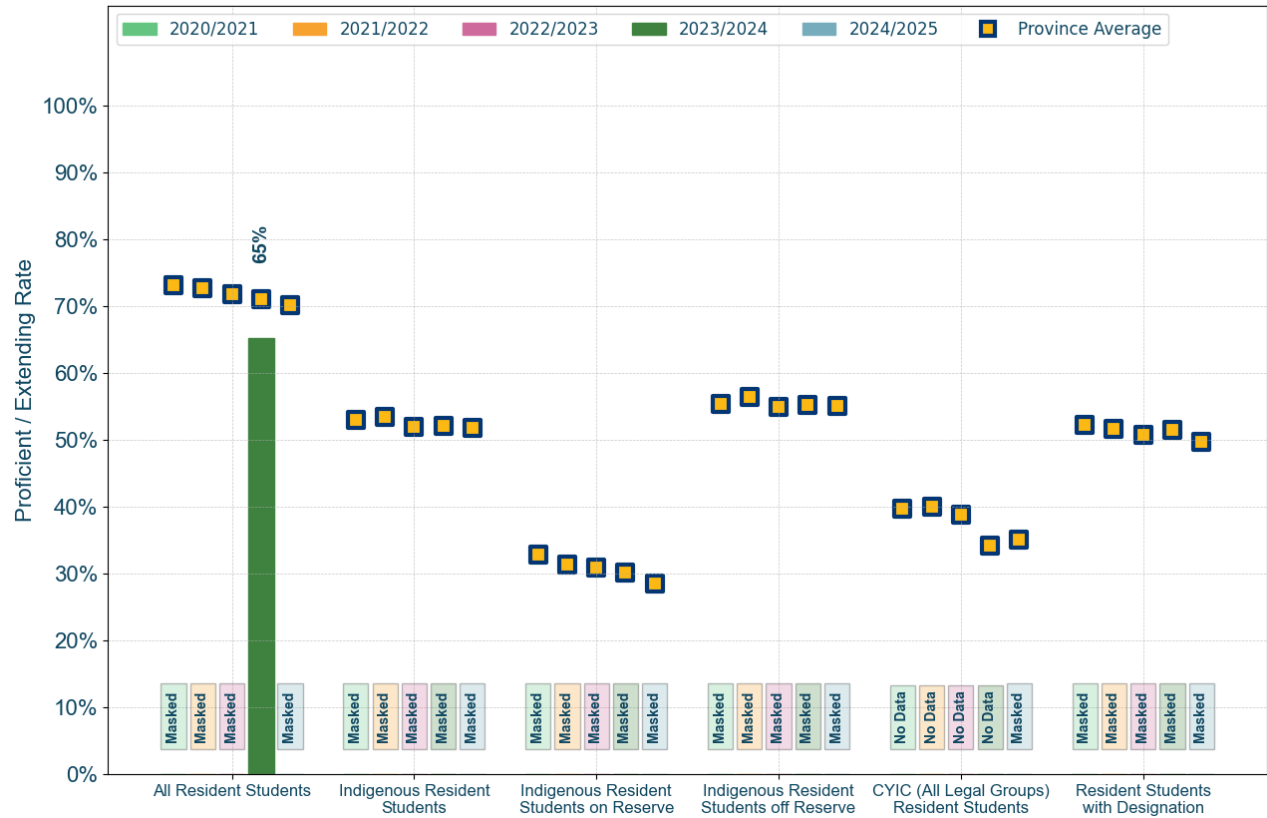


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	25 80%	25 40%	17 76%	23 57%	Masked
Indigenous Resident Students	17 76%	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	0	Masked	Masked	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Vancouver Island West



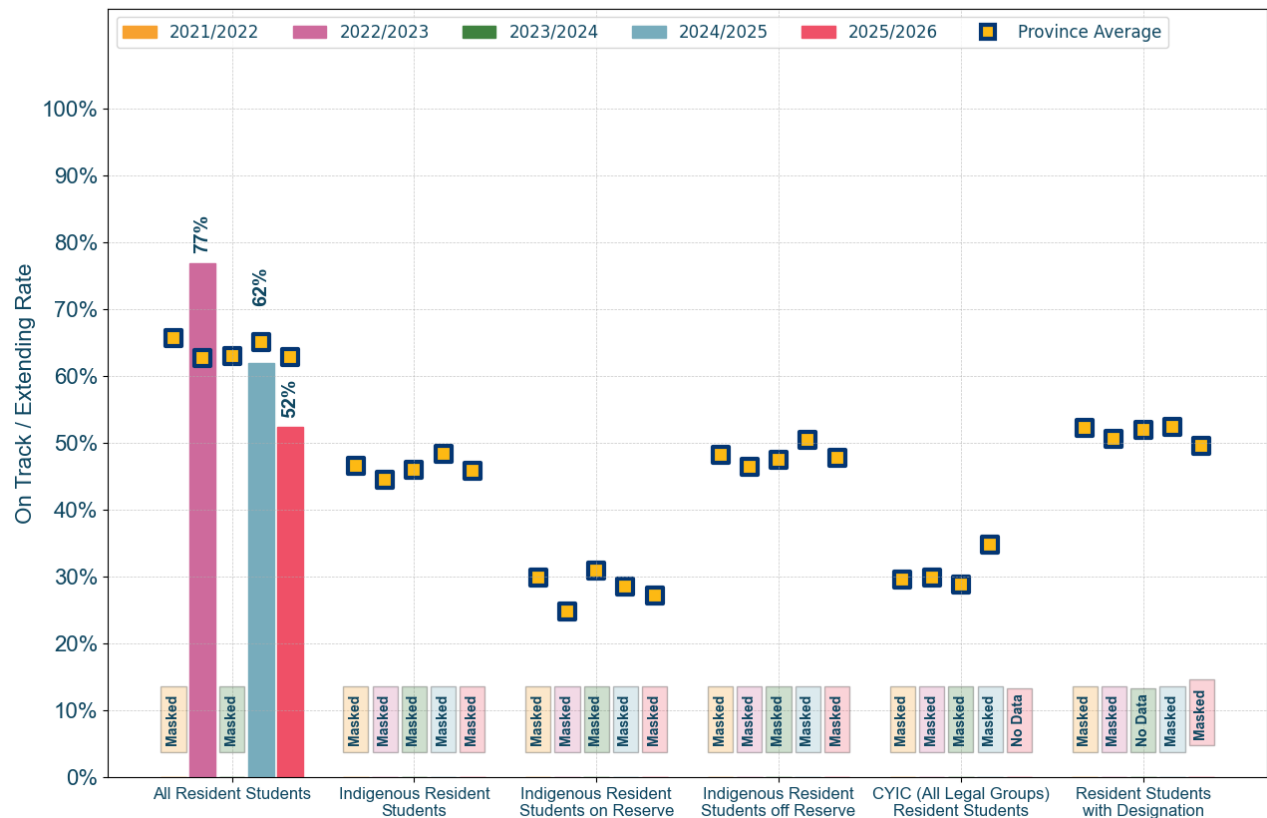
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	23 65%	16 81%	18 89%	22 95%	24 88%
Indigenous Resident Students	Masked	Masked	Masked	14 100%	20 85%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	0	Masked	Masked

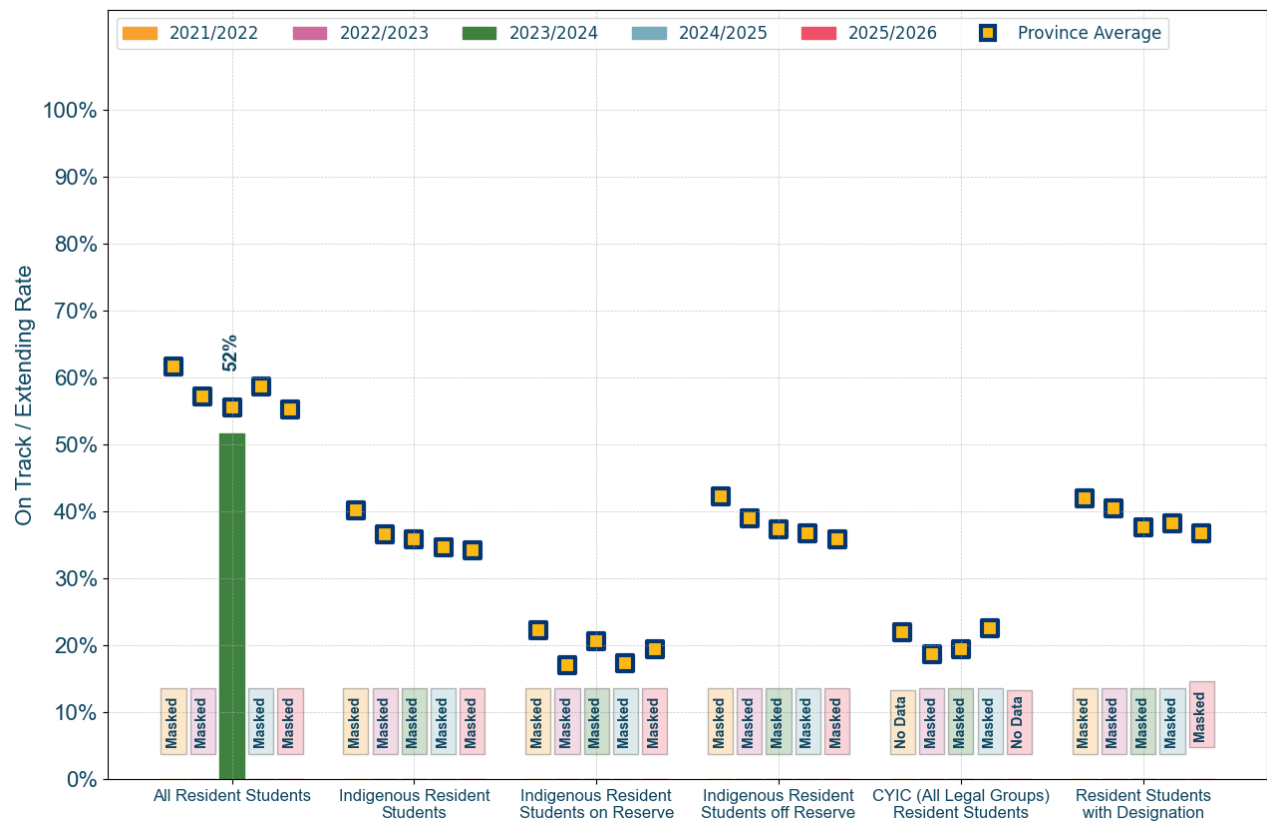
Grade 4 FSA Numeracy - On Track / Extending Rate Vancouver Island West



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	18 61%	32 91%	36 86%	27 93%	22 91%
Indigenous Resident Students	Masked	24 92%	16 81%	18 89%	Masked
Indigenous Resident Students on Reserve	Masked	13 92%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	11 91%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 7 FSA Numeracy - On Track / Extending Rate Vancouver Island West

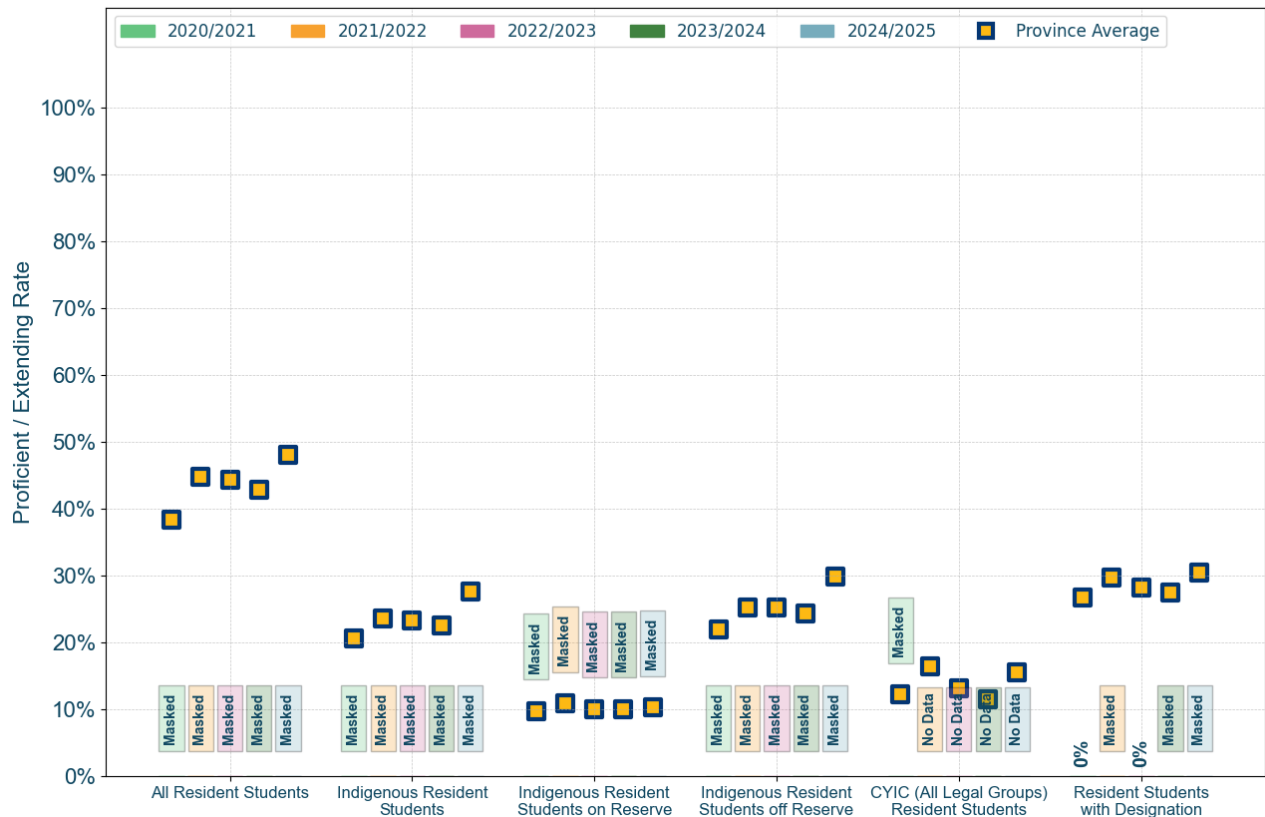


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	27 48%	25 40%	17 88%	Masked	Masked
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate
Vancouver Island West

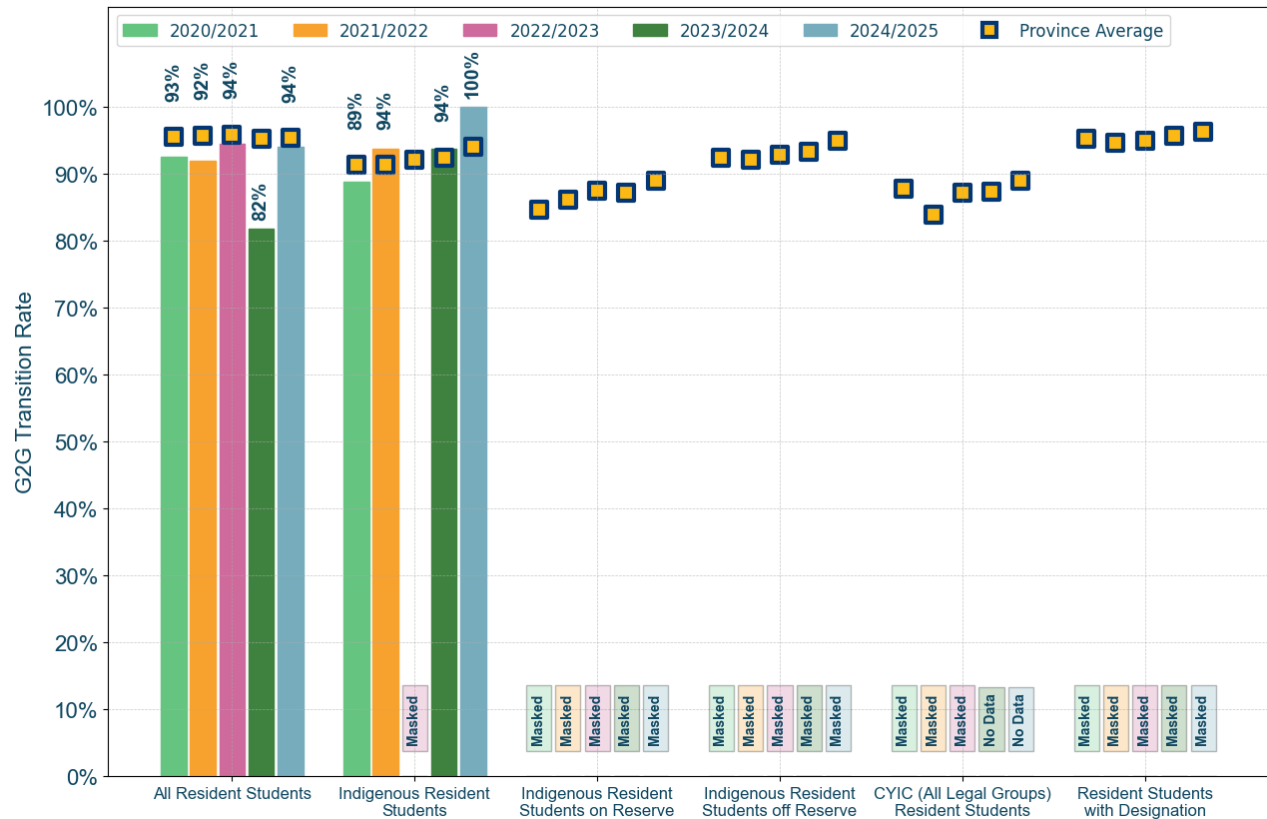


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	27	25	18	22	17
Indigenous Resident Students	18	16	Masked	16	13
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

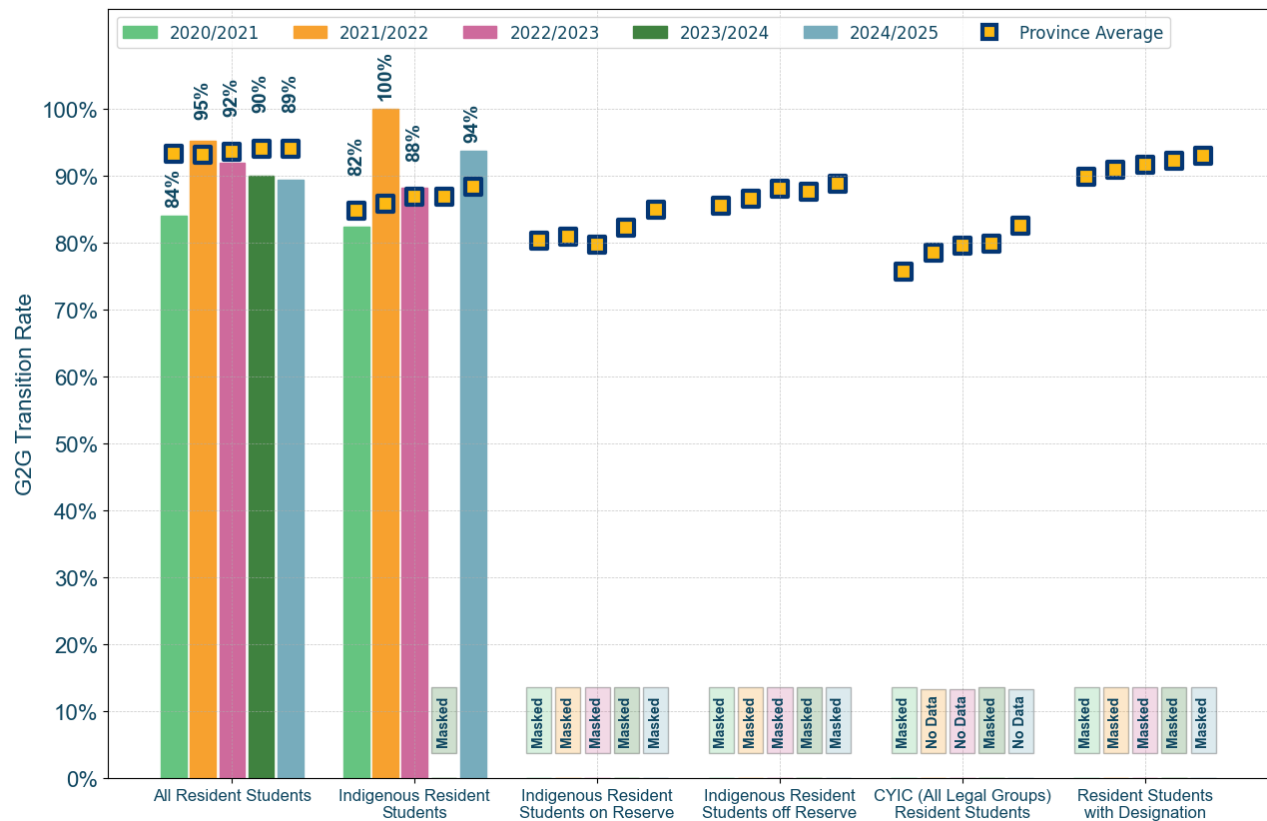
Grade 10 to 11 Transition Rate
Vancouver Island West



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	25	21	25	20	19
Indigenous Resident Students	17	13	17	Masked	16
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	0	0	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 11 to 12 Transition Rate Vancouver Island West



Review Data and Evidence: Intellectual Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

- In both literacy and numeracy, the district continues to see stronger achievement at the grade four level than the grade seven and grade ten levels. Proficiency rates in grade four are at or near provincial averages, but decline in grade seven and decline again in grade ten.
- Equity gaps in achievement for priority populations are not evident at the grade four level; in fact, priority populations in SD84 are achieving higher than provincial averages at the grade four level. However, equity gaps for Indigenous students become significant at the grade seven and ten levels in both literacy and numeracy.
- Literacy results improved in 2025-26, with no equity gaps for priority populations at the grade four level. At the grade seven level, while results improved in 2025-26, there continues to be an equity gap for Indigenous students, and particularly for Indigenous students not living on reserve.
- There is a slight downward trend for grade four numeracy, though there are no equity gaps at the grade four level for priority populations. There is some improvement in grade seven numeracy, with large equity gaps for Indigenous students, both those who live on and off reserve.
- Achievement remains very low on the graduation literacy and numeracy assessment, especially for priority populations. As students get older, proficiency rates drop and equity gaps increase on the provincial measures; this trend has persisted over multiple years. This indicates the need for increased focus in the intermediate and secondary grades on interventions for students requiring additional supports.

Respond to Results: Intellectual Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

- We will increase our focus on ensuring targeted literacy interventions are in place for students who require additional support. Internal district literacy data from 2025-26 show that 76% of students in grades K-5 made at least one year's growth in reading (PM Benchmarks). Of the students who started the year not-yet-proficient as readers, 57% made at least one year's progress - this indicates that the trajectory for more than half of our struggling readers was changed for the better. Efforts this year will narrow in on the remaining 25% of students who are not making significant annual progress, ensuring that they are engaged in regular supplemental, targeted support for reading, and that progress is regularly monitored in order to adjust instruction.
- The District Assessment Framework, which provides more nuanced achievement data for each student, will be adjusted to include a new locally administered numeracy assessment. Feedback from educators indicates that our current numeracy assessment (SNAP) does not provide the comprehensive view of numeracy necessary to identify lagging skills and design targeted interventions. In the 2026-27 year we will research options for numeracy assessment and select an assessment tool that provides teachers the information needed to inform classroom instruction and design additional supports.
- We will continue to provide ongoing professional learning and capacity building for administrators, teachers, and support staff in literacy and numeracy. The district literacy coordinator will continue to support classroom teachers to design and assess responsive literacy pedagogy. In 2026-27 Administrators will engage in a professional study of literacy interventions in the middle years and secondary levels. Additional literacy workshops designed for support staff and on-call staff will be offered on non-instructional days.

- We will work together with parent groups and local First Nations to build awareness of the importance of school attendance, as well as identify and address local and individual barriers to school attendance. Student absenteeism is a significant concern, with over two-thirds of students missing at least 10% of school days, and over a third of students missing over 20% of school days. These absences result in lost instructional time, and we believe that accumulated absences over years of school are a significant factor in the declining proficiency rates as students get older.
- For 2026-27 the district has added the position of Indigenous Education Lead, increasing our capacity to identify and provide the supports necessary for Indigenous students to be successful. This position, with its focus on the implementation of strategies from our Indigenous Education Enhancement Agreement and Local Education Agreements, will support schools in closing the equity gaps in achievement that we see for Indigenous students in the intermediate and secondary years.

Human and Social Development

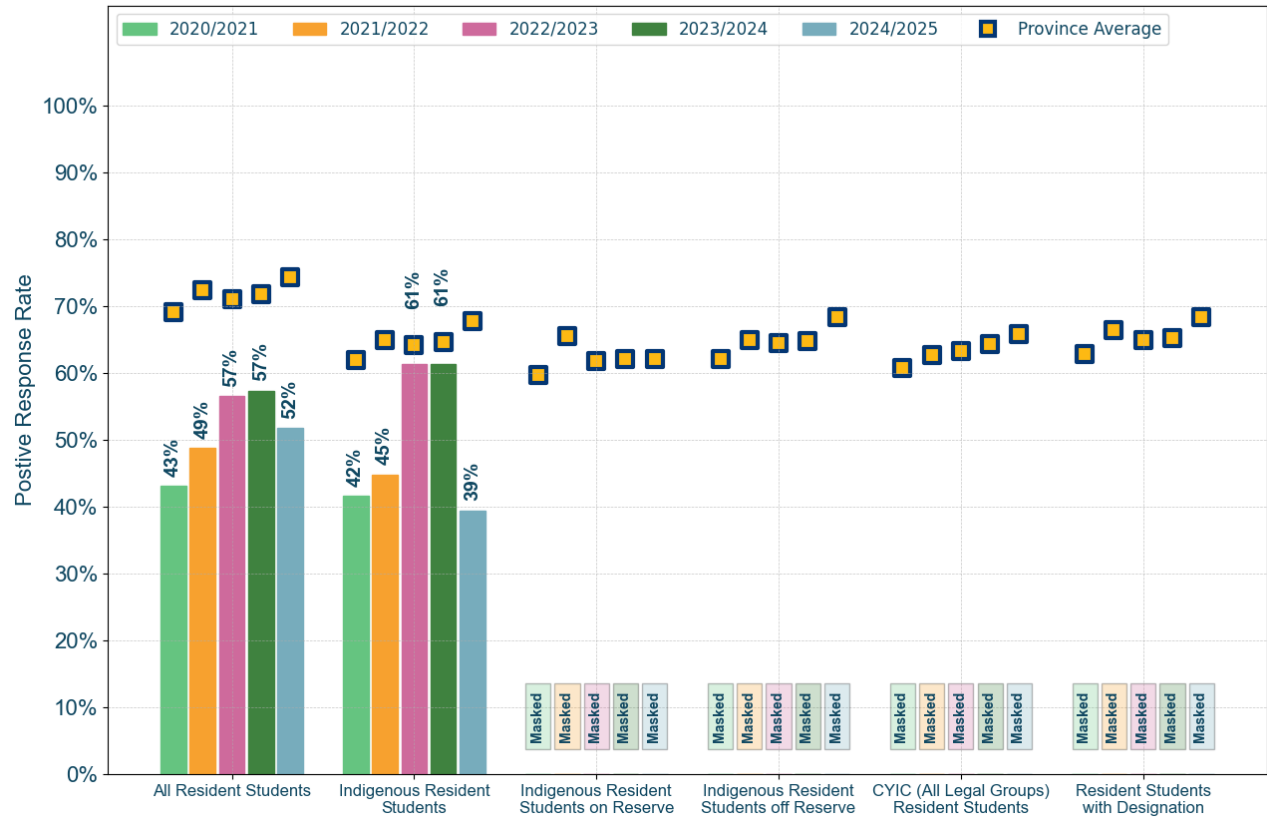
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

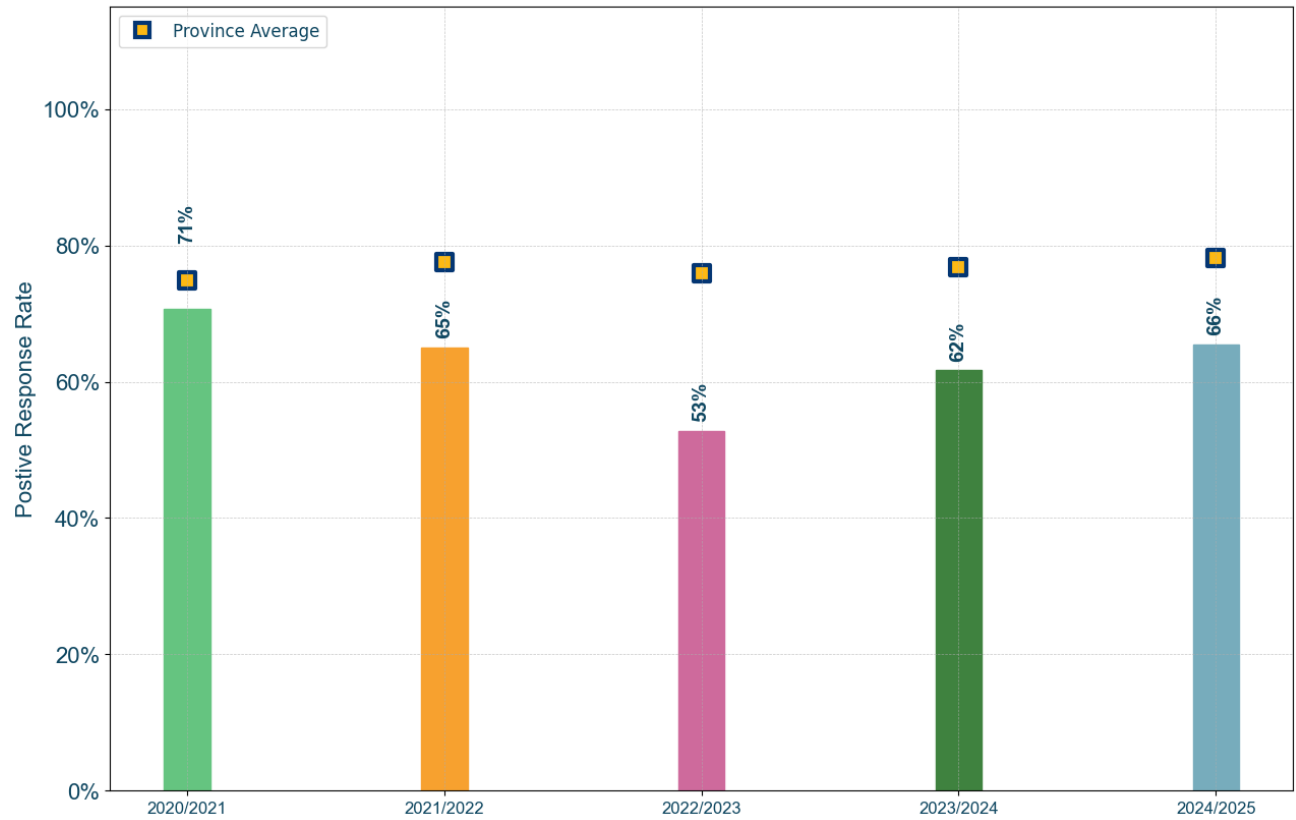
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	80 68%	65 63%	66 80%	76 79%	66 88%
Indigenous Resident Students	55 62%	47 62%	37 84%	40 75%	45 87%
Indigenous Resident Students on Reserve	39 62%	25 60%	21 90%	Masked	27 96%
Indigenous Resident Students off Reserve	16 63%	22 64%	16 75%	Masked	18 72%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	12 83%	17 59%	14 71%

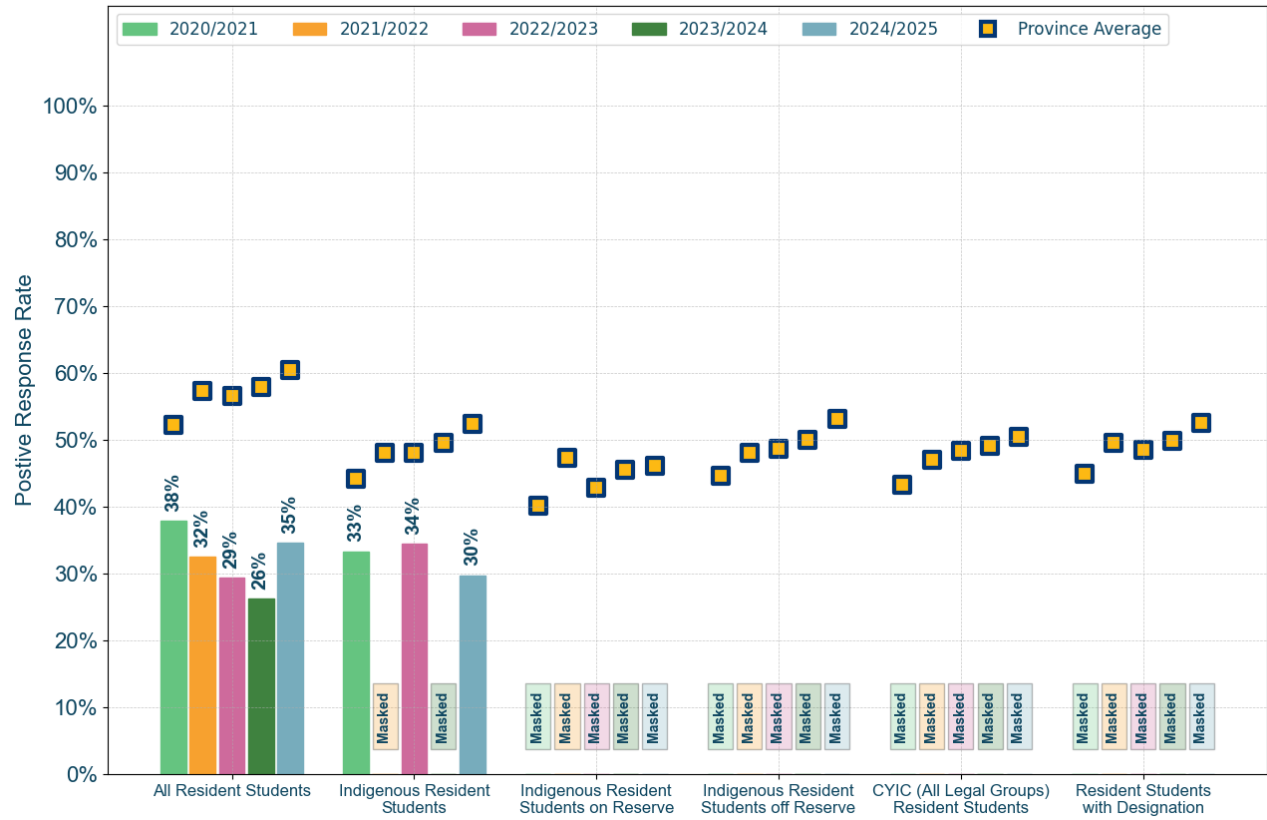
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 Vancouver Island West



Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Vancouver Island West

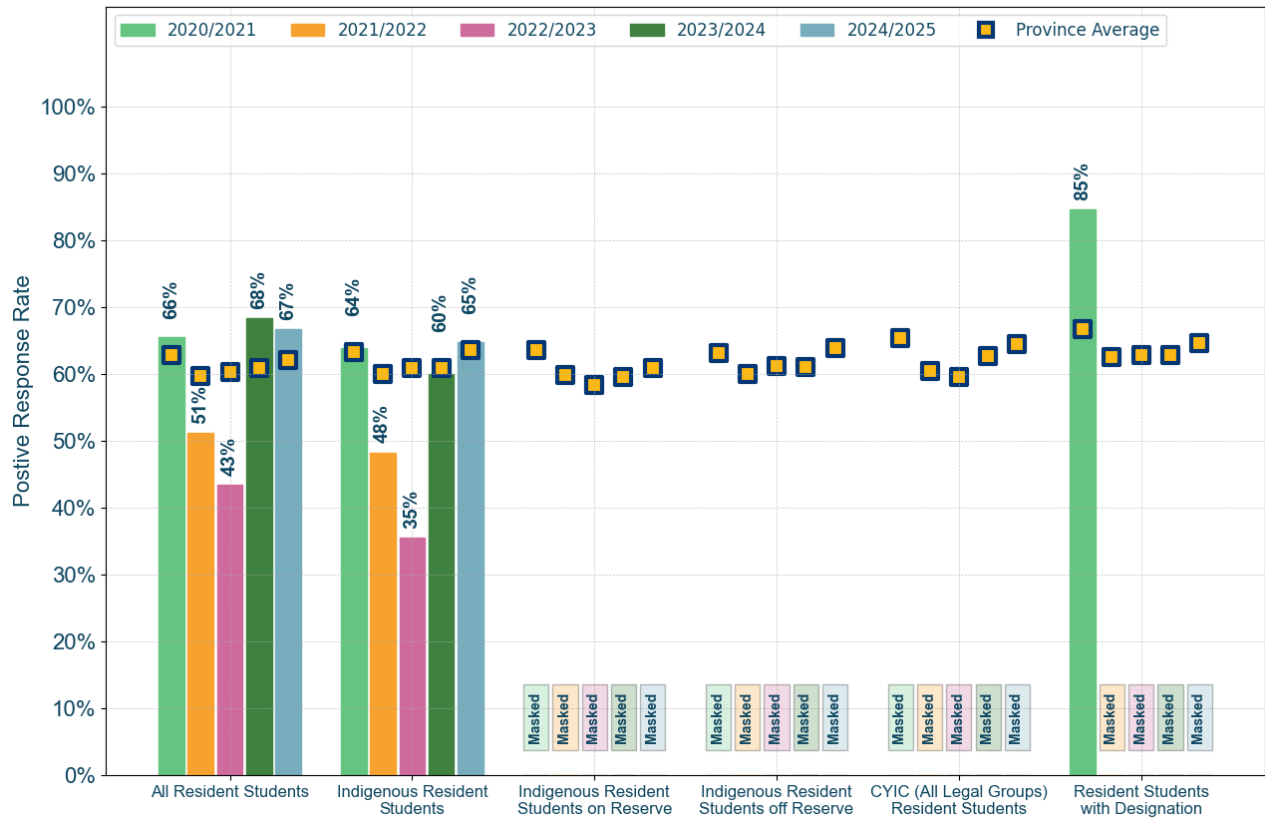


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Vancouver Island West



Measure 3.2: Students Feel that Adults Care About Them at School

2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10
Vancouver Island West



Review Data and Evidence: Human and Social Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

- We see positive trends of improving results across human and social development measures, particularly when local data from student Pathways interviews (annual one-on-one interview with every student in grades six through twelve) are considered alongside provincial data.
- There are not consistent significant equity gaps for priority populations in human and social development measures. Though the numbers of students are very small, we consistently see very high positive response rates from children and youth in care, indicating that school staff are making positive connections with vulnerable youth.
- Local measures of human and social development present a much more positive picture than provincial data, as there is a significant difference when comparing results for students' sense of belonging on the provincial Student Learning Survey and on local district Pathways interviews. Given recent low results in sense of belonging on the provincial learning survey, the district added a question about belonging to our annual student Pathways interviews. On the local measure, 79% of students responded positively (compared to only 35% on the provincial measure).
- Student absenteeism remains a significant challenge, with two-thirds of students missing at least 10% of school days, and over a third of students missing at least 20% of school days. Indigenous students in the district are more likely to be absent from school than non-Indigenous peers.

Respond to Results: Human and Social Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

- We will continue to conduct Pathways student interviews and utilize the results to inform local school decision-making. These interviews, conducted on a one-to-one basis with every student in grades 6-12, ask students about their connection to school, community, and culture. The interview format allows the interviewer to prompt and ask follow-up questions to gain richer information from each individual student than a survey would yield. Results from the Pathways interviews present a more positive picture of human and social development than the provincial learning survey measures, and the follow-up questions provide nuance and details that help guide the decisions of school teams.
- We will continue to build the capacity of our staff through our Collaborative Learning Teams, with a focus on incorporating Indigenous ways of knowing in the classroom. Collaborative Learning Teams are a district professional learning structure that engages teachers in an ongoing, collegial, and classroom-embedded examination of how to further incorporate Indigenous language and ways of knowing into their classrooms. By keeping the focus of Collaborative Learning Teams on Indigenous ways of knowing, we aim to increase students' sense of belonging, connection to school, and positive personal identity.
- In order to address the significant concerns with student attendance, we will work with local communities and First Nations to address attendance. School leadership will work collaboratively with local First Nations representatives to build student and parent awareness of the importance of school attendance, as well as to identify and address barriers to school attendance.

Career Development



Educational Outcome 4: Graduation

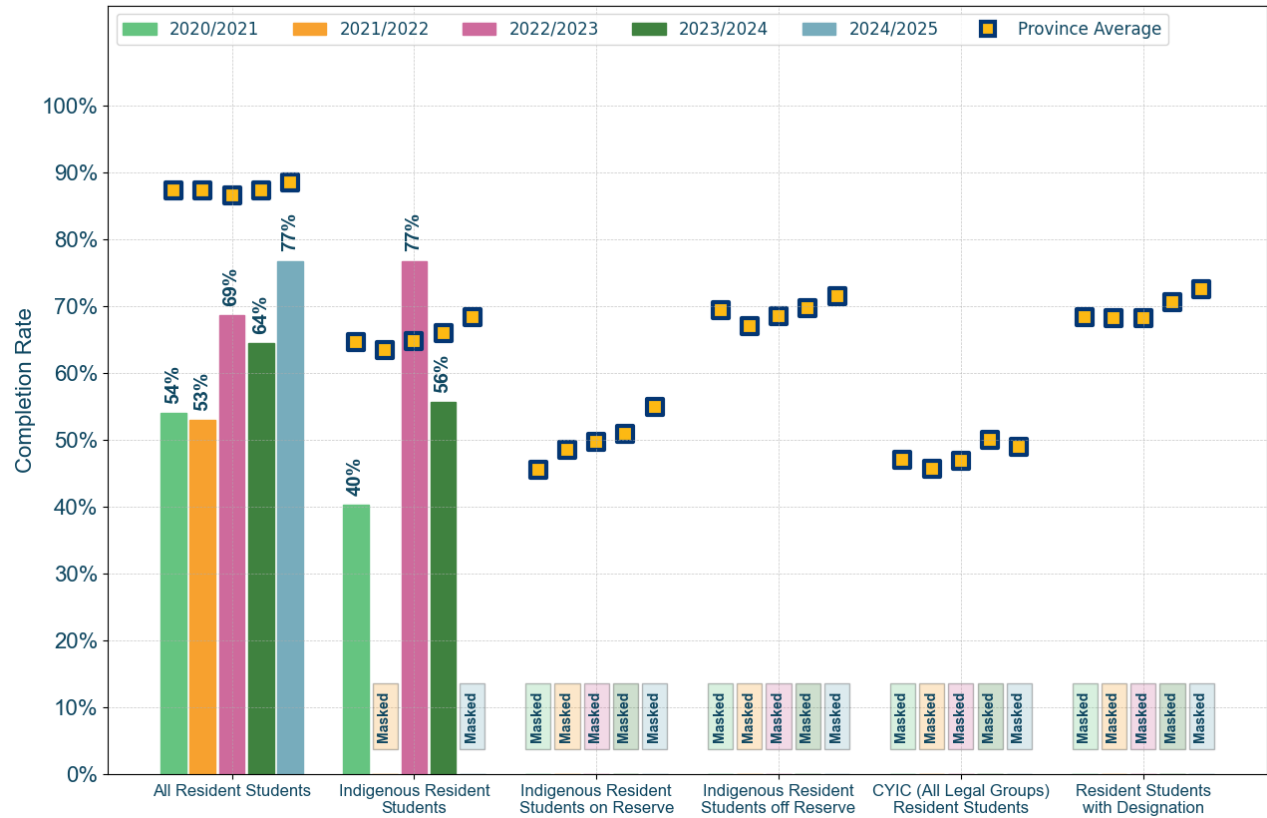
Measure 4.1: Achieved Dogwood within 5 Years

Completion Rate - Cohort Count | Outmigration Estimation

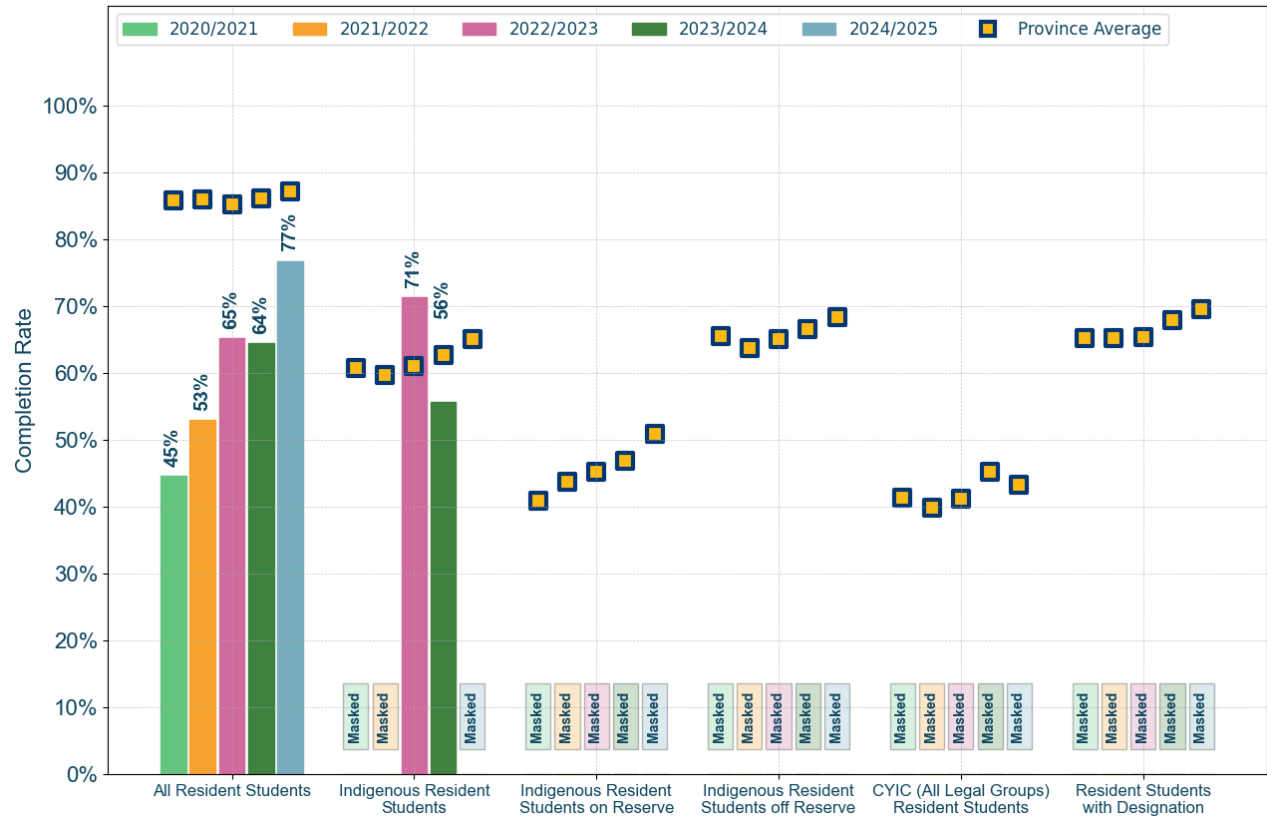
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	45 2	31 1	30 1	34 1	21 1
Indigenous Resident Students	29 2	Masked	19 1	19 1	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

DRAFT

5-Year Completion Rate - Dogwood + Adult Dogwood Vancouver Island West



5-Year Completion Rate - Dogwood Vancouver Island West



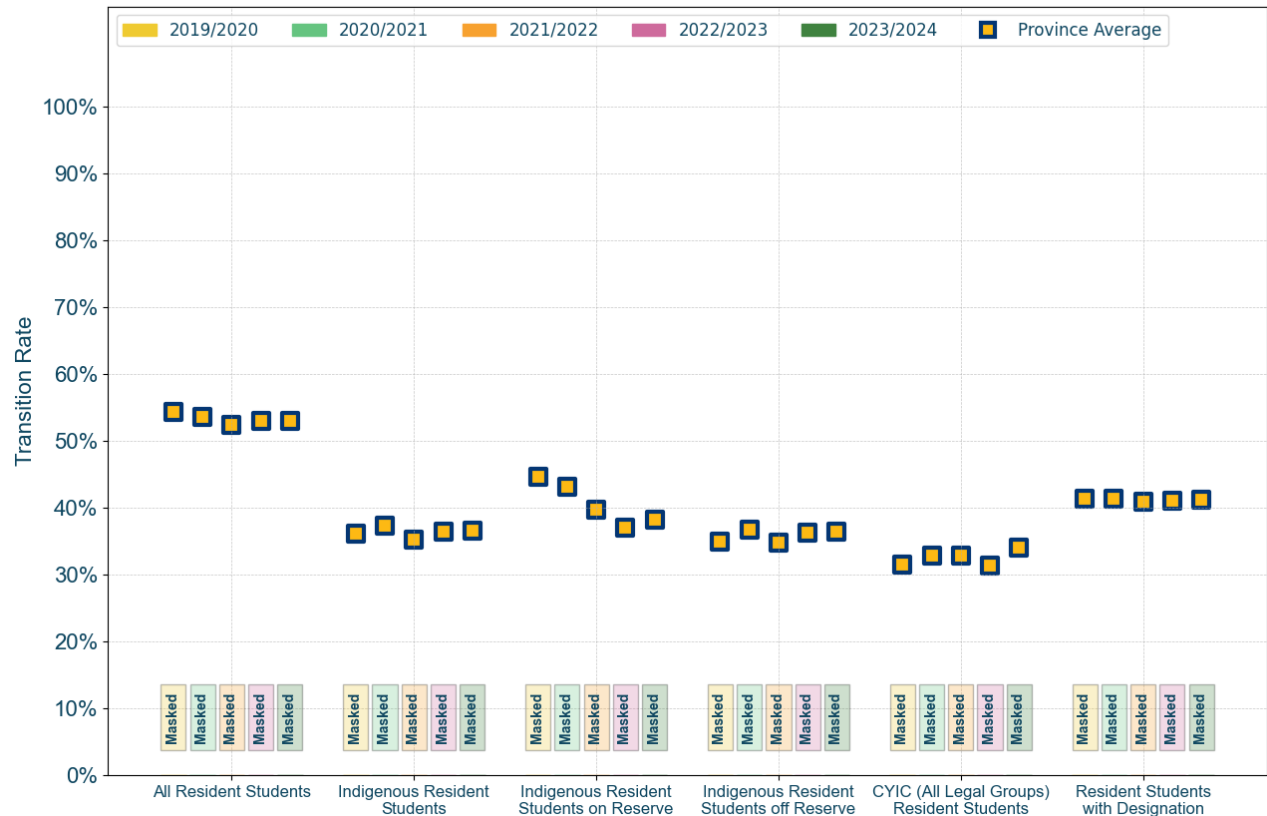
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

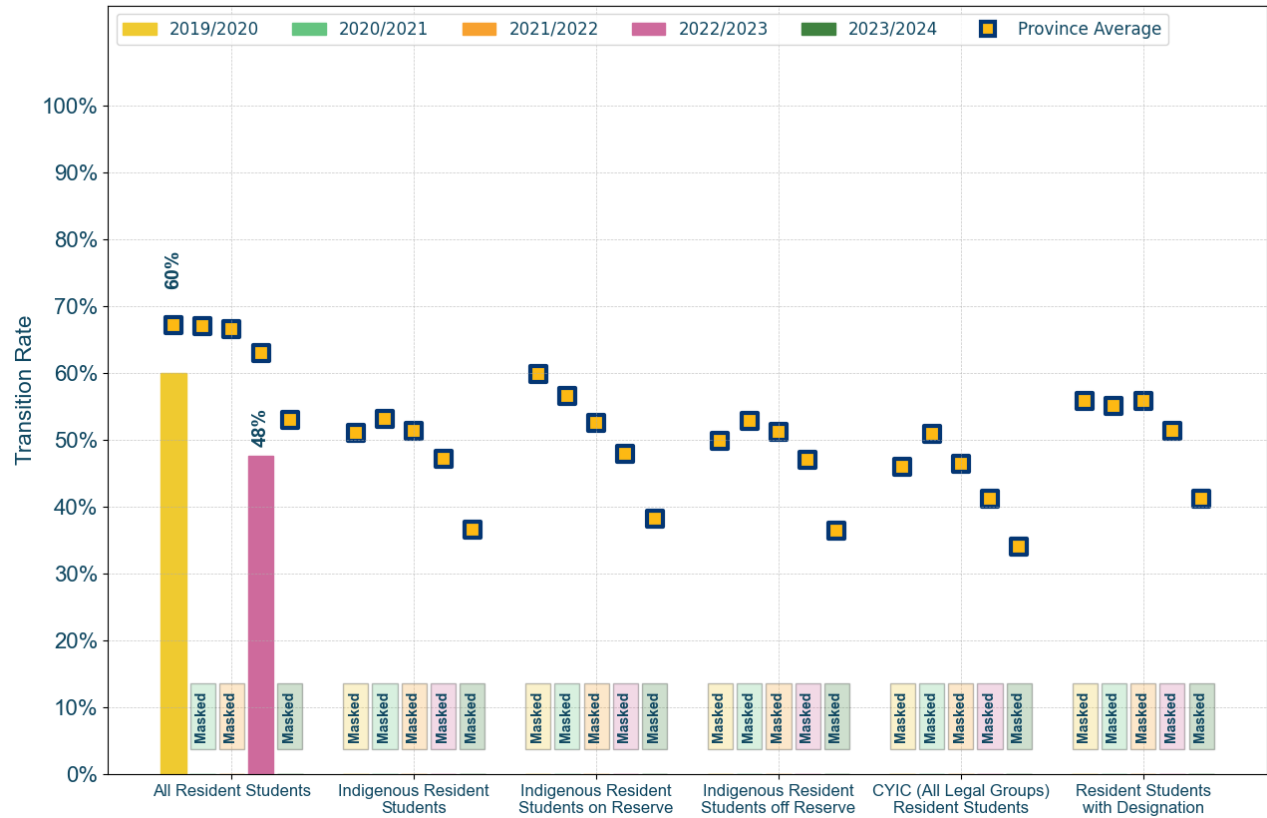
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Immediate Transition to Post-Secondary Vancouver Island West



Within 3 Years Transition to Post-Secondary Vancouver Island West



Review Data and Evidence: Career Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

- Graduation rates (five-year Dogwood graduation) continued to improve in 2026, showing a solid and significant upward trajectory over multiple years. Though still below provincial average, the graduation rate has improved consistently and significantly over the past five years.
- There is no equity gap for priority populations regarding Dogwood graduation rates. In 2026, Indigenous students, children and youth in care, and students with disabilities in SD84 all graduated at a rate higher than their in-district peers, and higher than their provincial comparison groups.
- Adult dogwood diplomas have not been a significant factor for graduation rates in SD84 for the past two years; reported graduation rates reflect full Dogwood diplomas.
- Provincial data on post-secondary transitions is masked, and the most recent available data is more than three years out of date. Internal qualitative data, gathered from community consultations, indicates that parents and communities would like to see increased support for hands on learning, trades, and work experiences.

Respond to Results: Career Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

- The district has created a new position - district trades and work experience coordinator - to help connect students to pathways for career development. This position is intended to support students connection to career pathways, trades, and work experience, and to support students in setting goals for their future (whether post-secondary or careers-oriented).
- We will continue our practice of tracking previous graduation cohorts and reaching out to any non-graduates from recent years to try to re-connect them to school. School principals attempt to make contact with any non-graduates from recent graduation cohorts in an attempt to rebuild a connection with them to school programs and graduation options.
- We will provide additional direction and training to school administration and learning support teachers to improve the function of our school-based teams. By increasing the capacity of our school-based teams to identify students in need of additional supports, implement targeted supports, and track progress, we will improve our ability to catch warning signs early and intervene promptly. Effective early interventions will prevent learning difficulties and keep more students on a pathway to graduation.
- We will engage in the exploration and creation of dual-credit pathways to post-secondary education programs in partnership with local First Nations. Dual credit programs will help students prepare and plan for post-secondary transition; in addition, the connection of dual credit courses to education career pathways will support the district's ongoing efforts to identify and train local candidates to work in our schools.

Administrative Procedures

Summer 2026 Review and Revision Summary

a) New Administrative Procedures

AP#	Title	Notes
142	Social Media Guidelines	Outlines expectations for staff regarding use of social media, both for school accounts and for personal accounts
223	School Based Teams	Outlines expectations for regular school based team meetings and function
344	Raj Jaswal Award – Academic Excellence	Separated this out into its own AP, to match the other scholarships (previously contained in AP 340)

b) Updated Administrative Procedures (those receiving substantial revisions)

AP#	Title	Notes
126	Financial Hardship	Enhanced clarity that Principal can only set fees within bounds of Board's Schedule of Fees
140	Acceptable use of computer network and internet	Clarify the appropriate relevant APs that govern online behaviours
201	Selection of Learning Resources	Added section on age-appropriate section of library, and reference to AP 203
203	Challenging the Appropriateness of Learning Resources	Delete phrase about providing an individual's qualifications (FOIPPA concern); changed "filmstrip" to "website" in order to modernize
220	Inclusive Education	Significant updates to more inclusive language
221	Individual Education Plans	Increased emphasis on parent and student involvement
222	Assessment of Individual Students	Updated inclusive language, and use of assessment information to inform programming decisions
225	Evergreen Certificates	Clarified need for parental consent to put a student on an Evergreen track
234	Distributed Learning	Defined the term "home school" for clarity
237	Adult Registration	Altered title to make it more clear that this is not about Adult / Continuing Ed
240	Indigenous Education Council	Additions of key points from Ministerial orders. Expands the previous AP of "what is an IEC" into "what is IEC and how does it operate"

250	Extracurricular Trips	Added cannabis to the list of banned substances for chaperones (used to say alcohol and illegal drugs, but doesn't account for legalization of cannabis)
311	Release from School	Add section stating that any legal guardian can pick up a child unless there is a court order saying otherwise
315	Sickness and Accidents	Added School Protection Plan reporting
330	Student Attendance	Clarified expectations of school administration to respond to student absenteeism
340	District Student Awards	Major re-write of AP 340 to just be about the process for scholarships, nothing about a particular scholarship. Removed Raj Jaswal Award to its own AP
341	District Student awards - citizenship and service	Removed references to the formation of the committee (described already in 340). Opened up possibility of more than one award.
342	District Student Awards - Vocational and Technical	Removed academic criteria, added ADST courses and aptitude and interest. Removed references to the formation of the committee (described already in 340). Opened up possibility of more than one award.
343	District Student Awards – Future Education Workers	Removed reference to community awards (covered in AP 340)
426	District Travel	Add expectation to check condition of vehicle, weather, and road reports; Changed job title(s) to reflect current district organization
430	District organizational chart	Revised to reflect current organizational structure
431	Recruitment and selection of P / VP	Added IEC representation
505	Purchasing and Tendering	Differentiated purchasing procedures for goods and services vs construction and increased approval and tender limits for construction in alignment with other similar districts. Clarified purchasing methods and procedures, removing purchase orders as they are no longer used.

c) Housekeeping updates

AP#	Title	Notes
125	Distribution of Materials and Information	Changed "cleared" to "approved" for clarity
151	Inclement weather and emergency school closures	Fixed minor typos
153	Responding to unexpected health emergencies	Fixed spacing and formatting
155	Communicable Diseases	Changed title of AP from "Bloodborne Pathogens" to "Communicable Diseases" to better reflect the content of the AP
165	Appeals	Changed job title(s) to reflect current district organization
235	Career Prep and Work Experience Programs	Referenced and linked the Ministry of Education Work Experience Program Guide
236	Challenging grade 10,11, 12 courses	Updated reference to Ministry's Handbook of Procedures
260	School Fees	Changed job title(s) to reflect current district organization
300	Eligibility for Admission	Include District Principal title, fixed minor typos
317	Anaphylaxis	Formatting
319	Student Safety in the Woods	Removed reference to out-dated program; Changed job title(s) to reflect current district organization
325	Child Abuse	Formatting
350	Student Conduct	Updated terminology to "code of conduct"
351	Conduct on school buses	Updated terminology from "pupil" to "student"
352	Student Discipline	Fixed typo
353	Damage or Theft by students	Changed job title(s) to reflect current district organization
355	Alcohol or Illicit substances	Added reference to staff and volunteers
356	Student bullying	Inclusion of online bullying
370	Physical restraint and seclusion	Changed job title(s) to reflect current district organization
402	Staffing	Update for inclusive language
404	TTOC and POC	Changed job title(s) to reflect current district organization
409	Criminal record review	Change "will" to "may" in order to ensure more volunteers get checked
410	Employment equity	Modernized inclusive language
420	Occupational safety	Changed job title(s) to reflect current district organization

432	Supervision & evaluation excluded staff	Changed "school principal" to "principal" to account for District Principal and Indigenous Lead
542	Electronic Surveillance	Changed job title(s) to reflect current district organization
550	Minor Maintenance	Changed job title(s) to reflect current district organization
560	Community and personal use of facilities, buses, etc	Changed job title(s) to reflect current district organization; added line about cleaning up after use
562	Community and commercial use for child care	Changed job title(s) to reflect current district organization

DISTRIBUTION OF MATERIALS AND INFORMATION

The School District recognizes its responsibility to ensure that all material and information distributed within or through schools is in the best interests of its students.

1. All material and information distributed within or through schools shall be accurate, focused on student education, and promote the goals of the school. Material and information shall not be biased, sectarian, commercial, nor shall it promote hatred, intolerance or illegal activities.
2. School staff shall ensure that all material and information is appropriate and approved by the School Principal prior to distribution. Any material and/or information that the School Principal deems to be inappropriate for distribution shall not be distributed.
3. The School Principal's decision may be appealed to the Superintendent (or designate).

FINANCIAL HARDSHIP

The School District is committed to ensuring that no student registered in the School District will be denied educational opportunities offered within the School District due to financial hardship.

Where financial hardship exists that would prevent student participation in a curricular or co-curricular activity (such as a music program or trades program), the School District will waive, reduce or provide an alternate option for payment of fees.

1. The School Principal shall determine whether an activity is curricular, co-curricular, or extracurricular and what fees, if any, may be charged, in alignment with the Board of Education's annual Schedule of Fees.
2. In the case of curricular and co-curricular activities, if fees are applicable and the School Principal determines that the payment of fees will cause a financial hardship to a student's family, the School Principal shall waive, reduce, or provide an alternate option for payment of fees and notify the Superintendent (or designate) of the circumstances and details. Privacy shall be maintained at all times.
3. In the case of extracurricular activities, School Principals are not obliged to waive, reduce or provide an alternate option for paying fees; however, School Principals are encouraged to facilitate the participation of those experiencing financial hardship in extracurricular activities.

ACCEPTABLE USE OF COMPUTER NETWORK AND INTERNET

The School District provides an education that is relevant to the demands of a modern society and seeks to develop students who are proficient creators and users of information, media and technology. The School District provides technology to enable educators and students to communicate, learn, share, collaborate, create, and problem-solve.

The School District network (including wired and wireless internet connections, hardware and peripheral devices, software, file storage, email, and internet content) is to be used in a responsible, safe, ethical, and legal manner consistent with the School District Technology Plan.

Guiding Principles

1. Access to online communication and resources is a valuable and necessary part of education. All use of the School District network (student, staff and guest) is governed by AP 140.
2. Online access for students should operate in a supervised collaborative learning environment, with instruction and high expectations for safety, ethics and etiquette.
3. The choosing or recommendation of electronic or online resources by teachers is governed by the criteria for selection listed in AP 201, *Selection of Student Learning Resources*, and is subject to the challenge process outlined in AP 203, *Challenging the Appropriateness of Learning Resources*.
4. Parents must give informed consent before students are permitted to access the network.
5. The School District reserves the right to prioritize the use of, and access to, the network.
6. Consequences for inappropriate use will be consistent with other disciplinary procedures in the School District.

Purpose

1. AP 140 is written to promote positive and effective digital citizenship amongst students and staff. Technologically fluent digital citizens live safely and ethically in an increasingly digital world. They recognize that information posted online is public and permanent and can have a long-term impact on self and others. Expectations for student and staff behaviour as defined in the school Code of Conduct, as well as AP350, AP352, AP356, AP422, AP424, and AP543 apply to online activities.
2. All use of the network must support education and be consistent with the mission of the School District and AP 140.

School District Rights

The School District has the right to restrict or terminate access to and through its network at any time for any reason. The School District further has the right to monitor any network activity in order to maintain both the operation and primary function of the network.

Privacy

1. No user (student, staff or guest) should have any expectation of privacy when using the School District's network.
2. The School District reserves the right to monitor, inspect, copy, and store, without prior notice, information about the content and usage of:
 - the network;
 - user files;
 - user applications;
 - e-mail;
 - internet Access; and,
 - any information transmitted or received in connection with the network.
3. Personal information shall be treated as confidential in accordance with the *Freedom of Information and Protection of Privacy Act* (FOIPPA).

Acceptable Usage

1. All use of the network must be educational in nature and support the School District's mission statement.
2. Acceptable network use by students, staff and guests includes:
 - creation of files, projects, videos, web pages, and other media in support of curricular goals;
 - communication through email, chat, videoconference, social networks, blogs, wikis, and other communication technology for educational purposes;
 - with parental permission, the online publication of student-created materials;
 - staff use of the network for incidental personal use outside of instructional time in accordance with all School District policies and guidelines;
 - connection of staff, student, and guest personal laptops and mobile devices only after receiving approval from the School District Technology Department to ensure that the device is properly equipped and configured. Connection of any personal electronic device is subject to all network policies and regulations.
3. Unacceptable network use by staff, students and guests includes but is not limited to:
 - use for political or commercial gain;
 - downloading or installing software without permission or approval from the Superintendent (or designate)
 - use of profanity, inappropriate or discriminatory language;
 - cyber bullying, hate mail, defamation, or harassment of any kind;
 - use of any user account other than the one assigned to the user;
 - unauthorized access to other School District computers, networks and information systems;
 - hacking or introducing malicious software to the network;
 - accessing, uploading, downloading, storage, and distribution of obscene, pornographic or sexually explicit material;
 - downloading, copying, duplicating, distributing, or storing software, music, sound files, movies, images, or other materials in violation of copyright legislation;
 - attaching unauthorized equipment to the School District network.

Filtering and Monitoring

1. Filtering software is used by both the Next Generation Network (NGN) and the School District to block access to objectionable content.
2. Users understand that while filtering software makes it more difficult to access objectionable content, filtering is not 100% effective. Network users may be exposed to objectionable content.
 - a. Every user must take responsibility for his or her use of the network and avoid objectionable sites.
 - b. The School District will provide appropriate adult supervision of student internet use.
 - c. Any attempts to defeat or bypass the School District's internet filter or conceal internet activity are prohibited.

Internet Safety

1. Students and staff should not reveal personal information (i.e. address, phone number, birth date) on web sites, blogs, podcasts, video, wiki, email, or any other electronic medium.
2. Students and staff should not reveal personal information about another individual on any electronic medium.
3. No student pictures or names can be published on any class, school or School District website without appropriate permission from a legal guardian.
4. Any user who encounters dangerous or inappropriate information or messages must notify an appropriate school authority.

Disciplinary Action

1. All users of the School District network are required to comply with the School District's policy and procedures, and agree to abide by the provisions set forth in the School District's user agreement.
2. Violation of any of the conditions of use could be cause for disciplinary action, including any of the following:
 - suspension or revocation of network privileges;
 - student discipline in accordance with the School Code of Conduct;
 - school suspension;
 - disciplinary action of an employee in accordance with the appropriate Collective Agreement;
 - legal action through law enforcement.

ADDENDUM

Information Letter to Parents:

Dear Parents:

Vancouver Island West School District 84 provides a District-wide network to staff and students for educational purposes. As part of the School District's mandate to provide an education that is relevant to the demands of modern society, we seek to help develop students as conscientious digital citizens. Technology allows students to communicate, share, create, collaborate, and problem solve in engaging and relevant ways.

While there are many benefits to utilizing technology in the classroom, there are some potential hazards. While the School District makes every effort to protect students, through the use of filtering software and staff supervision of computer use, no protection is 100% effective. Students who use the School District network may be exposed to objectionable, offensive or explicit materials. As with other methods of communication, there are also opportunities for students to express themselves inappropriately.

We provide this registration form in order to:

- acknowledge that while the School District institutes a number of protective measures, there is the possibility that students may access inappropriate material;
- advise you that any inappropriate use of the network by students will result in disciplinary action.

Please read the attached Administrative Procedure 140 and discuss it with your child. After reading and discussing the policy, please complete the attached form.

ADDENDUM

Vancouver Island West School District 84

District Network User Agreement Form

Student Statement:

I, _____, have read the Consent for Network Access letter and Computer Network and Internet Acceptable Use (AP 140). I understand the regulations and agree to use the school network in an acceptable way.

Student Name: _____ (print)

Student Signature: _____

Date: _____

Parent Statement:

I, _____, have read the Consent for Network Access letter and Computer Network and Internet Acceptable Use (AP 140). I have discussed these items with my child, and am satisfied that we understand the expectations for appropriate use and the risks involved. I understand that my child may face school discipline for violating the terms of the Acceptable Use procedures. I understand that the School District has taken reasonable precautions to protect my child while on the network. However, I understand that it is impossible to restrict access to all controversial materials and I will not hold the School District responsible for materials acquired via its networks.

Parent Name: _____ (print)

Parent Signature: _____

Date: _____

RESPECTING SOFTWARE LICENSING PROTOCOLS

The School District recognizes that computer software usage is a significant activity in the learning of students and the professional responsibilities of teachers and administrators. The School District requires that all software licensing protocols be adhered to.

Students and School District employees will utilize all software in accordance with the usage and ownership requirements applicable to that software when purchased or licensed.

It is understood that the following will be respected:

- only legally purchased and licensed software will be installed on School District stand-alone computers, networked computers or network servers, in the numbers prescribed by the licensing agreement, by authorized personnel;
- all students and employees will be expected to respect all ownership and licensing protocols relevant to the software being used by the individual student or employee;
- all ownership and licensing protocol disputes, disagreements or other issues will be resolved by appeal to the Superintendent (or designate).

The Board expects that all software will be purchased in the most economical manner while still respecting all relevant public school licensing protocols. There are special agreements in place for the legal purchase and licensing of software that are also intended to provide the best purchase and licensing conditions for the School District and schools.

Students and employees not respecting software purchase and licensing protocols can be disciplined.

ADMINISTRATIVE PROCEDURE

AP 142

Adopted: ??-??-??

SOCIAL MEDIA GUIDELINES

The Vancouver Island West School District recognizes that social media can be a valuable communication tool that allows staff to promote school and District events and activities within the community. When using social media all staff have a responsibility to protect the privacy of students, and to maintain professional boundaries, and model respectful conduct in communications with students, families, and the community.

Purpose

The purpose of this procedure is to ensure that social media usage by employees is consistent with the following expectations:

- community and public confidence in the District and its employees; employees;
- the provision of a safe, healthy, and discrimination-free working and learning environments for students and employees;
- ensuring compliance with District policies, administrative procedures, standards of professional conduct, and professional boundaries; and,
- the District's compliance with privacy legislation and all other applicable laws;
- Provide staff with clear expectations regarding the appropriate, ethical, and responsible use of social media in both their professional and personal roles where such use may affect the District or the employment relationship

This Administrative Procedure sets out the social media guidelines that are consistent with the District's mission, values and expectations and its legal obligations under the *Freedom of Information and Protection of Privacy Act*.

Definitions

Personal social media account - A social media account that is created, maintained, and used by an employee in their personal capacity for non-work purposes. The account is not authorized, managed, monitored, or sponsored by the District or a school, and the employee retains sole responsibility for its content and administration

School/district social media account - A social media account that is created or authorized by the District or a school for official educational, operational, or communication purposes. The account is owned by the District, is subject to District policies and procedures, and is managed, monitored, and maintained by authorized employees or representatives on behalf of the District or school.

Procedure

This administrative procedure sets out the expected separation for the use of personal and school district social media accounts and the standards of conduct for staff in their use of social media.

1. Social Media Account Usage

- 1.1 All staff communications using social media with students, parents/guardians, school district partners, or the broader school district community will take place using school/district social media accounts.
- 1.2 Staff may create a school/district social media account by obtaining approval from their principal or direct supervisor. The principal or supervisor will notify the Assistant Superintendent of any approved school/district social media accounts;
- 1.3 School/district social media accounts created for or by school clubs and/or extracurricular activities are the responsibility of the sponsor teacher under the supervision of the Principal, including account creation, access, and content;
- 1.4 Communications and content on school/school district social media accounts must comply with this procedure and will be subject to monitoring by the school district. The school district reserves the right to remove any posts or content that are inappropriate or in violation of this procedure;
- 1.5 Staff may use their personal social media accounts to follow, re-share, “like,” or comment on posts from school/school district accounts or those of community partners but must maintain their fiduciary responsibility to the employer.

2. Staff Responsibility

- 2.1 Staff are responsible for the content and information they post or share on social media, whether it is posted under a personal social media account or a school district social media account, and whether under their own name, an alias, or anonymously;
- 2.2 Staff are expected to exercise good judgment and uphold the purpose of this administrative procedure (above) in their use of social media;
- 2.3 Online communications are subject to the same standards of conduct as other work-related communications. Staff are expected to maintain appropriate, professional, and respectful practices in their social media communications, including maintaining professional boundaries with students, staff, and parents/guardians and members of the community;

- 2.4 Staff may not post or transmit personal and/or confidential information related to staff or students using social media accounts.
- 2.5 Staff who become aware of social media activity that may place a student or staff at risk are expected to report the matter to the police, social services, and/or their supervisor as appropriate (see AP 325 Child Abuse).

3. Online Correspondence

- 3.1 Staff should communicate with students and parents/guardians about a student's progress using direct, confidential, and secure methods (e.g., school district email, written correspondence, MS Teams, video, or audio calls);
- 3.2 Online correspondence between staff and students should be limited to communication related to course work or school-sanctioned clubs/activities and should use only approved school district digital channels (e.g., MS Teams, school district email);
- 3.3 Online correspondence between staff and parents/guardians must be conducted through approved school district digital channels;
- 3.4 Staff must not initiate or accept electronic "friend" invitations from students on personal social media accounts. Communication with students on social media must be professional in nature and conducted through approved district channels (i.e. MS Teams, district email, school/district social media account)

4. Privacy and Consent

- 4.1 School District staff are subject to the Freedom of Information and Protection of Privacy Act, which governs all collection, use, and disclosure of personal information, including information shared via social media. Managers, supervisors, and principals are responsible for ensuring staff understand their obligations under this legislation (see AP 131 – Freedom of Information and Protection of Privacy).
- 4.2 Before posting pictures, recordings, or other personal information on social media, staff must ensure they have written consent (e.g., media consent form on file at the school) from affected individuals;
- 4.3 Schools are expected to maintain written consent on file from students (or their parents/guardians for those under 13) for the use and publication of personal information via social media. Such consent is optional and may be withdrawn. Staff must verify consent before posting any personal information (including images) of students or staff;
- 4.4 Staff may not publish sensitive student personal information on social media, even with consent. This includes any information that could expose students to embarrassment, risk, or harm, such as mental health or medical data, special needs, contact details, or disciplinary history.

5. Considerations for Personal Social Media Use

5.1 Content shared by staff on personal social media may be interpreted as representing the school district and could impact their professional responsibilities. Staff should thoughtfully consider the impact of their personal social media activity.

5.2 Staff are expected to follow these guidelines with personal social media:

- i) Model an appropriate online presence that maintains public confidence in the school district;
- ii) Use privacy settings to protect personal communications or sensitive content;
- iii) Refrain from bullying, harassing, intimidating, defaming, or discriminating against students, parents/guardians, colleagues, or others in the school district community;
- iv) Avoid posting content that identifies students without proper consent and as permitted by this procedure;
- v) Do not disclose confidential school or school district information;
- vi) Be accurate when publishing information about the school district and correct any errors promptly;
- vii) Use school/school district accounts for work-related posts and personal accounts for personal content;
- viii) Consult their principal or supervisor if unsure about the appropriateness of social media use;
- ix) Ensure that any professional content complies with copyright and fair use laws, including proper attribution and avoiding plagiarism.

6. Annual Review

6.1 School principals and supervisors will review this procedure with their staff on an annual basis.

INCLEMENT WEATHER AND EMERGENCY SCHOOL CLOSURES

This administrative procedure outlines the School District's expectations for employees during inclement weather.

In all cases:

1. School Principals will report problems with weather, road conditions, plumbing, heating, ventilation, or any other issues of a nature to be detrimental to the health or safety of students and staff to the Superintendent (or designate).
2. Emergency school closures, cancellation of bus runs, and/or early dismissal will only occur as approved by the Superintendent (or designate) after consultation with the School Principal and other School District staff / outside agencies as needed.
3. The Superintendent (or designate) will approve and confirm emergency school closures, cancellation of bus runs and early dismissals on a day-to-day basis only.
4. Non-operation of school busses does not mean an automatic closure of the school.
5. Employees are not excused from duties when school busses do not run, during an early dismissal, or during a school closure.
6. If employees are unsure as to their ability to report to work due to weather, road conditions, or other factors, they must contact their School Principal for instructions. If their School Principal is not available, they must contact the School Board Office for direction.

In the specific instance where employees are caught out of their home community during inclement weather, the following shall apply:

1. If the RCMP closes the road, the employee shall be granted a discretionary day of leave if available; otherwise, for the first day only, the employee shall not lose a day's pay.
2. If the employee decides that they are not able to travel even though the RCMP has not closed the road, they may be granted a discretionary day of leave if available; otherwise, they may be granted a personal leave without pay. CUPE employees also have the option of accessing vacation leave, if available.
3. In either of the two situations above, the employee must communicate their expected absence to their School Principal or Supervisor as quickly as possible. If the School Principal or Supervisor is not available, they must call the School Board Office.

In all instances, employees are urged to make wise decisions when travelling to and from their home communities during the winter season. It is important that vehicles are properly equipped, and that employees leave themselves plenty of time to get back to their home communities so that they can report to work when required.

Responding to Unexpected Health Emergencies

Purpose

A timely and effective response to unexpected health emergencies is essential to ensuring a safe school environment. Unexpected health emergencies can occur without warning and require immediate action to improve survival outcomes by providing critical intervention before emergency responders arrive. By ensuring that schools are equipped, trained, and prepared to respond to health emergencies, the district supports the safety, well-being, and confidence of all students, staff, families, and community members.

This Administrative Procedure aligns with the Ministry of Education and Child Care's Response to Unexpected Health Emergencies guidelines and supports the Board's publicly available policy on this matter.

Implementation Timelines

- AEDs and naloxone kits shall be installed in all SD84 secondary schools by December 31, 2025.
- All SD84 elementary schools will be equipped by September 8, 2026.

Definitions

- **Unexpected Health Emergency:** A sudden or unforeseen medical event requiring immediate intervention before emergency medical services arrive (e.g., cardiac arrest, opioid overdose, anaphylaxis, severe asthma attack, or other life-threatening incidents).
- **Automated External Defibrillator (AED):** A portable electronic device that automatically diagnoses and treats life-threatening cardiac arrhythmias through defibrillation.
- **Naloxone:** A medication designed to rapidly reverse opioid overdose by restoring normal respiration.
- **Responder:** Any staff member, volunteer, or community member who provides emergency assistance.
- **Designated Staff:** School administrators, First Aid Attendants, or other trained individuals assigned emergency response responsibilities.
- **Barrier-free Access:** Placement and design that ensure equipment is accessible to all users, regardless of physical ability.
- **Non-stigmatizing Presentation:** Display and communication practices that present emergency tools in a supportive, inclusive, and non-judgmental manner.

Procedures

All schools in SD84 shall be equipped with readily accessible lifesaving first-aid tools, including Automated External Defibrillators (AEDs) and Naloxone kits.

AEDs and naloxone kits shall be:

- Readily accessible and located in barrier-free areas to accommodate diverse user needs.
- Clearly marked with standardized signage to support easy identification and use.
- Inspected routinely (monthly minimum) to ensure functionality and monitor expiry dates.
- Presented in a non-stigmatizing and inclusive manner to encourage comfortable and equitable use.

Emergency Response Protocol

When an unexpected health emergency occurs, staff shall follow these steps:

1. Assess the Scene – Ensure the environment is safe for responders and bystanders.
2. Check Responsiveness and Breathing – Determine whether the individual is conscious and breathing.
3. Call for Help – Direct a staff member to call 911 immediately and retrieve the AED or naloxone kit.
4. Provide First Aid – Follow First Aid training appropriate to the emergency.
5. Use Emergency Equipment – Apply AED pads and follow prompts; administer naloxone if indicated.
6. Continue Care Until EMS Arrives – Provide ongoing first aid until emergency responders assume care.
7. Protect Dignity and Privacy – Clear unnecessary bystanders and ensure privacy.
8. Notify Emergency Contacts – Inform the parent/guardian or designated contact once stable.

Post-Incident Documentation, Notification, and Debriefing

- Staff shall complete required First Aid and Incident Reports promptly.
- The principal or designate shall notify the District Health and Safety Officer.
- AED or naloxone use shall be documented per Occupational Health & Safety procedures.
- Principals shall coordinate a post-incident debrief with involved staff.
- Equipment used must be replenished, reset, or replaced promptly.

Roles and Responsibilities

District Office:

- Ensure implementation, budgeting, and acquisition of AED and naloxone equipment.
- Oversee AP review and ensure alignment with Ministry updates.
- Ensure universal access to required training.

Operations Supervisor:

- Maintain AEDs per manufacturer instructions.
- Oversee replenishment of naloxone kits.

Health and Safety Officer (Assistant Superintendent):

- Review inspection logs annually.
- Ensure compliance with WorkSafeBC requirements.
- Support post-incident debriefing.

Principals and Vice Principals:

- Ensure AEDs and naloxone kits are installed, accessible, and properly maintained
- Ensure staff receive required training and annual orientation.
- Incorporate emergency response procedures into school safety plans.
- Lead documentation and follow-up after incidents.

School-Based OH&S Committees:

- Conduct monthly inspections to confirm AED functionality and check naloxone expiry.
- Review training records during safety audits.

All Staff:

- Know the location of AEDs and naloxone kits.
- Respond according to training and comfort level.
- Participate in annual refresh and awareness training.

Training

- First Aid Attendants and administrators shall receive annual AED and naloxone training.
- All staff shall receive annual notification of purpose, presence, and location of equipment.
- Training records retained at the school level and reviewed during safety audits.
- Optional awareness training supported by the district.
- Good Samaritan Act protects voluntary responders acting in good faith.

Inspection and Maintenance

- OH&S teams shall inspect AEDs and naloxone monthly.
- Operations Supervisor ensures AED maintenance and naloxone replenishment.
- Inspection logs retained for at least five years and reviewed annually.

Accessibility, Equity, and Cultural Safety

All equipment and communications shall:

- Ensure barrier-free access.
- Use Ministry-approved signage.
- Be culturally safe and non-stigmatizing, especially in Indigenous and rural contexts.
- Promote inclusive understanding through awareness and education.

Privacy and Information Sharing

- Personal information shall be handled under FOIPPA.
- Only necessary information may be shared with those who need to know.
- Health information must remain confidential.
- Staff must respect dignity and privacy throughout.

Integration with Emergency Response Plans

- This Administrative Procedure shall be referenced in each school's Emergency Preparedness Plan and First Aid Plan.
- Schools must include AED and naloxone response procedures in emergency drills and orientations.

Public Availability

This procedure will be posted on the SD84 website and shared annually with administrators and Health & Safety Committees.

Review Cycle

This procedure will be reviewed every two years, or following any incident, or upon Ministry or WorkSafeBC updates.

COMMUNICABLE DISEASES

The School District recognizes its responsibility to provide as safe an environment as reasonably possible for students and employees, as well as its obligations to deal with each student and employee with equity and due regard for privacy and to protect students and employees from harmful contact with pathogenic organisms.

Actions taken in the School District to deal with communicable diseases and disease-causing organisms shall be governed by the following considerations:

1. Students diagnosed with serious infectious illnesses continue to have the right to an educational program and to receive the program in the least restrictive environment possible.
2. Infected employees have the right to continue their employment as long as they are able to fulfill duties without risk to themselves or others.
3. Since serious infectious illness is primarily a medical problem, the guidance of the Medical Health Officer should be sought when planning an education program for an infected student or when determining whether it is safe (for self and others) for an infected employee to continue in his or her current duties.
4. Infected students and employees, as with any other illness, should be provided the maximum degree of confidentiality that is compatible with the safety of other persons.
5. Specific procedures as outlined in the School District's Health and Safety Program (Biohazardous Control Program) shall be communicated to, and followed by, all employees concerning practices to prevent harmful contact with all blood, body fluids, secretions, and excretions.

APPEALS
(Section 11 of the School Act)

Employee decisions relating to individual students should be carried out in accordance with principles of fairness. The appeal process should encourage all parties to disputes to understand the concerns of the other parties and make good faith efforts to resolve disputes to mutual satisfaction.

The School District generally encourages complaints and disputes to be dealt with at the point closest to where the dispute first arises (see AP160).

If an employee's decision is disputed or a complaint is made about an employee's decision, the dispute or complaint is not resolved to the satisfaction of the student or the parent of the student affected, and the decision significantly affects the education, health or safety of the student, the School District recognizes the right of a student and/or his or her parents (including guardians and persons acting in place of parents) to appeal to the Board.

The School District also recognizes that employee decisions that do not significantly affect the education, health or safety of a student are within the final authority of the Superintendent (or designate) as the School District's Chief Educational Officer.

SELECTION OF LEARNING RESOURCES

The selection and use of learning resources must be consistent with the Principles of Learning, with Resource-Based Learning and with Provincial Curriculum Documents. In addition to the wide range of materials in the Provincial lists of Recommended Resources and the Grade Collections, there are other appropriate resources which staff may select to meet the needs and interests of our student population.

The School District supports the provision of a wide range of learning resources at varying levels of difficulty and with diversity of appeal to meet the needs of students and teachers.

Definition:

For the purpose of this procedure, the term "learning resources" will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes during instructional time. Learning Resources include print and other audio and visual materials, computer software, websites, computer accessible data, community agencies, organizations and people.

1. The primary objective of learning resources is to support and enrich the implementation of the educational program of the school.
2. To this end, the School District affirms that it is the responsibility of its professional staff:
 - to utilize only resource materials that support and enrich the curriculum;
 - to utilize materials which will permit young citizens to practice critical analysis and to make informed judgements;
 - to provide materials representative of our multi-cultural and pluralistic community;
 - to ensure learning resources are appropriate to the age of the students involved.
3. The primary selection guides for learning resources are the lists of Recommended Resources found in the Curriculum Collections published by the Ministry.
4. Resources providing only entertainment value and not directly related to the learning outcomes of a curriculum should not be used during instructional time.

Responsibility for Selection of Learning Resources

While selection of learning resources may involve many people (administrators, teachers, students, parents, community persons, resource centre personnel), the responsibility for coordinating the selection of school learning resources and making the recommendation for purchase or use rests with the School Principal and professional personnel.

Criteria for Selection of Learning Resources

- a. The following criteria will be used as they apply:
 - i. Learning resources shall support and be consistent with the general educational goals and curriculum of the Province and School District and the aims and objectives of individual schools and specific courses.
 - ii. Learning resources shall meet high standards of quality in factual content and presentation.
 - iii. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
 - iv. Learning resources should help students gain an awareness of our pluralistic society.
 - v. Learning resources should motivate students and staff to examine their own attitudes and behaviours and to comprehend their own duties, responsibilities, rights, and privileges as participating citizens in our society.
 - vi. Biased or slanted learning resources may be provided to meet specific curriculum objectives; for example, to recognize propaganda and its purpose in a given context or to balance an argument.
 - vii. Attention to gender equity and multiculturalism shall be maintained in the selection and use of learning resources.
 - viii. Where a rating on a resource suggests parental guidance, individual parental permission should be sought before the resource is used.
- b. The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views.
- c. Emphasis will be placed on the selection of Canadian learning resources where appropriate.

Procedures for Selection of Learning Resources

- a. In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. The actual resource will be examined whenever possible.
- b. Recommendations for purchase or other acquisition may involve administrators, teachers, students, School District personnel, community persons and parents as appropriate.
- c. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
- d. Learning resource selection is an ongoing process which should include the removal of materials which are no longer appropriate according to the criteria for the selection of learning resources.

Entertainment Resources

Resources providing only entertainment value may be used as part of an extracurricular activity and shall be rated for, and appropriate to, the age of the students involved.

Resources in School Libraries and Learning Commons

It is important that schools provide learning resources that are suitable and developmentally appropriate for students of all ages and abilities enrolled at the school. Given the wide range of ages and developmental levels in K-12 schools, school library and learning commons collections should ensure:

- a. the availability of various resources on a particular topic that are appropriate for a range of reading and developmental levels;
- b. that procedures are in place to prevent access to age-inappropriate materials for younger students (for example, a “Teen / Young Adult” section in the library of a K-12 school that is not accessible to primary students).

Process for Challenging the Appropriateness of Learning Resources

The appropriateness of any learning resource may be challenged by any resident, employee, or student using the process defined in Administrative Procedure 203.

CHALLENGING THE APPROPRIATENESS OF LEARNING RESOURCES

The appropriateness of learning resources used in the schools of the School District may be challenged by any resident, employee or student by using the process approved by the School District for this purpose.

Guiding Principles

1. Any resident or employee of the School District may raise objection to learning resources used in a school's educational program despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting learning resources.
2. The School Principal should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by procedures enacted by the School District.
3. Although it is the learning resources which are challenged, the principles of the freedom to read/listen/view must be defended as well.
4. Access to challenged material shall not be restricted during the reconsideration process.
5. The major criterion for the final decision is the appropriateness of the material for its intended educational use.
6. A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection and/or use of the material.

Request for Informal Reconsideration

- a. The school receiving a complaint regarding a learning resource shall try to resolve the issue at the school level.
- b. The School Principal or other appropriate staff shall explain to the questioner the school's selection procedure, and criteria used in selecting the resource.
- c. The School Principal or other appropriate staff shall explain the particular place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.
- d. If the questioner wishes to file a formal challenge, a copy of the School District "Selection of Learning Resources" procedure (AP 201), a copy of the School District "Challenging the Appropriate of Learning Resources" procedure (AP 203) and a "Request for Reconsideration of Learning Resources" form shall be provided by the School Principal to the party concerned.

Request for Formal Reconsideration of School-Based Resources

a. Preliminary Procedures

- i. Each school will keep on hand and make available “Request for Reconsideration of Learning Resources” forms. All formal objections to learning resources must be made on these forms.
- ii. The “Request for Reconsideration of Learning Resources” form shall be signed by the questioner and filed with the Principal.
- iii. The Superintendent (or designate) shall be informed by the School Principal of the formal complaint received.
- iv. The request for reconsideration of materials in school-based collections shall be referred to a reconsideration committee at the school level for re-evaluation of the resource.

b. The Review of Learning Resources Committee

Upon receipt of a request for formal reconsideration of a learning resource:

- i. For learning resources in school-based collections, the School Principal is responsible for:
 - (a) Forming the Review of Learning Resources Committee. When appropriate, membership should include:
 - one member of the staff of the School District chosen by the Superintendent (or designate);
 - one member of the school teaching staff chosen by the school staff;
 - one member of the school Parent Advisory Committee chosen by the Committee;
 - one student chosen by the student body (when appropriate).
 - (b) Naming the convener of the Review of Learning Resources Committee.
 - (c) Establishing a meeting date as soon as possible after the complaint is received.
- c. The Review of Learning Resources Committee may choose to consult professional support staff and/or community persons with related professional knowledge.
- d. The Review of Learning Resources Committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the School District's Selection of Learning Resources policy.

Resolution

- a. The Review of Learning Resources Committee shall proceed within these guidelines:
 - i. Examine the challenged resource.
 - ii. Consider written submissions by community members in a session which includes an opportunity for Committee members to question presenters.
 - iii. Determine professional acceptance by reading critical reviews of the resources.
 - iv. Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context.
 - v. Discuss the challenged resource in the context of the educational program.
 - vi. Discuss the challenged item with the individual questioner when appropriate.
 - vii. Determine a final recommendation in-camera.
 - viii. Prepare a written report which will include the procedures followed, the minutes of meetings, and the rationale for the decision made by the Committee.

-
- b. The decision and rationale shall be discussed with the individual questioner and appropriate staff if requested.
 - c. The written report shall be retained by the School Principal, with copies forwarded to the Superintendent (or designate). A minority report may also be filed.
 - d. Written reports, once filed, are confidential and available for examination by Trustees and appropriate officials only.
 - e. The decision of the respective Review of Learning Resources Committee is binding on the individual school.
 - f. Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the Review of Learning Resources Committee to the Board as the final review panel.

Vancouver Island West School District 84

REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

Initiated by: _____

Telephone: _____ Address: _____

School: _____

Age or Grade of Student(s) Using the Challenged Material: _____

REPRESENTING:

Self _____ Group (Give Name): _____

Organization (Give name): _____

RESOURCE QUESTIONED:

Book:

Author _____

Title _____

Publisher _____

Copyright Date _____

Hardcover _____ or Paperback _____

Non-book:

Type of Resource _____ (Magazine, Film, Website, , Record, etc.)

Title/Name _____

Publisher or Producer (if known) _____

Please respond to the following questions. If sufficient space is not provided, feel free to use additional sheets of paper.

1. Did you review the entire item? Yes _____ No _____
If not, what sections did you review?

2. To what do you object? Please be specific:

3. What do you believe is the main idea of this material?

4. What do you feel might be the result of a student using this material?

5. Is there anything good about this material?

6. In your opinion, for what age group would this material be more appropriate?

7. Are there any resources you would recommend to replace this material?

Date: _____

Signed: _____

PLEASE RETURN THIS FORM TO THE SCHOOL PRINCIPAL.

Vancouver Island West School District 84

ADMINISTRATIVE PROCEDURE

AP 220

*Adopted: 11-18-22
Amended: 08-26-26*

INCLUSIVE EDUCATION SERVICES

The School District recognizes and accepts the unique needs of each individual within our community of learners and is committed to providing quality education for all students.

The School District acknowledges the need for meaningful parental consultation and the important role that parents play in a child's education and will provide information and opportunities for ongoing consultation regarding their child's educational program.

To enable students who have special needs to develop to their full potential, the School District believes in the delivery of inclusive education services that value the practice of inclusion and provide opportunities for all students to pursue School District and personal goals in all aspects of their education.

The School District supports early identification and intervention, promotes equitable access to appropriate educational assessments, programs and resources, and recognizes that some students benefit from differentiated, adapted and modified programs.

Definitions

Students with disabilities or diverse abilities have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature, or have a learning disability or have exceptional gifts or talents.

The practice of inclusion goes beyond the idea of physical location and incorporates basic values that promote participation, friendship and interactions in the least restrictive environment.

Services/Supports

All program decisions will be made according to the Ministry of Education's *Inclusive Education Services: A Manual of Policies, Procedures and Guidelines*, the School District's Administrative Procedures and within the resources available.

Within the limitations of each school's facilities and supplemental funding provided by the Ministry of Education, all students with disabilities or diverse abilities will have equitable access to support services and programs.

Inclusive education services are primarily delivered at the school level. Schools can access specialized support services and programs coordinated at the District level when necessary and as resources permit.

Inclusive Education Assessment

The purpose of an assessment, conducted by School District personnel or outside professionals working in service to the School District, is to determine the student's strengths and needs and to assist in the development of an educational program.

Schools shall carry out assessment for the purpose of screening students whose achievement and/or performance may suggest the need for additional support services. Assessment will only be completed with the signed consent of the parents/guardians. Results of the assessments will be communicated and interpreted to the parents/guardians and the findings will be outlined in a written report. It is the responsibility of the School District to determine whether the student meets Ministry of Education criteria in order to be formally designated as having an inclusive education designation or category.

Reporting Student Progress

Parents/guardians of students with disabilities or diverse abilities will receive progress reports in accordance with the regularly scheduled reporting periods. For students who are expected to achieve or surpass the learning outcomes set out in the Provincial curriculum, regular reporting procedures will be followed. Adaptations must be documented and included in the progress report. Students who are working on modified goals may receive structured written comments reflecting achievement of their individual goals in their Individual Education Plan (IEP). The most appropriate form of reporting is determined by the School Based Team.

Placement in Special Programs

Students with disabilities or diverse abilities may receive instruction and/or support beyond the regular classroom. The appropriateness of placement in a program or class will be determined by the school and School District personnel in consultation with parents and, where appropriate, the student.

The placement of students in special programs or classes shall be made with the knowledge and understanding of parents/guardians.

Transition Planning

Schools will develop transition plans for students with disabilities or diverse abilities moving from preschool to elementary school, elementary to secondary school and secondary to post-secondary programs or community services. Transition plans will also be developed for students with disabilities or diverse abilities transferring between programs, schools or districts.

Collaboration with Other Ministries and Community Agencies

Where appropriate, schools will consult and collaborate with other ministries and/or community agencies to develop a cohesive, consistent plan that supports the student and the family.

Accountability

The School District is accountable for providing opportunities for student achievement and success. The School District will monitor and review expenditures, services and programs which support students with disabilities or diverse abilities.

Appeal Process

A student or a parent/guardian of the student has a right of appeal as per School District 84 *Appeal Bylaw No. 2*.

The Ministry of Education's Inclusive Education Services: *A Manual of Policies, Procedures and Guidelines* can be viewed at: https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/inclusive_ed_policy_manual.pdf

INDIVIDUAL EDUCATION PLANS

Support for students with disabilities and diverse abilities works best when there is collaboration and ongoing consultation among teachers, administrative and support personnel, parents, students and representatives of district/community/regional agencies. It is important that parents/guardians and students have the opportunity to be active participants in the process of developing an Individual Education Plan, feel welcome as partners, and are encouraged to contribute throughout the process.

1. An Individual Education Plan will be created for each student designated in a Ministry of Education inclusive education category, and updated at least annually. The Individual Education Plan will be designed for the specific needs of the individual student and will include:
 - a) appropriate goals and objectives for the student's learning;
 - b) additional support services for the student that will be provided by the school / District;
 - c) adaptations to learning materials, instructional methods, or assessment methods that will enable the student to attain the goals of the Individual Education Plan;
2. Parents must be offered the opportunity to consult on the creation and updates to the Individual Education Plan. Documentation of the school's invitations to consult on the Individual Education Plan will be kept in the student's Inclusive Education file.
3. Teachers are required to add essential dates and student data, names of persons other than the teacher involved in program delivery, student strengths, evaluation methods, and review dates.
4. Individual Education Plans will be established for each student with disabilities or diverse abilities who is designated in a Ministry of Education inclusive education category.:
4. According to the Ministry of Education and Child Care's Inclusive Education Manual, Individual Education Plans are not required for:
 - a. any student with less than 25 hours of remedial instruction in any form, from a person other than the classroom teacher;
 - b. any student with only minor adaptations to program presentation/delivery.
5. Students who may require Individual Education Plans and attendant services will be referred to the School Based Team and, upon adjudication by that group, interventions, referrals for additional supports, or program adaptations will be recommended. The School Based Team will consist of the parent(s) and all stakeholder persons including classroom teacher(s), Special Needs Education Assistant(s) and Special Services provider(s) involved in the delivery of a program for a student being referred. This group must meet on a regular schedule.
6. The design of Individual Education Plans is the responsibility of the Learning Assistance Resource Teacher and must be completed in cooperation with the classroom teacher.

7. Students should be included in all phases of the development and implementation of their Individual Education Plan, unless they are unable or unwilling to participate.
8. Communication of student learning for students with an Individual Education Plan will take place at regular reporting intervals according to AP 220 (Communicating Student Learning). Written, summative, and informal communications of student learning for students with an Individual Education Plan will include all required curricular reporting as well as progress reporting on the Individual Education Plan goals.

ASSESSMENT OF INDIVIDUAL STUDENTS

Assessment is used to gather information in order to make appropriate educational decisions for students. The School District requires that professionally recognized and accepted educational assessments be conducted to inform the decisions of school-based educators who have the responsibility for the development and delivery of the educational programs for students whose needs are not met in the regular program of instruction.

1. Referral for assessment is initiated through the School Based Team by the parent, classroom teacher, School Principal, or the Learning Assistance/Resource Teacher.
2. The responsibility for Level B assessments lies with the school.
3. Should the Level B assessment identify the need for a higher level of assessment (Level C), the School District will coordinate the scheduling and completion of these assessments within the approved budget and the established priorities for Level C assessments.
4. The school requires the permission of parents before proceeding with the Level B or C assessments.
5. Parents will be informed of the findings and recommendations of each Level B and C assessment.
6. The School Based Team will use its professional judgment, informed by the results and recommendations of any assessments, to determine an appropriate educational program for the student.
7. An IEP (Individual Education Program) will be designed for a student with disabilities or diverse abilities, as soon as practical after the student is so identified by the Board, unless:
 - a. The student with special needs requires no adaptation or only minor adaptations to educational materials, or instructional or assessment methods;
 - b. The expected learning outcomes established by the applicable educational program guide have not been modified for the student with special needs; and,
 - c. The student with special needs requires in a school year, 25 hours or less remedial instruction, by a person other than the classroom teacher, in order for the student to meet the expected learning outcomes referred to in Paragraph (b) above.

ADMINISTRATIVE PROCEDURE

AP 233

Adopted: 14-09-26

SCHOOL BASED TEAMS

A school-based team is an on-going team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students with special needs within the school.

1. The School Principal is responsible for ensuring that the School Based Team is operating effectively in their school. This includes ensuring that:
 - a. a chairperson is appointed for the School Based Team;
 - b. the School Based Team is meeting regularly, at least once every two weeks;
 - c. the schedule for School Based Team meetings is distributed to all staff;
 - d. staff attend School Based Team meetings as required, as detailed in this Administrative Procedure;
2. The School Based Team is responsible for:
 - a. Planning and coordinating services for students in the school with diverse learning needs;
 - b. Providing opportunities for consultation with classroom teachers on instructional and classroom management strategies;
 - c. Supporting teacher in implementing appropriate strategies to support diverse learning needs;
 - d. Identifying the need for referral, and initiating the referral, to district-based supports such as:
 - i. Speech language pathology;
 - ii. Occupational therapy;
 - iii. Physiotherapy;
 - iv. School psychology (i.e. Level C assessment);
 - v. Behaviour consultant;

- vi. Counselling;
 - e. Identifying the need for referral, and initiating the referral, to community supports and organizations;
 - f. Determining follow-up actions and assigning responsibility for those actions;
 - g. Monitoring the effectiveness of actions and interventions;
- 3. School Based Teams will operate in a spirit of partnership and consultation with parents and guardians. School staff will inform parents / guardians of any referrals of their student to the School Based Team, and parents / guardians are welcome to attend the School Based Team meeting when their child's needs are being discussed.
- 4. School Based Team meetings will be conducted in a manner than is student-centered, positive, and solution-oriented.
- 5. The School Based Team must include the following members:
 - a. School Principal;
 - b. Learning Assistance Resource Teacher;
 - c. Counsellor;
 - d. Youth and Childcare Worker;
 - e. Classroom teacher;
 - f. Education Assistant(s) working directly with the student;
 - g. Staff making the referral (if different from above).
- 6. The following staff members should be invited as appropriate to the needs of the student:
 - a. Indigenous support worker(s)
 - b. District specialist service providers (OT, SLP, etc.);
 - c. Teacher of the Deaf / Hard of Hearing;
 - d. District Inclusion consultant.
- 7. At the first School Based Team meeting of the school year, the team will appoint a chairperson. The chairperson:
 - a. Sets the agenda for meetings and distributes the agenda prior to the meeting;
 - b. Chairs the meeting and ensures that meeting norms are followed;
 - c. Collects referrals, ensures referrals are complete, and schedules referrals into School Based Team meetings;

- d. Informs the all required members of the School Based Team (teachers, support staff, invited district staff) of the subject and date of the referral;
 - e. Invites the parent / guardian to attend the School Based Team meeting, and documents the date and time of the invitation;
- 8. At the first School Based Team meeting of the school year the team will appoint a Note-Taker. This note-taker:
 - a. Will not be the chairperson;
 - b. Keeps notes using district School Based Team minute forms, recording discussion, solutions, and action items for follow-up;
 - c. Ensures that notes for individual students are kept separate to ensure confidentiality;
 - d. Files notes in the student's (i) Inclusive Education file (if the student has an Inclusive Education designation), or else (ii) Student file (if the student does not have an Inclusive Education designation);
 - e. Distributes the notes to the members of the School Based Team.
- 9. Any staff member may make a referral to the School Based Team. Parents / guardians may request a referral to the School Based Team.
- 10. Referrals to the School Based Team should be initiated promptly when concerns about a student's learning progress, behaviour, mental health, or attendance arise.
- 11. Referrals to the School Based Team will be made on the School Based Team referral form.
- 12. School Based Team meetings are distinct from Individual Education Plan (IEP) planning meetings.

EVERGREEN CERTIFICATE

A student with disabilities or diverse abilities who successfully completes an educational program other than the graduation program will be eligible for an Evergreen Certificate. The Evergreen Certificate recognizes the accomplishments of an individual student, who has succeeded in meeting the goals of their Individual Education Programs other than graduation. Parents or guardians of the students must be consulted on all decisions.

1. Any student who is on a program that leads to an Evergreen Certificate must have an Individual Education Plan (IEP). The IEP must clearly indicate that the program of studies will not lead to a Certificate of Graduation (Dogwood Certificate).
2. Parents must be consulted prior to any changes to a student's educational program that may affect their graduation status. Prior to any changes to a student's program that would place the student on a path towards an Evergreen Certificate, parents/guardians must provide written consent, documented in the student's Inclusive Education file, that states that the parents/guardians understand that the changes to the student's program will lead to non-graduation.
3. To be eligible for an Evergreen Certificate, a student must meet the following criteria:
 1. completion of the goals of an Individual Education Plan (IEP)
 2. completion of a Transition Plan
 3. completion of Work Experience Requirements
 4. completion of Physical Activity Requirements
4. Evidence of the criteria being met will be recorded in an Employability Skills Portfolio.
5. Schools will establish processes to ensure that student progress is reported to the Ministry of Education according to Ministerial Reporting Orders, and in such a way as to enable the Ministry to issue the Evergreen Certificate and transcript to students who are not on a graduation program. Transcripts should reflect both Ministry Authorized and Locally Developed courses.

DISTRIBUTED LEARNING

Distributed learning provides the flexibility to meet the learning needs of students with conventional timetable challenges. This is particularly evident in small rural schools that have great difficulty offering a range of courses taught by teachers with appropriate specialized coursework and background education. Distributed learning increases the equity of access to education, specifically providing choice for those students who have restricted options.

1. Definitions

- a. **“Distributed Learning”**: A method of instruction that relies primarily on indirect communication between students and teachers, including internet or other electronic-based delivery, teleconferencing, or correspondence.
- b. **“Distributed Learning School”**: A school or francophone school that offers instruction by means of distributed learning only.
- c. **“Home School”**: The school in School District 84 where the student is currently enrolled and receiving in-person instruction

2. Students will be authorized to enroll in distributed learning courses on the following basis:

- d. Schools will inform and orient students and parents to the opportunity to access distributed learning as an option for course selection and registration through the annual student course selection process.
- e. Students and parents will be informed and counselled on the attributes that are suited to successful learning in a distributed learning model.
- f. The preferred model for the delivery of distributed learning is in a classroom in which the student is in a teacher supervised classroom in the home school while completing the course provided by a teacher of a distributed learning school. The School Principal will endeavour to meet this ideal within the limitations of staffing and the school's timetable.
- g. Students registered in a school, other than a distributed learning school, in Grades 10 to 12 are currently eligible to register in a distributed learning course at no cost to the student or the home school. Parents of a student attending a school in the School District in Grades K-9, who choose to register the student in a distributed learning course, are responsible for determining and paying any costs associated with course registration.

CAREER PREPARATION AND WORK EXPERIENCE PROGRAMS

Career Programs include Career Preparation Programs (including Work Experience), Career Technical Centre Programs, Co-operative Education Programs, and Secondary School Apprenticeship Programs.

Career Programs including Work Experience can assist students in their preparation for the world of work and for career-related studies in post-secondary educational institutions and apprenticeship programs. Work Experience Programs will comply with Ministerial Orders, Ministry Regulations and other legal and statutory requirements. The School District authorizes Work Experience Programs for students 15 years of age or older in accordance with the Ministry of Education policies and Ministerial Orders and WorkSafeBC requirements for such programs.

Each school wishing to establish Career Preparation or Work Experience Programs must establish guidelines that follow the Ministry of Education and Child Care's [Work Experience Program Guide](#) respecting the conduct, supervision and participation of students in the programs, Such guidelines will be made available to the Superintendent (or designate).

Participation in a Work Study Program

The school will not permit a student to participate in a Work Experience Program unless:

- a. the student is
 - i. 15 years of age or older; or,
 - ii. approved by the Superintendent (or designate);
- b. the student will be covered by the *Workers' Compensation Act*; and,
- c. there is on file at the school, a written agreement setting out the terms of the work experience placement in accordance with the Ministry of Education policies and Ministerial Orders and WorkSafeBC requirements for such programs completed by:
 - i. the employer who has agreed to supervise the student during the placement;
 - ii. the student, and the student's parent, in the case of a minor student; and,
 - iii. the school.

PROCESS FOR CHALLENGING GRADE 10, 11 and 12 COURSES

General Conditions for the Challenge Process

1. Students may challenge for credit only Grade 10, 11 and 12 provincially authorized or Board/Authority Authorized courses offered by the School District.
2. For a challenge to be successful, students must demonstrate they have met the prescribed learning outcomes of a course. A successful challenge requires that the students satisfy the same level of standards expected of those participating in regular scheduled classes. A successful challenge will award students a letter grade and percentage mark.
3. There is no limit to the number of courses that students may challenge; however, students may only challenge a course once and the challenge must apply to the entire course.
4. A student must challenge the entire course as defined by provincial or local specifications.
5. The Board will develop challenge procedures after one year of the date of the full implementation of the related provincial curriculum. The same schedule will apply to any Grade 10, 11 or 12 course developed locally by the School District.
6. The student must be made aware of content, skills and process that will be evaluated during the challenge assessment, inclusive of criteria, standards and performance scales.
7. The student must accept the burden of proof that all work presented is authentically his or her own effort and creation.

Student Eligibility for the Challenge Process

1. A student must be enrolled in the School District or registered for home schooling. A student who is enrolled in a distance education school will pursue the challenge process established by the distance education school.
2. The student is obliged to submit evidence of identification at time of application for a course challenge.
3. Challenges may be conducted at anytime during the school year.
4. The student is required to make application a minimum of one month prior to the assessment of said challenge. A School District application form shall be provided and returned to the school.
5. Prior to engaging a student in the challenge process, a school will review the student's documentation of prior learning to determine if credit can be awarded through Equivalency (as per the BC Ministry Handbook of Procedures).

-
6. A student should be able to demonstrate readiness to challenge a specific course for credit. The following are indications of readiness:
- strong evidence that the student is prepared to achieve the prescribed learning outcomes for the course;
 - recommendations and assessments of readiness from teachers who are familiar with the student and/or the course to be challenged;
 - evidence that the student acquired the relevant learning outside the school or classroom.
7. The readiness of the student will be evaluated in consultation with the student and parent.

Courses Eligible to be Challenged

- Only Grade 10, 11 and 12 courses may be challenged; however, the student may be enrolled in any grade.
- The School District will only provide a challenge procedure for the courses which are being taught in the School District schools.

Assessing and Evaluating the Challenge

- The challenge process can use a variety of professionally creditable assessment and evaluation methodologies, which can include:
 - laboratory demonstrations;
 - oral presentations;
 - portfolios;
 - interviews;
 - competent written adjudication that confirms that specific tasks have been successfully completed;
 - a conversation in another language;
 - completed projects;
 - written or oral examinations;
 - other assessment strategies defined by the School District.
- The review process will not exceed three hours on any given day. Up to two days may be used in the review process.
- A successful challenge will be recorded with a letter grade and percentage mark for the course in the next reporting period.
- A student who has not successfully challenged a course may subsequently enroll in the course when it is next offered in the school.
- Schools will not charge a student for the equivalency or challenge process.

ADULT GRADUATE ENROLLMENT

1. An adult graduate who is seeking registration in the K-12 program to complete an identified course(s) as outlined in the Ministry of Education list of authorized courses must be able to demonstrate that:
 - a. completing the identified course(s) in the local school is the most appropriate setting for this to occur;
 - b. the application is being made with the proper intent and that his/her previous school history does not present a concern to the School Principal.
2. The application will only be considered if the course(s) requested is offered in the school timetable.
3. The School Principal must ensure that the registration of the adult graduate does not negatively impact the students enrolled in the K-12 program.
4. The applicant is responsible for completing a criminal record check form.

INDIGENOUS EDUCATION COUNCIL (IEC)

The Board has established and will maintain an Indigenous Education Council (IEC) to support the Board to provide comprehensive and equitable education and support services for Indigenous (First Nations, Metis, and Inuit) students and improve Indigenous student outcomes. This includes advising on the appropriate integration of Indigenous worldviews and perspectives, advising on grants in relation to Indigenous students, and ensuring respect for local First Nations in whose territories Board operates schools.

The IEC is established and operates under Ministerial Order 217/2024 and the Superintendent (or designate) will ensure that the requirements of the Order are carried out in SD84.

1. The Indigenous Education Council is not a committee of the Board; it is a stand-alone body.
2. The work of the Indigenous Education Council will be governed by its Terms of Reference.
3. The District will support the Indigenous Education Council in coordinating and fulfilling administrative tasks, such as:
 - a. Covering reasonable costs of holding meetings;
 - b. Covering travel costs for IEC members to attend in-person meetings;
 - c. Providing a standing item on the agenda of the Regular Board meeting for IEC advice;
 - d. Providing a secretariat for the IEC to assist as a point of contact, meeting and agenda setting, and liaising between the Board and the IEC.
4. Indigenous Education Councils are intended to reflect the distinct and diverse Indigenous student population in their school district, while respecting local First Nations in whose territories they reside.
5. The District will consult with the Indigenous Education Council on:
 - a. Procedures to recruit and hire staff that develop and deliver programs and services for Indigenous students, or whose roles significantly interact with Indigenous students;
 - b. Any activities or resources related to the National Day for Truth and Reconciliation and National Indigenous Peoples Day;
 - c. Training for school district staff related to cultural competencies, or any non-instructional time focused on enhancing Indigenous students' success or integrating Indigenous worldviews and perspectives (including the Indigenous Focused Non-instructional Day or Curriculum Implementation Day);
 - d. Annual reporting on the Framework for Enhancing Student Learning (FESL), prior to any Ministry deadlines for reporting;
 - e. Any Board policies that have significant impact on Indigenous students
6. The District will obtain the approval of the Indigenous Education Council for the plans, spending, and reporting of any targeted grant (under section 106.4) that is related to Indigenous students (i.e. Indigenous targeted funds).

EXTRA and CO-CURRICULAR ACTIVITIES

Extra-curricular and co-curricular activities are an integral part of school programs. These field trips include visits to off-campus sites, outdoor pursuits, athletic and music performances, and other excursions. These activities are a logical extension of classroom activities and an integral part of the school program. Therefore, the School District encourages student extra-curricular and co-curricular activities as long as all such activities have demonstrable educational value, proper advance preparation, informed parental consent, appropriate supervision, and a high standard of care.

The following procedure provides teachers and administrators with:

1. a set of guidelines and protocols to ensure that field trips are safely carried out;
2. an orderly procedure for field trip approvals;
3. definitions and expectations for various types of field trips;
4. communication links between parents, teachers and School Principals;
5. a clear set of responsibilities and expectations of the students, parents, teachers, field trip supervisors, and school administration for specific types of field trips. This includes the nature of the activities, risks involved, and the level of supervision.

Procedure

1. School staff members who wish to organize and lead student excursions (field trips) away from school property must inform the School Principal. Upon being informed, the School Principal may designate a “supervisor” to assume overall responsibility for the organization and leadership of the field trip. The supervisor will normally be the classroom teacher, coach, or activity sponsor; in any event, the supervisor must be a School District employee. If the School Principal does not designate someone else as the supervisor, then the School Principal will be the supervisor.
2. The School Principal shall ensure that the supervisor has notified parents/guardians as to the details of the field trip and has received documented approval for each child's participation.

Notification to parents/guardians shall include the following information:

- class(es) or group(s) involved (including grade level(s))
- purpose and objectives of the trip, including curricular learning outcomes where relevant
- teacher's name and supervision arrangements (eg. ratio or number of supervisors anticipated)
- key activity(ies) involved
- potential known risks
- the existence of a safety plan
- the existence of an emergency plan in the event of injury, illness or other problem
- the school will secure emergency transport to medical services in the event that the student is injured and the parents/guardians will be responsible for any costs associated with such transport
- student conduct expectations and consequences
- what to bring (eg. types of clothing, water, food)

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- financial arrangements (i.e. cost to the student, when fee is due)
 - an alternative activity will be provided for students unable to attend the trip;
 - school contact name (the supervisor) and number for more information
 - transportation/travel arrangements
 - destination, including address or nearest locatable centre
 - date(s) and times of departure and return
 - * If parents/guardians have signed a blanket school permission slip for multiple local low risk day trips, they must still, at the minimum, be notified in advance as to the specific date, time of departure, location and means of transportation or each trip.

3. The number of adult chaperones accompanying each trip shall be determined by the School Principal. All higher care trips (see #8 below) shall have a minimum of two adult chaperones (including the supervisor). Suggested guidelines provided for the supervision of youth groups are:

Grade	Ratio of Adults to Students
Kindergarten/primary students	1:6
Intermediate students	1:8
Secondary students	1:12
Outdoor Leadership Activities	1:8

It is recognized however, that circumstances for each trip vary and the School Principal will determine the appropriate level of adult supervision by considering factors such as:

- the age of the pupils
- the number of pupils with disabilities
- the nature of the trip (skiing vs. instruction in formal setting)
- the duration (partial day, overnight, several days)
- for overnight trips the appropriate level of adult supervision must include
- gender representation

4. All adult chaperones are required to provide a satisfactory Criminal Record Check in accordance with AP 409, *Criminal Review of Employees, Volunteers, Consultants and Contracted Workers*. The supervisor and all chaperones are to remain with the trip for its entire duration and may not relinquish their responsibilities to others.
5. The supervisor must ensure that the transportation of pupils is in accordance with AP 361, *Use of Private Vehicles for Transportation of Students*. Passenger and vehicle loading lists must be available in the school and with the supervisory person.
6. Pupil conduct on the trip is expected to be in compliance with the School District and School Code of Conduct. Chaperones are also bound by the Code of Conduct and as such, shall not consume any alcohol, cannabis, or other drugs and will model exemplary behaviour at all times.
7. Field trips are considered to be an extension or enrichment of the prescribed curriculum and therefore, require teachers to complete the appropriate forms following these Regulations.
8. Field trips that, in the opinion of the School Principal, involve higher care activities (including but not limited to alpine downhill skiing/snowboarding, aquatics, archery, artificial wall climbing (indoor or outdoor), bouldering, camping, canoeing, cross country running, cross country skiing, cycling, climbing activities, hiking and backpacking, orienteering, paddle sports, power boating and sailing, rafting rappelling/abseiling, river kayaking, rock climbing, ropes courses/challenge courses, scuba diving, kayaking, skating, snorkelling, snow shoeing, tobogganing/sledding, voyageur canoeing, windsurfing/boardsailing, horse-back riding and ziptrek), as well as all overnight field trips and out-of-province field trips are to be referred to the Superintendent (or designate) for

approval a minimum of 14 days prior to the trip departure date. The Superintendent (or designate) will periodically provide a list of these field trips to the Board for information purposes.

9. In trips where a deposit fee is required by an outside agency, the School District will not be responsible for refunding deposits should the trip be cancelled.

The following forms are a part of this procedure:

1. **For Local, Low-Risk Day Trips:**

- i. Off-site Experience Proposal Form A;
- ii. Off-site Activities Consent of Parent/Guardian and Acknowledgement of Risk Form A (Local, Low-Risk Day Trip).

2. **For Higher Care Trips:**

- i. Off-site Experience Proposal Form B;
- ii. Detailed Trip Plan Form;
- iii. Off-Site Activities Consent of Parent/Guardian and Acknowledgement of Risk Form B (Higher Care Trip);
- iv. Off-Site Activities Consent of Volunteer and Acknowledgement of Risk (Higher Care Trip).

3. **For Overnight Trips Involving No Higher Care Activities:**

- i. Off-site Experience Proposal Form C;
- ii. Off-site Activities Consent of Parent/Guardian and Acknowledgement of Risk Form C (Overnight and No Higher Care);
- iii. Off-site Activities Consent of Volunteer and Acknowledgement of Risk Form C (Overnight and No Higher Care).

For a list of known potential risks for common higher care activities, please see attached Appendix A.

APPENDIX A

Known Potential Risks of Common Higher Care Activities

- Alpine (Downhill) Skiing/Snowboarding
- Aquatics
- Archery
- Artificial Wall Climbing (Indoor or Outdoor)
- Bouldering
- Camping
- Canoeing
- Cross Country Running
- Cross Country Skiing
- Cycling
- Climbing Activities
- Hiking and Backpacking
- Horseback Riding
- Initiative Tasks and Trust Activities
- Mountain Biking/BMX
- Orienteering
- Paddlesports
- Powerboats and Sailboats
- Rafting
- Rappelling/Abseiling
- River Kayaking
- Rock Climbing
- Ropes Courses/Challenge Courses
- Sailing
- SCUBA Diving
- Sea Kayaking
- Skating
- Small Wheel Activities
- Snorkelling
- Snowshoeing
- Solos
- Tobogganing/Sledding
- Voyageur Canoeing
- Wide Games
- Windsurfing/Boardsailing

Alpine (Downhill) Skiing/Snowboarding - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;
- Injuries related to colliding with another person or with a fixed object (e.g. tree, life tower);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Injury due to equipment malfunction or entanglement with equipment (e.g. life apparatus);
- Hypothermia, frostbite or other cold injuries due to insufficient clothing;
- Injuries related to being caught in an avalanche if in mountainous terrain (especially if going out of resort area); and,
- Other risks normally associated with participation in the activity and environment.

Aquatics (Swimming, Open Water Swimming, Diving, Synchronized Swimming, Water Parks) - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group split up;
- Injuries related to slips, trips and falls;
- Injuries related to collisions with movable (e.g. other swimmers) or immovable (e.g. pool wall) objects;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g. buoy line);
- Hypothermia due to remaining in cool/cold water too long;
- Psychological injury due to anxiety or embarrassment (e.g. re: body size or shape);
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Drowning or near drowning;
- Head or spinal injury related to diving into shallow water; and,
- Other risks normally associated with participation in the activity and environment.

Archery - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to being struck by an arrow;
- Injuries related to equipment malfunction;
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural substances (e.g. bee or wasp stings); and,
- Other risks normally associated with participation in the activity and environment.

Artificial Wall Climbing (See Climbing Activities)

Bouldering (See Climbing Activities)

Camping - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up
- Injuries related to trips and falls;
- Illness related to poor hygiene, failure to adequately purify water or failure to sanitize dishes;
- Burns or scalds related to use of fires, camp stoves and/or the handling of hot food or liquid;
- Cuts related to the use of knives, axes or saws;
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural or food related substances; and,
- Other risks normally associated with participation in the activity and environment.

Canoeing (See Paddlesports)

Climbing Activities (Bouldering, Artificial Wall Climbing, Rock Climbing, Rappelling and Abseiling) - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Falling while climbing, rappelling or abseiling;
- Injuries related to slips, trips and falls in the climbing area or enroute to/from it;
- Injuries related to collisions with movable (e.g. other students) or immovable (e.g. wall) objects;
- Injuries related to objects falling from above;
- Injuries related to equipment malfunction or becoming tangled in apparatus;
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Loss of manual dexterity in hands during cold and wet weather (outdoor venue risk);
- Psychological injury due to anxiety or embarrassment;

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- Allergic reactions to natural substances (e.g. bee or wasp stings); and,
 - Other risks normally associated with participation in the activity and environment;
 - Note: Some of these risks will not or may not be present in indoor climbing wall sites (e.g. hypothermia, allergic reactions).

Cross Country Running - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost;
- Injuries related to slips, trips and falls;
- Foot, knee or other leg injuries (e.g. blisters, sprains, strains; acute or overuse injuries/conditions);
- Hypothermia due to insufficient clothing;
- Hyperthermia (e.g. heat exhaustion, heat stroke) due to insufficient hydration, overdressing and/or overexertion in a hot environment;
- Allergic reactions to natural toxins in the environment;
- Suffering an injury while alone on a route/trail; and,
- Other risks normally associated with participation in the activity and environment.

Cross Country Skiing - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;
- Injuries related to colliding with another person or with a fixed object (e.g. tree);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Injury or delays due to significant equipment malfunction;
- Hypothermia, frostbite or other cold injuries due to insufficient clothing;
- Injuries related to being caught in an avalanche (e.g. if in mountainous backcountry terrain); and,
- Other risks normally associated with participation in the activity and environment.

Cycling Activities (Road Cycling/Mountain Biking/BMX) - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling off the bike;
- Injuries related to colliding with another cyclist in the group;
- Injuries related to being struck by a vehicle;
- Injuries related to the physical demands of the activity and/or lack of cycling skill;
- Delays due to significant equipment malfunction;
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural toxins in the environment (e.g. bee or wasp sting);
- Other risks normally associated with participation in the activity and environment.

Hiking/Backpacking - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up
- Injuries related to trips and falls;
- Foot injuries (e.g. blisters, sprains) or leg/knee injuries;
- With backpacking, injuries related to lifting, carrying or putting down the pack;
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural or food related substances; and,
- Other risks normally associated with participation in the activity and environment.

Horseback Riding - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;

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- Becoming lost or separated from the group or the group becoming split up;
 - Injuries related to falling or being thrown off the horse or a horse falling with its rider;
 - Injuries related to colliding with another rider in the group or with a fixed object (e.g. fence);
 - Injuries related to being struck by a vehicle (if riding on/along or crossing roads);
 - Injuries related to being dragged by a horse due to entrapment in a stirrup or rein;
 - Injuries related to a horse kicking, biting or crushing;
 - Injuries related to poorly fitting or improperly adjusted equipment or equipment malfunction;
 - Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
 - Allergic reactions to natural toxins in the environment (e.g. bee or wasp sting); and, other risks normally associated with participation in the activity and environment.

Ice Skating - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;
- Injuries related to colliding with another person in the group or with a fixed object (e.g. boards);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Hypothermia, frostbite or other cold injuries due to insufficient clothing; and,
- Other risks normally associated with participation in the activity and environment.

Initiative Tasks/Trust Activities - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to trips and falls
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural substances (e.g. bee or wasp stings); and,
- Other risks normally associated with participation in the activity and environment. Most initiative tasks and trust activities are rather novel and unique, and each will have one or more inherent risks, so a complete listing is not possible.

Mountain Biking/BMX (See Cycling Activities)

Orienteering - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost;
- Injuries related to trips and falls;
- Foot, knee or other leg injuries (e.g. blisters, sprains, strains);
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural toxins in the environment; and,
- Other risks normally associated with participation in the activity and environment.

Paddlesports - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips and falls;
- Injuries related to collisions with movable (e.g. other boats or paddles) or immovable (e.g. rock) objects;
- Injuries related to capsize of craft or falling out of craft;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g., foot snag in cord to bailer);
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);

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- Motion sickness when on large wavy bodies of water (lakes, ocean);
 - Drowning or near drowning; and,
 - Other risks normally associated with participation in the activity and environment.

Powerboats and Sailboats - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips and falls;
- Injuries related to collisions with movable (e.g. other boats or paddles) or immovable (e.g. rock) objects;
- Injuries related to capsize of craft or falling out of craft;
- Injuries related to equipment malfunction or becoming tangled in apparatus;
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Motion sickness when on large wavy bodies of water (lakes, ocean);
- Drowning or near drowning; and,
- Other risks normally associated with participation in the activity and environment.

Rafting (See Boating)

Rappelling/Abseiling (See Climbing Activities)

River Kayaking (See Paddlesports) - Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up
- Injuries related to slips, trips and falls;
- Injuries related to collisions with movable (e.g. other boats or paddles) or immovable (e.g. rock) objects;
- Injuries related to capsize of craft or falling out of craft;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g. foot snag in cord to bailer);
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Motion sickness when on large wavy bodies of water (lakes, ocean);
- Drowning or near drowning; and,
- Other risks normally associated with participation in the activity and environment.

Rock Climbing (See Climbing Activities)

Ropes Courses/Challenge Courses - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips and falls;
- Injuries related to collisions with movable (e.g. other students) or immovable (e.g. tree, post) objects;
- Injuries related to objects falling from above;
- Injuries related to equipment malfunction or becoming tangled in apparatus;
- Hypothermia due to insufficient clothing;
- Psychological injury due to anxiety or embarrassment;
- Allergic reactions to natural substances (e.g. bee or wasp stings); and,
- Other risks normally associated with participation in the activity and environment.

Sailing (see Powerboats and Sailboats)

SCUBA Diving - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group;
- Injuries related to slips, trips and falls (e.g. while wearing swim fins);
- Injuries related to collisions with movable (e.g. other swimmers, passing boats) or immovable (e.g. pool wall) objects;
- Injuries related to equipment malfunction, failure to use the equipment properly or becoming tangled in apparatus (e.g. buoy line);
- Hypothermia due to remaining in cool/cold water too long;
- Weather changes creating adverse conditions;
- Choking or problems related to breathing in water through a snorkel;
- Psychological injury due to anxiety or embarrassment (e.g. re: body size or shape);
- Panic due to separation from others, water depth, disorientation;
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Drowning or near drowning;
- Head or spinal injury related to diving into shallow water; and,
- Other risks normally associated with participation in the activity and environment.

Sea Kayaking (See Paddlesports)

Small Wheel Activities (inline Skating, Skateboarding and Scootering - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;
- Injuries related to colliding with another person in the group or with a fixed object (e.g. tree);
- Injuries related to being struck by a vehicle;
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Delays due to significant equipment malfunction;
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural toxins in the environment (e.g. bee or wasp sting);
- Other risks normally associated with participation in the activity and environment.

Small wheel activities post some challenges to students, especially younger ones, that formal instruction and supervised practice can help address, including:

- Getting used to having a higher centre of gravity while on the apparatus;
- Developing a sense of balance while rolling;
- Developing an accurate estimation of their skills and abilities on the apparatus;
- Improving reaction times and coordination (e.g. ability to manage falls); and,
- Learning to judge speed, pedestrian reactions, traffic, etc.

Snorkelling - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group;
- Injuries related to slips, trips and falls (e.g. while wearing swim fins);
- Injuries related to collision with movable (e.g. other swimmers, passing boats) or immovable (e.g. pool wall, underwater rock) objects;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g. buoy line);
- Hypothermia due to remaining in cool/cold water too long;
- Choking or problems related to breathing in water through a snorkel;
- Psychological injury due to anxiety or embarrassment (e.g. re: body size or shape);
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Drowning or near drowning;
- Head or spinal injury related to diving into shallow water; and,

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- Other risks normally associated with participation in the activity and environment.

Snowshoeing - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;
- Injuries related to colliding with another person or with a fixed object (e.g. tree);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Injury or delays due to significant equipment malfunction;
- Injuries related to being caught in an avalanche (e.g. if in mountainous backcountry terrain);
- Hypothermia, frostbite or other cold injuries due to insufficient clothing; and,
- Other risks normally associated with participation in the activity and environment.

Solos - Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to trips and falls;
- Illness related to poor hygiene, failure to adequately purify water or failure to sanitize dishes;
- Burns or scalds related to use of fires, camp stoves, and/or the handling of hot food or liquid;
- Cuts related to the use of knives, axes or saws;
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural or food related substances;
- Psychological injury due to anxiety related to feeling alone/isolated, the dark, wildlife, etc.; and,
- Other risks normally associated with participation in the activity and environment.

Surfing – Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group;
- Injuries related to slips, trips and falls on the board;
- Injuries related to collisions – with movable (e.g. other boarders/boards or one's own board) or immovable (e.g. rock) objects;
- Injuries related to board capsize or falling off of board;
- Injuries related to equipment malfunction (e.g. board breaking) or becoming tangled in apparatus (e.g. tether);
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Psychological injury related to anxiety of drifting away from group;
- Drowning or near drowning; and,
- Other risks normally associated with participation in the activity and environment.

Tobogganing/Sledding – Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group split up;
- Injuries related to slips, trips and falls (while on foot);
- Injuries related to falling off the sliding apparatus;
- Injuries related to collisions with movable (e.g. other sliders or sliding equipment) or immovable (e.g. tree, fence) objects;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g. toboggan pull rope);
- Hypothermia, frostbite or other cold injuries due to insufficient clothing; and,
- Other risks normally associated with participation in the activity and environment.

Voyageur Canoeing (See Paddlesports)

Whale Watching – Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips and falls;
- Injuries related to collisions with movable (e.g. other boats or paddles) or immovable (e.g. rock) objects;
- Injuries related to capsize of craft or falling out of craft;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g. foot snag in cord to bailer);
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural substances in the outdoor environment (e.g. bee or wasp stings);
- Motion sickness when on large wavy bodies of water (lakes, ocean);
- Drowning or near drowning; and,
- Other risks normally associated with participation in the activity and environment.

Wide Games – Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to trips and falls;
- Injuries related to collisions with other students;
- Injuries related to collisions with immovable objects (e.g. trees);
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural substances (e.g. bee or wasp stings); and,
- Other risks normally associated with participation in the activity and environment.

Windsurfing/Boardsailing- Known Potential Risks

- Injuries related to vehicle crashes enroute to and from activity area;
- Becoming lost or separated from the group;
- Injuries related to slips, trips and falls on the board;
- Injuries related to collisions – with movable (e.g. other boarders/boards or one's own board) or immovable (e.g. rock) objects;
- Injuries related to board capsize or falling off of board;
- Injuries related to equipment malfunction (e.g. rigging jammed) or becoming tangled in apparatus (e.g. snagging in rigging);
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Psychological injury related to anxiety of drifting away from group;
- Drowning or near drowning; and,
- Other risks normally associated with participation in the activity and environment.

SCHOOL FEES, CHARGES AND DEPOSITS

The Superintendent (or designate) must authorize all fees, charges and deposits to be levied during a school year. Any such fees, charges and deposits must accede to the intent and spirit of the *School Act* and all related regulations or orders.

1. Parents and students are responsible for providing:
 - a. school supplies and equipment, such as pens, exercise books, paper, calculators, film, and rulers for the student's personal use;
 - b. appropriate personal clothing for school activities such as gym strip, footwear and outerwear;
 - c. safety equipment, such as gloves and boots, for the student's personal use;
2. The school may charge fees for goods such as paper, writing tools, calculators, student planners, exercise books, computer flash drives, and other supplies and equipment for the student's personal use. The school may charge fees for goods that exceed, in cost or quantity, the materials provided by the school to complete projects required in any course or program. The school will not charge for specialized equipment that is retained by the school at the end of the course but a deposit may be required.
3. Any school submitting a request for approval for a Board Authority Authorized course must indicate if there are any associated course costs and outline such costs.
4. The school may charge fees for expenses associated with extra-curricular field trips or special events that are not considered as contributing to the student's program required for graduation. Those fees must be limited to defraying actual and specified costs of transportation, accommodation, meals, admission fees and equipment rentals. The school must ensure that an alternative activity is planned for those students who do not participate in the optional field trip.
5. A school may require a deposit for educational resource materials such as textbooks, reusable workbooks and novels. The deposit will be refunded in whole or in part upon the return of the materials. The criterion for full or partial return of deposits will be made known to students or parents when the deposit is requested. Such a deposit may be requested of all registered students, including those in home schooling programs.
6. The School Principal at each school will recommend to the Superintendent (or designate) a schedule of fees, charges or deposits.
7. By the end of May, the Superintendent (or designate) will forward to the Board the schedule of fees, charges or deposits that will be applied in each school during the subsequent school year.
8. Parents must be informed of those items included on the list of fees that are for optional purchase only.

SCHOOL FEES FOR 2026-2027

The following schedule of fees, charges or deposits will be applied during the 2026-2027 school year:

CAPTAIN MEARES ELEMENTARY SECONDARY SCHOOL

- Nil

GOLD RIVER SECONDARY SCHOOL

- Nil

KYUQUOT ELEMENTARY SECONDARY SCHOOL

- Nil

RAY WATKINS ELEMENTARY SCHOOL

- Nil

ZEBALLOS ELEMENTARY SECONDARY SCHOOL

- Nil

ELIGIBILITY FOR ADMISSION

Background

Pursuant to the *School Act*, the School District shall provide an education program, free of charge, to all children of school age 'ordinarily resident' in the School District, and may provide an educational program free or at a fee to temporary attendees, non-residents, or over-age students.

For the purposes of Section 82 of the *School Act*, a student is a resident in the School District if:

- The student is 'ordinarily resident' in the School District;
- The parent of the student is also 'ordinarily resident' in British Columbia.

1. Admissions

- a. Subject to Section 74.1 of the *School Act*, a person is entitled to enroll in an educational program provided by the board of a school district if the person is of school age and is resident in that school district. To be eligible for provincial funding, students must be ordinarily resident in BC with their parent/legal guardian.
- b. Schools should directly register students whose parent/guardians are First Nations, Metis, Canadian Citizens, and Permanent Residents, including those with convention refugee status.
- c. Permanent Residents, Temporary Residents including refugee claimants, deemed residents, authorized students, and dependents of study permit or work permit holders will be referred to the District Principal for International Programs to verify their eligibility for admission as fee-paying or non-fee-paying students, and for receipt of an acceptance letter, where applicable.

2. Eligibility Requirements

School Age

- a. A student is eligible for admission in September of a school year if the student will have attained the age of five years on or before December 31 of a school year. The student is eligible to continue to receive an educational program until June 30 of the school year in which the person reaches the age of 19 years.
- b. Students registering in School District schools shall be required to submit appropriate proof of age, residency within the School District, and citizenship.
- c. The School District will accept submissions for proof of age, such as the following:
 - i. Original Birth Certificate
 - ii. BC Identification Card
 - iii. Passport
 - iv. Status Card
 - v. Student Driver's License
 - vi. Student BC Services Card (photo version only)
 - vii. Letter from the Ministry of Children and Families
 - viii. Letter from local Band membership

Residency and Citizenship

- a. In accordance with Section 82, of the British Columbia *School Act*, a board must provide instruction free of charge to every student of school age resident in British Columbia and enrolled in an educational program in a school operated by the board. Section 82(2) states a student is resident in British Columbia if the student and the student's guardian are ordinarily resident in British Columbia.
- b. To be eligible for Ministry of Education Operating Grant Funding ("funding"), boards must ensure that students meet age and residency requirements. A board may charge fees for services provided by the board to any applicant not ordinarily resident in BC.
- c. In addition to establishing Citizenship/Permanent Residency in Canada, one primary document and one supporting document showing residency in the School District is required. The School District will accept submissions for proof of residence such as the following:
 - i. Parent or student BC ID or Driver's License
 - ii. Utility bill
 - iii. Home purchase/rental agreement
 - iv. BC Care Card
 - v. Letter from the Ministry of Children and Families
 - vi. Letter from local Band membership
 - vii. Property tax notice with home owner grant eligibility
- d. The School District will accept submissions for proof of citizenship such as the following:
 - i. Canadian Birth Certificate
 - ii. Canadian Passport
 - iii. Canadian Citizenship Card
 - iv. Canadian Citizenship Certificate
 - v. Confirmation of Permanent Residence and Passport
 - vi. First Nations Documentation or Band Card
 - vii. IRCC confirmation or Permanent Residence being processed within Canada

PLACEMENT OF NEWLY ENROLLED STUDENTS

The School District values the appropriate placement and reception of the student within the school. The opportunity to review the student's educational program with the parents and the previous school and to consider this information in the placement of the student is an important one.

Students of parents who register their child after the start of the school year will be placed in a class or program one full school day following registration thereby enabling the receiving school to contact the previous school for student records and student placement needs.

Registration requires proof of citizenship, residency, date of birth, previous schools attended, and completion of the school registration form.

Unless there are extenuating circumstances, parents will be informed that their child will be welcomed and placed in a class one full school day following registration. In extenuating circumstances, the School Principal will contact the parents to inform them of the delay in the placement of the student and the reasons for the delay. Extenuating circumstances will be restricted to situations in which the student requires significant support not immediately available in the school, is under suspension or is ineligible for registration.

On the day of registration, the School Principal will determine the appropriate placement of the student and inform the receiving teacher so that plans for the student's entry to class can be completed for one full school day following registration. Following registration, the receiving school will contact the previous school by phone to request records, review student placement, and determine if the student has an inclusive education designation or requires any additional supports.

Where appropriate, the School Principal will contact the parents to set a date to meet with the School Based Team to review the Individual Education Plan and / or safety plan, if needed, or to discuss student placement. Additionally, if it has been determined that the student poses a threat to the health and safety of any worker or student, every worker who is likely to come into contact with the student will be advised of such risks.

RELEASE FROM SCHOOLS (STUDENTS)

Children are to be released from school only into the custody of their parents or legal guardians, or to those persons recognized to have custody of the child, or into the custody of other persons with the permission of the parents or legal guardians.

1. The school must maintain school records identifying the names of the parents, legal guardians or those recognized as having custody for each student.
2. The School Principal will ensure each teacher has access to a list of parents, legal guardians or those recognized as having custody for each student in the class.
3. If there is any doubt in the teacher's mind concerning releasing a child into custody, the matter should be referred to the School Principal, Vice-Principal or if neither is available, the Teacher in Charge.
4. In cases where there is disagreement between parents / guardians about who is authorized to pick up a child from school, the following principles will apply unless there is a court order on file preventing any of the above from picking up the student. The student will be released to:
 - i. either birth parent;
 - ii. the spouse of either birth parent;
 - iii. a court-appointed legal guardian (documentation of legal guardianship is required);
 - iv. any other person so authorized in a court order on file with the school;
5. School staff shall not be asked to prevent the release of a student to any of the persons listed in 4 unless there is a court order on file at the school that prevents that person from picking up the student

SICKNESS AND ACCIDENTS (STUDENTS)

In the case of student sickness or accident where home care or professional medical care is required, the parents will be notified at the earliest possible moment and informed of any intermediate action taken.

1. When the parents have been notified, they will direct further actions, when necessary, with the assistance of the teacher.
2. When transportation of a sick child or an accident victim is required, the parent will be asked to provide transportation. In an emergency, the school will call 911 and the parent will be informed as quickly as possible.
3. In the event of an accident or injury that requires medical care, after informing the parent / guardians, the School Principal will:
 - a. Report the incident to the Superintendent (or designate)
 - b. Report the incident to School Protection Plan (SPP)

ANAPHYLAXIS

Children and staff should be able to attend school and to work in a safe environment. As a result, the School District will take steps to alter the environment to accommodate children and staff who are susceptible to anaphylaxis and be prepared to administer emergency treatment to a student or staff member.

1. Definition:

Anaphylaxis – Anaphylaxis is a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures to be taken. Failure to respond appropriately could result in death.

2. Description of Potential Triggers, Signs and Symptoms

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rarer cases can develop hours later. Specific warning signs as well as the severity and intensity of symptoms can vary from person to person and sometimes from attack to attack in the same person.

An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:

- Skin: hives, swelling, itching, warmth, redness, rash (anaphylaxis can occur without hives);
- Respiratory (Breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing;
- Gastrointestinal (Stomach): nausea, pain/cramps, vomiting, diarrhea;
- Cardiovascular (Heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock;
- Other: anxiety, feeling of “impending doom”, headache, uterine cramps in females.

Because of the unpredictability of reactions, early symptoms should never be ignored, especially if the person has suffered an anaphylactic reaction in the past.

If an allergic student expresses any concern that a reaction might be starting, the student should always be taken seriously.

3. Parents/guardians are responsible for:

- notifying the School Principal when a child is diagnosed as being at risk of anaphylaxis;
- providing the school with updated medical information annually;
- providing the school with updated medical information whenever there is a significant change related to their child/children;
- providing appropriate medication (e.g. epinephrine auto-injector) for their anaphylactic child;

-
- informing the school where the anaphylactic child's medication will be kept; i.e. with the student, in the student's classroom and/or other locations;
 - informing the school when they deem the child competent to carry their own medication/s, and it is their duty to ensure their child understands they must carry their medication on their person at all times;
 - providing a second auto-injector to be stored in a central, safe but unlocked location;
 - ensuring anaphylaxis medications have not expired; and,
 - ensuring that they replace expired medications.
4. If a staff member is diagnosed as being at risk of anaphylaxis, he/she is responsible for notifying their supervisor and providing updated medical information annually, or whenever there is a significant change, and for carrying their own medication/s.
5. **Record Keeping, Monitoring and Reporting**
- In schools with student(s) or staff member(s) with a potential for anaphylaxis:
- a. The School Principal is responsible for keeping accurate records for each student and staff member at-risk of life-threatening allergies. That record shall include information relating to the specific allergies, to form part of the student's Permanent Student Record, as well as the individual's emergency response plan.
 - b. The School Principal is responsible to monitor and report information about anaphylactic incidents to the School District in aggregate form (to include the number of at-risk anaphylactic students and staff members, and the number of anaphylactic incidents).
6. **Emergency Procedure Plans**
- a. Student Level Emergency Procedure Plan
 - i. An accurate, up-to-date student emergency response plan for each individual student at risk of life-threatening allergies must be developed in conjunction with the student's parents and the student (where age appropriate) and the plan must be approved by a qualified physician or allergist.
 - ii. The student emergency response plan must be signed by the student's parents, the student (where age appropriate) and the physician, and must be kept on file at readily accessible locations.
 - iii. The student emergency response plan shall include at minimum:
 - the diagnosis;
 - the current treatment regimen;
 - who within the school community is to be informed about the plan; e.g. teachers, volunteers, classmates; and,
 - current emergency contact information for the student's parents/guardian;
 - who is responsible to immediately transport the child to medical assistance.
 - iv. Those exposed to individual student emergency response plans have a duty to maintain the confidentiality of all student personal health information.
 - v. The student's emergency response plan shall also explicitly address:
 - the parent's responsibility for advising the school about any change/s in the student's condition; and,
 - the school's responsibility for updating records.

7. **School Level Emergency Procedure Plan**

All schools must have an emergency protocol in place to ensure responders know what to do in an emergency.

- a. All staff will be informed annually of the names and allergies of students and staff with a potential for anaphylaxis.
 - b. In consultation with experts, all staff will receive in-service in anaphylaxis, the use of auto injectors such as Epipens, calling emergency medical care (911), calling student's parents, administering second dose (within 5-15 minutes if symptoms have not improved), and the distinction between needs of younger and older anaphylactic students (i.e. older students may be more likely to engage in risk behaviours).
 - c. Information about anaphylaxis management will be shared with students, parents/guardians and Parent Advisory Councils.
 - d. The school will provide, as much as possible, an allergy-aware environment in response to the most common triggers for anaphylaxis: food allergens and insect stings, and for managing risk associated with rarer allergies to other substances such as allergies to medications, exercise, or latex.
 - e. An allergy-alert form, with photograph, description of the allergy, treatment, and action plan is placed in key locations, such as the office, the staff room, the bus, and wherever the student's epinephrine auto-injector is stored. Parents have been included in a decision about whether posters should be placed in classrooms or other public places like buses.
 - f. Instructions on the use of the auto-injector, along with a list of symptoms and emergency procedures, are posted in a clearly visible location in the student's classroom(s).
 - g. All teachers, staff and on-call staff who may be in a position of responsibility for the anaphylactic student(s) will receive annual training by individuals trained to teach anaphylaxis management relating to signs and symptoms of anaphylaxis, common allergens, avoidance strategies, emergency protocols, the use of the auto-injector, identification of at-risk students (as outlined in the individual student emergency response plan), emergency plans, and the method of communication with and strategies to educate and raise awareness of parents, students, employees, and volunteers about anaphylaxis.
 - h. The school has identified the student(s) suffering life-threatening allergies to all students in the school and has enlisted their cooperation in a way appropriate to the student's age and maturity and in consultation with the parents of individual anaphylactic students.
 - i. All parents have been informed of the allergies in the schools and measures taken to protect the anaphylactic student(s).
 - j. Anaphylactic emergency drills, similar to fire drills, will take place occasionally to ensure that all elements of the emergency plan are in place.
 - k. Emergency procedures for each anaphylactic student are reviewed annually by staff and parents.
 - l. In the event of an emergency response, an immediate evaluation of the procedure will be undertaken.
9. The School District will report to the Ministry of Education annually upon request with respect to this anaphylaxis policy and implementation.

STUDENT SAFETY IN THE WOODS

Because of the location of schools in heavily forested areas in the School District, it is important that staff and students be aware of the possibility of attack from wildlife. It is, therefore, School District policy to stress those aspects of the curriculum that educate children about safety in the woods and knowing what to do and what not to do when wildlife is encountered.

The Operations Supervisor (or designate) shall ensure:

1. Maintenance and grounds crews provide for easier student supervision and less cover for wildlife by keeping the areas near school grounds clear of underbrush. Routine brushing of student traffic areas is a part of this program and should be done in cooperation with municipalities and property owners.

School Principals shall ensure:

1. A review of outdoor safety is a part of staff meeting agendas, early in each school year and again in early spring.
2. At least once each school year parents must be reminded about this concern for child safety, and the danger of animal attacks.
3. A "Safety in the Woods" program is included as part of the elementary Health and Career Education Program in all School District schools.

CHILD ABUSE

The *Child, Family and Community Service Act* requires that anyone who has reason to believe that a child has been or is likely to be abused or neglected, and that the parent is unwilling or unable to protect the child, must report the suspected abuse or neglect to a child welfare worker at the Ministry for Children and Family Development or the Delegated Aboriginal Child and Family Services Agencies.

1. It is the responsibility of school personnel to report all suspected and known cases of child abuse and neglect. An employee must report when there is reason to believe that:
 - a child has been, or is likely to be, physically harmed, sexually abused or sexually exploited by a parent or another person and the parent is unwilling or unable to protect the child;
 - the child has been or is likely to be physically harmed because of neglect by the child's parent;
 - the child is emotionally harmed by the parent's conduct;
 - the child is deprived of necessary health care;
 - the child's development is likely to be seriously impaired by a treatable condition and the child's parent refuses to provide or consent to treatment;
 - the child's parent is unable or unwilling to care for the child and has not made adequate provisions for the child's care;
 - the child is or has been absent from home in circumstances that endanger the child's safety or well-being;
 - the child's parent is dead and adequate provision has not been made for the child's care; or,
 - the child has been abandoned and adequate provision has not been made for the child's care.
2. Employees who have reasonable grounds to believe a child is in need of protection shall also report the circumstances to the School Principal.
3. Employees must not interview the child; rather, they must only report information that has been learned from a spontaneous disclosure by the child and other information available in school files.
4. On request, School Principals shall allow the investigating social worker and police officer to interview the child in the school. The presence of an educator during child protection interviews is not required, but may be requested to support the child.
5. In a case of suspected abuse or neglect by a School District employee, the Superintendent (or designate) shall conduct an investigation in cooperation with the local child welfare worker and the RCMP.
6. It is expected that all employees will provide relevant information to the investigating social worker, police officer and, where appropriate, the Superintendent (or designate); however, all information obtained by the employees about child abuse and neglect case (oral or written) is confidential and shall be disclosed only as described above and shall not be placed in the child's cumulative file or school record.

GUIDELINES FOR SCHOOL PERSONNEL: RESPONDING TO CHILD ABUSE AND NEGLECT

- The legal duty to report is the responsibility of each individual. Any person, including school employees, with reason to believe that a child needs protection has a duty to report directly to a child protection social worker.
- Informing another person e.g. a colleague or a supervisor does not discharge the legal duty to report directly to a child protection social worker.
- Reports must be made immediately. Failure to report is a serious offence under the law.

	Scenario 1	Scenario 2	Scenario 3	Scenario 4
	Alleged Child Abuse/Neglect by a Parent, Caregiver, Family, Friend or Stranger	Alleged Child Abuse/Neglect by a School Employee, Contracted Service Provider or Volunteer	Alleged Abusive Behaviour at School by a Student Under Age 12	Alleged Abusive Behaviour at School by a Student 12 years of Age and Over (Including a Young Offender)
1	· Report allegations to a child protection social worker · Call police if student is in immediate danger	· Report allegations to a child protection social worker · Call police if student is in immediate danger	· Notify the School Principal · Call police if student is in immediate danger	· Notify the School Principal · Call police if student is in immediate danger
2	· Notify the School Principal that a report was made	· Notify School Principal, supervisor and/or Superintendent (or designate)	· School assesses whether or not there is a reason to believe a student is in need of protection · Notify the child protection social worker if there is reason to believe a child is in need of protection	· School assesses whether or not there is a reason to believe a student is in need of protection · Notify the child protection social worker if there is reason to believe a child is in need of protection
3	· Document	· Document	· Document	· Document
4	· School personnel DO NOT contact parents	· School personnel DO NOT contact parents	· School personnel DO NOT contact parents if a report was made to a child protection social worker	· School personnel DO NOT contact parents if a report was made to a child protection social worker · In the case of an alleged criminal offence or breach of probation, administration should contact the police
5	· Cooperate with child protection social worker/police during investigation · Provide information requested by child protection social worker/police · Child protection social worker MUST report back to you	· Superintendent, child protection social worker and police collaborate on initial response and parental contact · Coordinated investigations are conducted · Provide information requested by child protection social worker, police or Superintendent (or designate)	· Cooperate with child protection social worker or police during investigation · Provide information requested by child protection social worker, police and/or School Principal	· Cooperate with child protection social worker or police during investigation · Provide information requested by child protection social worker, police and/or principal
6	· Provide support to the student and follow-up response as needed	· Provide support to the student and follow-up response as needed	· Provide support to the student and follow-up response as needed	· Provide support to the student and follow-up response as needed

Helpline for Children (24-hour): 310-1234 (no area code needed)

Ministry of Children and Family Development: 1-800-663-9122

Nuu-chah-nulth Tribal Council USMA Family and Child Services: 1-250-724-3232 / Toll Free: 1-877-722-3232

RCMP Emergency: Dial 911

STUDENT ATTENDANCE

Regular attendance at school is a prerequisite to success. It is the responsibility of the student and parent or guardian to ensure that regular attendance is a priority.

School Principals shall:

1. involve staff, parents and students in a process to develop and adopt school rules that regulate and encourage regular attendance, appropriate to the grade level and community needs;
2. ensure attendance expectations are reviewed with and provided to students, staff and parents at least annually.
3. Ensure that school attendance is collected, entered into the student information system (i.e. MyEd BC), and reported to parents at regular reporting intervals.
4. inform students and parents / guardians of any concerns regarding student attendance, with the aim to increasing student attendance at schools and addressing barriers that prevent students from attending regularly;
5. refer students with chronic absenteeism to the School based team.

SCHOOL DISTRICT STUDENT AWARDS

Scholarships awarded to graduating students recognize the individual accomplishments of students in academics, athletics, and community service. The School District awards District Student Awards (scholarships) every year to recognize the achievement of individual graduates and to help encourage students to pursue post-secondary education by offsetting the costs of college or university.

1. Each year the School District will award scholarships to eligible graduating grade 12 students in the following categories:
 - a. Citizenship and Service (see AP 341)
 - b. Vocational and Technical (see AP 342)
 - c. Future Education Workers (see AP 343)
 - d. Raj Jaswal Academic Excellence Award (see AP 344)
2. The Scholarship Selection Committee will adjudicate scholarship applications and make recommendations to the Board on the awarding of district scholarships. The Scholarship Selection Committee will be comprised of one Trustee, the Superintendent (or designate), and one Administrative Officer (the Administrative Officer will not be chosen from a school who has scholarship applicants).
3. School principals will ensure that all grade 12 students are made aware of the existence of the district student awards, as well as the procedures for applying for the awards, by March 1 of each year.
4. School District scholarship applications will be adjudicated before May 30 of each school year.
5. Schools are responsible for forwarding completed scholarship applications to the Scholarship Selection Committee by May 1 of each year.
6. Eligibility – all graduating grade 12 students enrolled in School District 84 are eligible to apply for scholarships, provided that the student:
 - a. Is currently enrolled in a School District school;
 - b. Has completed at least two years of secondary school in one of the School District's schools;
7. District Student Awards are dependent upon the graduating student attending a recognized post-secondary institution for a minimum of one year.
8. District Student Awards must be taken up within two years of graduation.

ADDENDUM

Guidelines for Organizations Presenting Awards and Scholarships to Students in Vancouver Island West School District No. 84

The School District Scholarship Program is very much appreciated. Continued support from many community groups provides motivation and needed financial assistance to our students. These guidelines have been drawn up to provide consistency among organizations and schools regarding how scholarships are awarded and how schools receive this information.

Advertising Awards and Scholarships

Organizations providing scholarships should review their terms of reference for their scholarships and if there are any changes, the school should be informed as soon as possible. Terms of reference should include:

- deadline for applications;
- criteria for selection of recipients; and,
- requirements for such things as letters of application, letters of reference, proof of academic achievement.

This information will be published in the school and will be available to every student.

Selection Procedures

The selection procedure should be thought out in advance, and the procedure well established so that it is consistent from one year to the next.

Announcing Recipients

When a recipient of an award or scholarship has been determined, the name of the recipient should be given to the School Principal, in writing and confidentially, so that the announcement will be a surprise to the recipient at the commencement ceremony.

Presentation of Awards and Scholarships at Commencement Ceremony

A representative of the organization should be present at the ceremony to present the scholarship. The name of the presenter should be given to the School Principal for inclusion in the program before the ceremony. If no one is available, the School Principal should be informed so that he/she can designate someone to present the award.

SCHOOL DISTRICT STUDENT AWARD – CITIZENSHIP AND SERVICE

In recognition of achievement in citizenship and service, the School District will annually award a Citizenship and Service Scholarship.

1. This scholarship award(s) will be up to \$1000 per award in each academic year.
2. The award is dependent upon the graduating student attending a post-secondary institution for at least one year.
3. The award must be taken up within two years of graduation.
4. The scholarship is open to any graduating student provided that they have spent two secondary years in one of the School District's schools.
5. The closing date for submissions is May 1 in each year.
6. Each student is responsible for making his/her own submission. The student is responsible for informing the School Principal of the intent to apply.
7. Schools are required to:
 - a. inform graduating students of the existence of the award no later than March 1 in each year;
 - b. forward to the District Scholarship Selection Committee the required information for a student submission.
8. The District Scholarship Selection Committee will make recommendations to the School District based upon:
 - a. the letter of application from the student;
 - b. the official application form;
 - c. a reference letter from the School Principal, Vice-Principal, or Teacher;
 - d. reference letter from two (2) members of the local community who can attest to the citizenship and service contributions of the student;
 - e. confirmation of the suitability of the student as described in Section 9, below.
9. The Selection Committee will be guided by the following:
 - a. **Citizenship – Community**

Students should possess a record of actions undertaken in their community of residence which contributes to making their community a more desirable place in a 'people sense'; e.g. senior citizen visits, participation in community organizations and cultural events, , assisting elders, etc.

b. **Citizenship – School**

Similar to the above paragraph, students should have a record of achievement at the school level; e.g. helping other students, helping adults, setting a good example to younger students, participation in student/school activities.

c. **Service - Community**

Students should possess a record of actions undertaken in their community of residence which contributes to making their community a more desirable place in a physical sense; e.g. participation in anti-litter projects, beautification projects, etc.

d. **Service – School**

Similar to the above paragraph, students should have a record of achievement at the school level; e.g. hall decoration, dance cleanup, concession operation, Student Council service.

e. **Leadership**

The Committee shall consider the factor of leadership shown in the above areas. Leadership may be defined as citizenship and service displayed in such a manner that encourages and promotes other students to engage in similar activities.

f. Students are expected to have made contributions in at least three of the above five areas.

g. An interview of applicants.



VANCOUVER ISLAND WEST
SCHOOL DISTRICT 84

**APPLICATION FOR THE
CITIZENSHIP AND SERVICE AWARD**
A SCHOOL DISTRICT AWARD

(Please print or type all information, except signature.)

Name of Student: _____

Student's Email Address: _____

Start of Grade 11 in School District 84: _____
Year Month

The following must be included with this application:

1. typed letter of application, providing reasons why you are a good candidate for this School District Award and paying attention to grammar, spelling and quality of writing;
2. official statement of letter grades for required Grade 11 and 12 academic courses, signed by the School Principal;
3. reference letter from the School Principal, Vice-Principal or Teacher;
4. reference letters from two members of the community.

**An interview with the School District Scholarship Committee
will be included in the selection process.**

Signature of Student: _____

Date: _____

Date Received at the School Board Office: _____

Note: The closing date of submissions is May 1 in each year.

**SCHOOL DISTRICT STUDENT AWARD –
VOCATIONAL AND TECHNICAL**

This award is designed to meet the needs of students who wish to pursue development in the vocational and technical fields of study.

1. This scholarship award(s) will be \$1000 in each academic year.
2. The award is dependent upon the graduating student attending a post-secondary institution for at least one year.
3. The award must be taken up within two years of graduation.
4. The scholarship is open to any graduating student provided that they have spent two secondary years in one of the School District's schools.
5. The closing date for submissions is May 1 in each year.
6. Each student is responsible for making his/her own submission. The student is responsible for informing the School Principal of the intent to apply.
7. Schools are required to:
 - a. inform graduating students of the existence of the award no later than March 1 in each year;
 - b. forward to a Selection Committee the required information for a student submission.
8. The School District will select a committee to meet before May 30 in each year. The committee will comprise of a Trustee, the Superintendent (or designate) and one Administrative Officer. The Selection Committee will make recommendations to the School District based upon:
 - a. the letter of application from the student;
 - b. the official application form;
 - c. a reference letter from the School Principal or from a vocational or technical education teacher;
 - d. proof of high achievement in the courses defined in Section 9 below;
 - e. an interview of applicants, if deemed necessary.
9. The criteria for the award will be based upon the following:
 - a. Commitment to a vocational or technical career pathway;
 - b. Course marks in vocational and technical courses, such as ADST, Work Experience;
 - c. Other evidence of skills and excellence in vocational and technical fields.



VANCOUVER ISLAND WEST
SCHOOL DISTRICT 84

APPLICATION FOR THE
VOCATIONAL AND TECHNICAL AWARD
A SCHOOL DISTRICT AWARD

(Please print or type all information, except signature.)

Name of Student: _____

Student's Email Address: _____

Start of Grade 11 in School District 84: _____
Year Month

The following must be included with this application:

1. typed letter of application, providing reasons why you are a good candidate for this School District Award and paying attention to grammar, spelling and quality of writing;
2. official statement of letter grades for required Grade 11 and 12 courses, signed by the School Principal;
3. reference letter from the School Principal or the Vocational or Technical Education Teacher.

**An interview with the School District Scholarship Committee
will be included in the selection process.**

Signature of Student: _____

Date: _____

Date Received at the School Board Office: _____

Note: The closing date of submissions is May 1 in each year.

SCHOOL DISTRICT STUDENT AWARD – FUTURE EDUCATION WORKERS

This award is designed to recognize students who choose to pursue a career in K-12 education. In recognition of a commitment in this area, the School District will annually award scholarships to one or more students.

Each scholarship award will be \$1000 in each academic year.

1. Students whose programs require a practicum placement of three weeks or greater and who choose to return to the School District for that placement will be eligible for a second award of \$1000 upon successful completion of their practicum.
2. The award must be taken up within two years of graduation.
3. The scholarship is open to any graduating student provided that they have spent two secondary years in one of the School District's schools.
4. The closing date for submissions is May 1 in each year.
5. Each student is responsible for making his/her own submission. The student is responsible for informing the School Principal of the intent to apply.
6. Schools are required to:
 - a. inform graduating students of the existence of the award no later than March 1 in each year;
 - b. forward to the District Scholarship Selection Committee the required information for a student submission.
8. The District Scholarship Selection Committee will make recommendations to the School District based upon:
 - a. the letter of application from the student;
 - b. the official application form;
 - c. a reference letter from the School Principal, Vice-Principal, or Teacher;
 - d. confirmation of the suitability of the student as described in Section 9, below.
9. The Selection Committee will be guided by the following:
 - a. **Commitment**

Students should present a record of actions undertaken that demonstrate that they are committed to pursue training and a career in education. Examples may include volunteering in an educationally related position, work experience and registration in a post-secondary institute in a program leading to a suitable qualification.
 - b. **Interview**

An interview of applicants.



VANCOUVER ISLAND WEST
SCHOOL DISTRICT 84

**APPLICATION FOR THE
FUTURE EDUCATION WORKERS AWARD**
A SCHOOL DISTRICT AWARD

(Please print or type all information, except signature.)

Name of Student: _____

Student's Email Address: _____

Start of Grade 11 in School District 84: _____
Year Month

The following must be included with this application:

1. typed letter of application, providing reasons why you are a good candidate for this School District Award and paying attention to grammar, spelling and quality of writing;
2. official statement of letter grades for required Grade 11 and 12 academic courses, signed by the School Principal;
3. reference letter from the School Principal, Vice-Principal or Teacher;

**An interview with the School District Scholarship Committee
will be included in the selection process.**

Signature of Student: _____

Date: _____

Date Received at the School Board Office: _____

Note: The closing date of submissions is May 1 in each year.

RAJ JASWAL AWARD – ACADEMIC EXCELLENCE

The pursuit of academic excellence is a major goal of education. In recognition of achievement in this area, the Board will annually award academic scholarships. These awards will be given to the students who best meet the criteria laid out in this procedure.

1. This scholarship award, known as the Raj Jaswal Award, will be \$1000 in each academic year.
2. The presenter of the award should remind the recipient and audience of the reasons for naming the award. Mr. Raj Jaswal passed away in August of 1986 following service as the School Principal of Ray Watkins Elementary School. Mr. Jaswal was an educator in the School District for approximately 18 years, also serving as School Principal of Captain Meares Elementary Secondary School for a significant portion of that time. This scholarship was established to honour Mr. Jaswal's contribution to education in the School District and to recognize, on an on-going basis, his dedication by supporting a student each year to post-secondary education.
3. The award is dependent upon the graduating student attending a post-secondary institution for at least one year.
4. The award must be taken up within two years of graduation.
5. The scholarship is open to any graduating student provided that they have spent two secondary years in one of the School District's schools.
6. The closing date for submissions is May 1 in each year.
7. Each student is responsible for making his/her own submission. The student is responsible for informing the School Principal of the intent to apply.
8. Schools are required to:
 - a. inform graduating students of the existence of the award no later than March 1 in each year;
 - b. forward to the District Scholarship Selection Committee the required information for a student submission.
9. The District Scholarship Selection Committee will make recommendations to the Board based upon:
 - a. the letter of application from the student, the official application form and a reference letter from the School Principal;
 - b. reference letter from a teacher;
 - c. proof of high achievement in the academic criteria outlined in Section 10, below;
 - d. an interview of applicants.

10. The academic component for student selection will be based upon the following:

- a. the official permanent record letter grade standing for the following subjects:
 - English 11;
 - Math 11;
 - Social Studies 11;
 - a level 11 Science; and,
 - a second level 11 Science or French 11.
- b. an official statement of letter grade standing for each of the schools terms to May 1 for the following courses:
 - English 12; and,
 - three (3) other level 12 academic courses appropriate for college or university entrance.



VANCOUVER ISLAND WEST
SCHOOL DISTRICT 84

APPLICATION FOR THE
RAJ JASWAL AWARD
A SCHOOL DISTRICT ACADEMIC AWARD

(Please print or type all information, except signature.)

Name of Student: _____

Student's Email Address: _____

Start of Grade 11 in School District 84: _____
Year Month

The following must be included with this application:

1. typed letter of application, providing reasons why you are a good candidate for this School District Award and paying attention to grammar, spelling and quality of writing;
2. official statement of letter grades for required Grade 11 and 12 academic courses, signed by the School Principal;
3. reference letter from the School Principal;
4. reference letter from a teacher.

**An interview with the School District Scholarship Committee
will be included in the selection process.**

Signature of Student: _____

Date: _____

Date Received at the School Board Office: _____

Note: The closing date of submissions is May 1 in each year.

*Adopted: 11-18-22
Amended: 05-13-23
Amended: 11-06-24
Amended: 08-26-26*

STUDENT CONDUCT

1. Students are expected to conduct themselves in a manner which respects and contributes to an environment which is best for the learning and social needs of all students. To that end, students will be expected to support, by word and deed, the student Code of Conduct in the school. At each school, such a student Code of Conduct will be developed and reviewed by students, staff and parents. The student Code of Conduct will be the standard for student conduct at the school. The Superintendent (or designate) will receive and review the student Codes of Conduct developed at each school and can request such student Codes of Conduct to be revised as needed.
2. The Code of Conduct will be published and displayed in the school.
3. The Code of Conduct will: (a) specifically reference and list the prohibited grounds of discrimination set out in Sections 7 and 8 of the Human Rights Code; and, (b) include examples of unacceptable behaviour including, but not limited to bullying, cyberbullying, harassment, intimidation, and threatening or violent behaviours.
4. The Code of Conduct will set guidelines for student conduct codes in any area which affect the learning and social well-being of students, including:
 - student behaviour, in classrooms and other school facilities;
 - social expectations at school sponsored activities;
 - student discipline;
 - exclusions of drugs, alcohol and cigarettes;
 - prohibition of violence and sexual harassment;
 - standards for the use of school facilities;
 - encouragement of conduct which improves the social conditions in each local community; and,
 - ways and means for improving the learning opportunities of students.
5. School codes of conduct will set guidelines that restrict the use of personal digital devices at school for the purposes of student safety and maintaining focused learning environments. These statements will address:
 - a) Restrictions on the use of personal digital devices during instructional hours
 - b) Use of personal digital devices for instructional purposes and digital literacy;
 - c) Use of personal digital devices that is appropriate to the student's age and developmental stage;
 - d) Accessibility and accommodation needs;
 - e) Medical and health needs; and,
 - f) Equity to support learning outcomes.
6. Students who purposefully obstruct the expectations of the established student conduct code can be disciplined. Such discipline may include:
 - professional and peer counselling;
 - parental or guardian involvement;
 - community service; or,
 - suspension or expulsion.

CONDUCT ON SCHOOL BUSES

The School District uses buses to transport students and authorized riders to and from school or school activities.

The School District requires students and authorized riders to abide by the School District Code of Conduct for Bus Pupils. Failure to abide by the School District Code of Conduct for Bus Pupils will be dealt with by the School Principal, as would any other transgression of the school's Code of Conduct.

School District Code of Conduct for Bus Pupils

1. The bus driver shall have full authority over the bus and the riders, and shall determine that only students and persons authorized by the School Principal board the bus.
2. Students are required to remain properly seated during their entire journey on the bus.
3. Personal possessions must not be placed in the aisle of the bus but must be positioned on the floor near the feet of the rider.
4. Ice skates or similar sharp objects must be sheathed or boxed to eliminate the possibility of injury.
5. There shall be no eating or drinking on the bus without the expressed permission of the driver.
6. Students must not throw paper or other items out of the bus windows. The bus must be left in a clean and tidy condition.
7. Noise or activity that might distract the bus driver is prohibited.
8. Students must not open the bus windows without the permission of the driver.
9. Students must not, at any time, lean out of the bus windows or place their hands outside of the windows.
10. Any damage to the bus must be reported at once to the driver.
11. Students will not leave the bus until they have arrived at school, their home or stopping place.
12. During winter weather, when roads are icy, students must keep off the roadway until the bus comes to a complete stop.
13. It is a privilege for students to have use of the school bus. Students who seriously or continually disrupt the normal or safe operation of the bus will be deprived of the use of the bus. The School Principal will notify a parent or guardian of the loss of bus privileges after reasonable efforts have been made to have the student correct inappropriate behaviour.
14. Should the bus trip be to a destination outside the local community, the bus driver can interrupt the bus trip to require a parent or guardian to meet the bus and remove the student from the bus. This will happen when the student has become seriously disruptive to the safe control of the bus and normally in consultation with the School Principal or trip supervisor.

STUDENT DISCIPLINE

The *School Act* Section 76(3) states that, "... discipline of a student while attending an educational program made available by a board or a Provincial school must be similar to that of a kind, firm and judicious parent, but must not include corporal punishment." It is the policy of this School District that disciplinary procedures must be carefully applied and wholly appropriate to the offence.

"The principal of a school is responsible for administering and supervising the school, including the general conduct of students, both on school premises and during activities that are off school premises, and that are organized or sponsored by the school, and shall, in accordance with the policies of the Board, exercise paramount authority within the school in matters concerning the discipline of students." [BC Regulation 265-89, Section 5(7)].

All schools shall provide parents/guardians and students with a copy of the school's Code of Conduct (AP 350).

No student shall be disciplined in a manner that appears threatening or intimidating, by either language or gestures. Where the offence is deemed to be of a serious nature, the parents or guardians of the students involved are expected to be present for the disciplinary action.

Where student suspensions are warranted, they will be employed not as isolated events, but rather as an integral part of the larger disciplinary process, the component parts of which will include:

- previous intervention strategies;
- ongoing and supportive communications with parents or guardians;
- appropriate counselling/assistance to students;
- effective follow-up and action plans upon students' return to school.

1. Breaches of School Discipline

Where student conduct is such as to warrant suspension, such suspensions shall be employed pursuant to School District procedures and the *School Act*, and shall be dealt with as follows:

- a. School Principals may suspend students for a period of up to and including ten (10) school days pending an interview with the parents or guardians in an effort to resolve the problem(s).
- b. Contact will be made with parents or guardians prior to any students being sent home during the school day.
- c. Students who are suspended from school as per Section (a) will be expected to carry on with their studies while they are under suspension. Toward that end, such students will be afforded opportunities to complete work/assignments at home. Schools will have local policies as to how students can maintain a learning situation during suspensions.
- d. A written notice/letter of suspension will be provided to parents or guardians at the earliest possible opportunity; such notice/letter to include the following:
 - i. term of suspension, including commencement date and number of days;
 - ii. specific reason(s) for suspension, with reference to breach of school rule(s) and/or School District policy if applicable;

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- iii. reference to relevant section(s) of the *School Act* and/or regulation and School District policy;
 - iv. identification of previous suspensions and number of suspensions;
 - v. request for a parental or guardian interview or alternative means of communication; and,
 - vi. proposed date and conditions of student re-entry.

A copy of such a notice/letter shall be filed with the Superintendent (or designate).

- e. Suspensions in excess of ten school days or which extend beyond 10 school days may only be sanctioned by the Superintendent (or designate). A request from a School Principal for such a suspension must be made immediately in writing to the Superintendent (or designate).

2. Serious Offences

- a. Students committing such actions as the selling of drugs or alcohol, setting off false fire alarms, seriously physically or verbally assaulting or threatening other students or other persons, while under the jurisdiction of the school, may be suspended by the School Principal for a period of up to ten (10) school days, and the parents or guardians immediately notified in writing of the circumstances or at the School Principal's discretion immediately suspended and referred to the Superintendent (or designate). No student so suspended shall be re-admitted until an interview is held with the Superintendent (or designate). It is the responsibility of the parent or guardian to seek such an interview.
- b. Upon the occasion of a second such incident, the student shall be immediately suspended and referred to the Superintendent (or designate).

3. Appeals of Suspensions of Ten (10) Days or Less

Parents or guardians wishing to appeal a student suspension of up to and including ten (10) days will be afforded the opportunity to make such an appeal to the School Principal. If the matter cannot be resolved at the school level, it may be referred to the Superintendent (or designate). If the matter cannot be resolved at the School District level, it may be referred to the Board subject to AP 165, *Appeals*, and Appeal By-law No. 2.

DAMAGE OR THEFT BY STUDENTS OR OTHERS OF MINORITY AGE

Where any student wilfully or carelessly mutilates or destroys, or without permission or authority, removes any school property, the parent or guardian of such pupil shall be held liable for damages jointly with such student. All reasonable steps shall be taken by the Superintendent (or designate) to recover all costs of damages or theft.

1. Reparations will be sought by a variety of means that will include but not be limited to the following:
 - a. The student, or other person of minority age, who has caused the damage or theft will be asked to recompense for the damage or theft in a manner equitable and fair to the circumstances.
 - b. The cooperation of the parent or guardian will be sought in gaining recompense for the damage or theft that has been caused by a student or other person of minority age.
 - c. The Superintendent (or designate) will assess the viability of the application of the *Adult Guardianship Statutes Amendment Act, 2001*, or other relevant civil or criminal statutes, should no cooperation be achieved by other means in gaining recompense for the damage or theft.
2. The objective of achieving recompense for the damage or theft includes but is not limited to the following:
 - a. To compensate for the cost of damage or theft.
 - b. To have a therapeutic consequence to the person who committed the damage or theft.

ALCOHOL and ILLICIT SUBSTANCES – POSSESSION OR CONSUMPTION

The School District does not permit the possession, exchange or non-medical use of alcohol or other drugs by any students, staff, or volunteers while under the school's jurisdiction, including while participating in field trips.

1. Non-medical possession of or use of drugs shall refer to the possession of or suspected use of any mood altering substances which include, but are not limited to: alcohol, cannabis, illicit drugs as defined under the Criminal Code of Canada, unauthorized prescription drugs and other chemical substances which impair a person's judgment and ability to participate appropriately in the learning environment established by the school.
2. A student suspected to be in possession of or under the influence of any such substances will be interviewed by the School Principal or teacher-in-charge to determine the credibility of these suspicions. If, in the School Principal's judgment, there has been a violation of this procedure, school personnel will attempt to contact parents or other emergency contact people in order to ensure that the student will receive care and attention upon leaving the school premises. A meeting will be arranged to discuss the course of action to be taken in order for the student to resume the educational program which the School District provides.
3. It is expected that use of or possession of drugs or alcohol will result in removal of the student from school for a period of time to be determined by the School Principal. In some cases, and specifically when there has been a repetition of these offences, it is anticipated that the student will be referred to the Superintendent (or designate) for review and recommendations.
4. School Principals are expected to use their best professional judgement in selecting an appropriate action from a range of options. These options include:
 - a. counselling for the student;
 - b. suspension;
 - c. enrollment in an appropriate guidance or counselling program;
 - d. 'in school' suspension;
 - e. referral to the police;
 - f. suspension with referral to the Superintendent (or designate).
5. School Principals will suspend with referral to the Superintendent (or designate) any student who is selling illicit substances or alcohol in school or on school grounds.
6. Suspensions or expulsions may be appealed to the Board within five days of the notice of a suspension or expulsion.

The prohibition against the possession, exchange, or non-medicinal use of alcohol or other drugs applies to staff and volunteers on all school events, including field trips.

STUDENT BULLYING

Bullying is defined as a pattern of repeated aggressive behaviour with negative intent, directed from one person to another where there is a power imbalance.

Bullying may be physical (e.g. hitting, punching, shoving), verbal (e.g. name-calling, teasing, coercion, threats), or social (e.g. alienation, gossiping, inciting hatred), and may occur in both in-person and online settings.

Bullying is distinct from occasional interpersonal conflict in that bullying is generally repeated over time, is intended to hurt and usually involves a perceived power imbalance.

Bullying is and will continue to be prohibited by all personnel in the service of the Board. Bullying will not be sanctioned to any degree or in any form by school personnel. It is the responsibility of school personnel to protect students from bullying and to take action to make effective such protection.

1. Student bullying will be identified as an unacceptable behaviour in all schools' Code of Conduct (AP 350).
2. All instances of student bullying will be reported to the School Principal who will investigate and apply appropriate consequences. If the School Principal determines that bullying has occurred, he/she will contact the parents/guardians of all students directly involved.
3. If the School Principal requires help and/or resources to deal with student bullying, he/she may contact the Superintendent (or designate) for support.
4. Concerns about the implementation of this Policy and Regulation should be dealt with following AP 160, *Communications and Concerns with Staff or Volunteers*, and make use of the pamphlet, "Steps to Resolving Concerns" found in AP 160.

PHYSICAL RESTRAINT AND SECLUSION

Prevention is the best method of maintaining positive, safe and caring learning environments. Every effort will be made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary. School personnel will implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.

Physical restraint or seclusion will be used only in exceptional circumstances where the behaviour of the student poses an imminent danger of serious physical harm to self or others. Neither restraint nor seclusion will be used as punishment, discipline, or to force compliance in an educational setting.

1. Definitions

Physical Restraint - restricting another person's freedom of movement or mobility in order to secure the safety of the person or others.

Notes:

The provision of a physical escort (i.e. touching or holding a student's hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location) does not constitute physical restraint.

The use of physical guidance when teaching a skill, redirecting attention, or providing comfort does not constitute physical restraint.

Seclusion - the involuntary confinement of a person alone in a room, enclosure, or space which the person is physically prevented from leaving.

Notes:

"Timeout" (a behaviour strategy where a child is removed from a setting that reinforces behaviour to a non-reinforcing setting for a limited period of time) is not considered seclusion.

The term seclusion does not apply when a student requests to be in a different location.

2. Procedures

1. Physical restraint and seclusion will only be used in exceptional circumstances where a student is in imminent danger of causing harm to self or others.
2. Schools will develop and implement positive behaviour supports and interventions, behaviour plans, and safety plans in order to prevent and de-escalate potentially unsafe situations
3. Neither physical restraint nor seclusion will be used as punishment, discipline or to force compliance in an educational setting.
4. Regular practice of physical restraint or seclusion shall not be common practice in any student's educational program.
5. Schools staffs will include individuals who are trained in positive behaviour intervention supports and crisis de-escalation.

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6. School personnel who work directly with students in situations where there is a potential for imminent danger to the student or others, or who may be required to respond to an individual whose behaviour is an imminent danger to self or others, are expected to be trained in crisis intervention and the safe use of physical restraint and seclusion.
 7. Physical restraint and seclusion is never utilized in a manner that could cause harm to the student (i.e. never restricts the breathing of the student, never places student in a prone position (i.e. facing down on his/her stomach) or supine position (i.e. on his/her back, face up), and never employs the use of mechanical devices.
3. Where it is determined that seclusion is necessary to prevent imminent harm to self or others, it is critical that:
 - a. any space used for the purpose of seclusions will not jeopardize the student's health or safety;
 - b. any student placed in seclusion is continuously visually observed by an adult who is physically present throughout the period of seclusion;
 - c. school personnel who are able to communicate with the student in the student's primary language or mode of communication are present at all times;
 - d. all relevant health and safety policies and Worksafe BC regulations are followed.
 4. Follow-up to any use of physical restraint or seclusion will include:
 1. Intervening staff will notify the School Principal (or designate) immediately.
 2. The School Principal (or designate) will notify the parents/guardians of the incident as soon as possible, prior to the end of the school day on which the incident occurred.
 3. The School Principal (or designate) will inform the Superintendent (or designate) as soon as possible, prior to the end of the school day on which the incident occurred.
 4. A debriefing meeting will occur (with involved school staff, administration and parents/guardians) to examine the cause(s) of the incident, staff responses to the incident, and any preventative measures that can be taken to make future use of restraint/seclusion unnecessary.
 5. All incidents resulting in the use of physical restraint or seclusion will be documented on the "Physical Restraint / Seclusion Incident Form".

ADDENDUM

PHYSICAL RESTRAINT AND SECLUSION INCIDENT FORM

Date: _____	Student: _____	Grade: _____
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BEHAVIOUR INCIDENT DESCRIPTION	
Time: _____ Location: ☐ Classroom ☐ Hallway ☐ Playground ☐ Gym ☐ Other: _____	Description of Acting Out Behaviour (Imminent Danger to Self or Others):

BACKGROUND	
Setting Events: <i>What conditions made this behaviour more likely to occur?</i> 	Antecedents: <i>What happened immediately prior to the acting-out behaviour? What was the immediate trigger?</i>

STAFF INTERVENTION	
Describe the de-escalation strategies used prior to restraint / seclusion: 	
Was physical restraint used? (Y/N) _____ Time restraint began: _____ Time restraint ended: _____ _____	Was seclusion used? (Y/N) _____ Time seclusion began: _____ Time seclusion ended: _____ _____

Description of physical restraint technique/seclusion:

Staff Involved (Name):	Role:	CPI Trained in Restraint? (Y/N)

Observers / Witnesses:	
Name:	Role:

Parent Notification:
 Name of parent / guardian contacted: _____
 Date and time of parent / guardian contact: _____

Debriefing the Incident:		
Team Members Present (include intervening staff, administrator, and parents):		

Prior to the Incident: *(What were the warning signs? Is there anything we could have done to de-escalate the situation?)*

Prevention: *(What steps can we take to prevent future incidents?)*

Intervention: *(Was the intervention conducted safely for all involved? Did we intervene too soon / too late? Was communication clear? What might we do differently next time?)*

_____ School Principal Name	_____ School Principal Signature
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Complete this form within two (2) working days of the incident and submit a copy to the
 Director of Education responsible for Student Support Services.

STAFFING

The procedure for staffing each school is as follows:

Each January, as part of the budget preparation process, School Principals, in consultation with their staff, will estimate their enrollment for the coming school year and recommend to the Superintendent (or designate) a staffing level based on that enrollment. The following factors will be considered:

1. specific grade configuration of all schools;
2. Inclusive Education and Learning Assistance needs of each school;
3. support needs;
4. Collective Agreement requirements.

As a part of budget deliberations, the School District will consider the School Principals' recommendations and the School District's financial situation in setting staffing levels. If there is a significant change in enrollment or a change in Inclusive Education needs during the school year, consideration will be given to changing staffing levels at that time.

CERTIFIED TEACHERS TEACHING ON CALL AND NON-CERTIFIED PERSONS ON CALL

Certified teachers teaching on call (TTOC) shall be hired as needed and whenever possible to meet the needs of the School District. In situations where a TTOC is unavailable, the School District will employ non-certified persons on call (POC) to fill the need on a day by day basis.

1. Hiring

Individuals wishing to apply for the position of TTOC or POC can do so by submitting a completed application form, their resume including references, education and training, teacher certification (if applicable), teaching reports (if applicable) and work history to the Superintendent (or designate).

Selected candidates will be invited to an interview. The Superintendent (or designate) will appoint applicants as TTOCs or POCs based on the outcome of the hiring process.

2. Duties

A TTOC or POC is expected to:

- a. report for duty a minimum of thirty (30) minutes prior to their scheduled teaching time if sufficient notice is provided;
- b. meet with the School Principal, or a designated teacher, to determine the teaching assignment and other educational service that will be required;
- c. provide appropriate instruction to students using the materials and lesson plans provided by the regular teacher or organize such materials and develop such plans as required if a TTOC;
- d. strive to achieve appropriate behavior and conduct of students, in a manner that is consistent with the school's Code of Conduct and learning expectations;
- e. provide such assistance as is necessary for the supervision of students on school premises or at other school events;
- f. provide the School Principal with a written report, at the conclusion of the day, noting activities completed, including a summary of the progress made by students.

3. Appraisal of the Performance of TTOCs

- a. All appraisals of TTOCs and POCs must be conducted in accordance with the fair labour practices and the process as outlined in the Collective Agreement.
- b. The School Principal of the school can make appraisal visits to observe the work of a TTOC or POC.
- c. A teacher can request that the School Principal complete a performance appraisal of a TTOC or POC, but prior to such a request, the TTOC or POC will be notified by the teacher of the reasons for making such a request.

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- d. The School Principal will notify a TTOC or POC when his/her service is of concern and will meet with the individual to discuss the concern. A TTOC has the right to be accompanied by a representative of the Vancouver Island West Teachers' Union. A POC may choose to be accompanied by an advocate.
 - e. A TTOC may request that the School Principal prepare a written report pertaining to the assessment of his or her performance.
 - f. The rate of pay for uncertified persons on call shall be as determined by the School District.

**CRIMINAL RECORD REVIEW OF EMPLOYEES, VOLUNTEERS,
CONSULTANTS AND CONTRACTED WORKERS**

1. All employees will undergo a criminal record check as a condition of employment. The employee will be responsible for the cost of the criminal record check.
2. All adult volunteers who wish to assist on overnight field trips or other school activities and who may be required to be alone with one or more students without the near presence of other adults will be asked to participate in a criminal record check. The school administration will provide the necessary documents for such a review. The volunteer will be responsible for the cost of the criminal record check.
3. Consultants, contractors and contracted workers who may be alone in the company of students, without the presence of regular employees, will be required to agree to the criminal review procedure. The consultant, contractor, or contracted worker will be responsible for the cost of the criminal record check.
4. In the event that a criminal record check is returned noting that a criminal record may or may not exist, the School Principal must meet with the individual involved to discuss and review the report before the individual volunteers or works at the school. The School Principal may deny the individual access to the school.
5. A school administrator or the Superintendent (or designate) may refuse the services of a volunteer, consultant, contractor, or contracted worker who has not agreed to a criminal record check.
6. For employees, volunteers, consultants, and contracted workers, in all circumstances the process for criminal record checks will conform to the provisions of the *Freedom of Information/Protection of Privacy Act* concerning the collection, use and disclosure of personal information.

EMPLOYMENT EQUITY/HUMAN RIGHTS EXEMPTION

The School District enrolls a significant number of Indigenous students. The hiring of staff with Indigenous ancestry would fulfill a cultural and/or traditional language role, as well as, provide Indigenous role models for all students.

The School District recognizes that Indigenous principals, teachers and support staff are under-represented in the public education system and will actively support hiring qualified Indigenous staff. It is an objective of the School District to hire a corresponding percentage of Indigenous staff to the Indigenous student population.

The School District endorses British Columbia's Office of the Human Rights Commissioner's approved Special Hiring Programs for teachers, support staff and management.

OCCUPATIONAL HEALTH AND SAFETY

The purpose of this Administrative Procedure and the District's Occupational Health and Safety Program at <https://sd84.bc.ca/staff-resources/health-safety/> is to promote occupational health and safety in the School District and to protect workers and other persons present at School District worksites from work related risks to their health and safety.

Health and safety provisions of various Acts, including the *Workers Compensation Act and Regulations*, will be complied with in this School District.

1. Responsibilities of the Employer

The responsibility of the School District shall be to:

- a. ensure a healthy and safe working environment for workers, present at the workplace where School District work is being carried out by establishing occupational health and safety policies and programs in accordance with the *Workers Compensation Act and Regulations*;
- b. provide and maintain in good condition protective equipment, devices and clothing as required by *Regulation* and ensure that these are used by workers, when necessary;
- c. provide to the workers the information, training and supervision necessary to ensure their health and safety when performing their duties;
- d. post and keep posted a notice advising workers where a copy of the *Workers Compensation Act and Regulations* are available for review;
- e. post and keep posted the names and work locations of the School District Occupational Health and Safety Committee members, the reports of the three most recent School District Committee meetings and copies of any applicable orders under the *Act* for the preceding 12 months;
- f. respond in writing within 21 days of receiving the School District Occupational Health and Safety Committee's written recommendations, if a response is requested;
- g. cooperate with WorkSafeBC, its officers or any other person carrying out a duty under the *Workers Compensation Act and Regulations*.

2. Responsibilities of Supervisors

The responsibilities of Supervisors shall be to:

- a. ensure the health and safety of all workers under his/her direct supervision, and be knowledgeable about and comply with the *Workers Compensation Act and Regulations* and any applicable orders;
- b. ensure that such workers are aware of all known or reasonably foreseeable health or safety hazards in the area where they work, and implement practices and procedures to eliminate or reduce hazards;
- c. ensure that workers comply with the *Workers Compensation Act*, the *Regulations* and any applicable orders;
- d. coordinate safety programs such as emergency preparedness, fire and wildlife programs, as well as all programs included in the Occupational Health and Safety Program;

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- e. consult and cooperate with the Joint Occupational Health and Safety Committee or Safety Representative for the workplace;
 - f. ensure that Occupational Health and Safety meetings and inspections occur regularly, that meeting minutes are recorded and potential health and safety concerns are identified;
 - g. investigate and record all accidents and incidents occurring at their worksite of responsibility;
 - h. maintain records and statistics, including minutes of meetings, reports of inspections and accident and incident investigations, and to forward copies to the Superintendent of Schools or designate;
 - i. post the names of the Joint Committee members and/or Safety Representative(s), the minutes of the three most recent Occupational Health and Safety meetings, and copies of any applicable orders under the *Act* for the preceding 12 months;
 - j. cooperate with WorkSafeBC, its officers or any other person carrying out a duty under the *Workers Compensation Act and Regulations*.

3. **Responsibilities of Workers**

The responsibilities of workers shall be to:

- a. take reasonable care to protect his/her health and safety and the health and safety of other persons who may be affected by the worker's acts or omissions at work;
- b. carry out his/her work in accordance with established safe work procedures as required by the *Workers Compensation Act and Regulations*;
- c. use or wear protective equipment, devices and clothing as required by the *Regulations*;
- d. adopt a responsible attitude towards safety on the job and not engage in horseplay or similar conduct that may endanger the worker or any other person;
- e. ensure that the worker's ability to work without risk to his/her health or safety, or to the health or safety of any other person, is not impaired by alcohol, drugs or other causes;
- f. report to the Supervisor or employer any contravention of the *Workers Compensation Act and Regulations* or applicable order of which the worker is aware, and the absence of or defect in any protective equipment, device or clothing, or the existence of any other hazard, that the worker considers is likely to endanger the worker or any other person;
- g. cooperate with the Joint Occupational Health and Safety Committee or Safety Representative for the workplace;
- h. report all accidents and cooperate in accident investigations, if appropriate;
- i. comply with the *Workers Compensation Act and Regulations* and any applicable orders;
- j. cooperate with WorkSafeBC and any other person carrying out a duty under the *Workers Compensation Act and Regulations*.

DISTRICT OCCUPATIONAL HEALTH AND SAFETY COMMITTEE TERMS OF REFERENCE

Name of Health and Safety Committee

The Committee shall be known as the "District Occupational Health and Safety Committee" for the School District.

Constituency

The employees represented by the Committee include all excluded staff, all Vancouver Island West Teachers' Union members, all Canadian Union of Public Employees Local 2769 members, and all non-certified persons on call.

Purpose of the Committee

The Committee is made up of worker and employer representatives consulting in a cooperative spirit to identify and resolve health and safety problems in support of the School District's Occupational Health and Safety Program: <https://sd84.bc.ca/staff-resources/health-safety/>.

Functions of the Committee

1. Make and review recommendations for the establishment and enforcement of health and safety policies and practices.
2. Promote health and safety programs for the education and information of Vancouver Island West School District 84 employees.
3. Review accident, incident and investigation reports (causes and prevention), accident trends, and records and statistics for the determination of necessary courses of action to prevent future injuries and occupational diseases.
4. Participate in an annual review of the safety programs in place in the District.
5. Consider and, where necessary, investigate complaints respecting health and safety of employees at worksites, and, where necessary, make recommendations to the Board of Education.
6. Establish and maintain strong communication between the District Committee members, the worksite Occupational Health and Safety Committee members and/or Safety Representatives, and the Board of Education.
7. Perform any other duties that a WorkSafeBC Officer may assign to the Committee.

Records

The District Occupational Health and Safety Committee will keep accurate records of all matters that come before it.

Meetings

1. The Committee will be co-chaired by an employer and a worker representative, and will meet at least once annually.
2. Special meetings, if required, will be held at the call of the chairperson.

-
3. A quorum shall consist of representatives of each of the employer, the Vancouver Island West Teachers' Union and CUPE Local 2769.
 4. The Committee will add procedures it considers necessary for the meetings.

Agendas and Minutes

1. An agenda will be prepared under the direction of the co-chairpersons and distributed to Committee members prior to the meeting.
2. Minutes will be prepared as soon as possible after the meeting and copied for the Board of Education, the Superintendent, the Committee members, and posted at each worksite.

JOINT OCCUPATIONAL HEALTH AND SAFETY COMMITTEE TERMS OF REFERENCE

A Joint Occupational Health and Safety Committee is required at any workplaces in School District 84 that has 20 or more employees.

Constituency

The Committee will consist of four members representing the workers and the employer, with at least half the members being worker representatives. It must have two co-chairs, one selected by the worker representatives and the other being the Principal or designate.

Purpose of the Joint Committee

The Committee is made up of worker and employer representatives consulting in a cooperative spirit to identify and resolve health and safety problems in support of the School District's Occupational Health and Safety Program: <https://sd84.bc.ca/staff-resources/health-safety/>.

Functions of the Committee

1. Identify situations that may be unhealthy or unsafe for workers and advise on effective systems for responding to those situations.
2. Consider and expeditiously deal with complaints relating to the health and safety of workers.
3. Consult with employees and the employer on issues related to occupational health and safety and occupational environment.
4. Make recommendations to the employer and the employees for the improvement of the occupational health and safety of employees and compliance with the regulations, and monitor their effectiveness.
5. Make recommendations to the employer on educational programs promoting the health and safety of employees and compliance with the regulations, and monitor their effectiveness.
6. Advise the employer on programs and policies required under the regulations for the workplace and monitor their effectiveness.
7. Advise the employer on proposed changes to the workplace or the work processes that may affect the health or safety of employees.
8. Ensure that incident investigations and regular inspections are carried out as required by regulation.
9. Participate in inspections, investigations and inquiries as provided by regulation.
10. When necessary, request information from the employer about:
 - a. known or reasonably foreseeable health or safety hazards to which workers at the workplace are likely to be exposed.
 - b. health and safety experience and work practices and standards in similar or other locations of which the employer has knowledge.
11. Carry out any other duties and functions prescribed by regulation.

Records

The Committee will keep accurate records of all matters that come before it. The Committee will maintain copies of its minutes for a period of at least two years from the date of the Occupational Health and Safety Committee meeting to which they relate, with the exception of the following:

- first aid records must be kept for at least 10 years at the worksite office;
- education and training related records should be kept at the District Office for at least three years after the training session.

Meetings

1. The Committee will meet regularly at least once each month.
2. The Committee must establish its own rules of procedure, including rules respecting how it is to perform its duties and functions.
3. A report of the meeting will be prepared as soon as possible after the meeting and copied for the Committee members, the employer (District Office), the employees, and posted at the worksite.

Terms of Office

1. Committee members will sit on the Committee for a minimum of one year.
2. If a member of the Committee, chosen by the employees, is unable to complete the term of office, the employees will choose another member.
3. If a member of the Committee appointed by the employer is unable to complete the term of office, the employer will appoint another member.
4. All members will arrange to have an alternate member to attend meetings in their place, when they are unavailable to attend.

Recommendations to the Employer

Recommendations will be:

- directly related to health and safety of employees;
- reasonably capable of being done;
- complete (i.e. employer will not need more information to make a decision).

Assistance in Resolving Disagreements Within Committee

If a Joint Occupational Health and Safety Committee is unable to reach agreement on a matter relating to the health and safety of employees at the workplace, a co-chairperson of the Committee will report this to the District Office. If the District Office is unable to resolve the disagreement, the employer will contact WorkSafeBC, which may investigate and attempt to resolve the matter.

OCCUPATIONAL HEALTH AND SAFETY REPRESENTATIVES

An Occupational Health and Safety Representative is required in each worksite where there are fewer than 20 employees regularly employed.

The Occupational Health and Safety Representative must be selected from among the employees at the workplace who do not exercise managerial functions at that workplace.

To the extent practicable, the Occupational Health and Safety Representative works together with his/her Supervisor to:

1. Identify situations that may be unhealthy or unsafe for workers and advise on effective systems for responding to those situations.
2. Consider and expeditiously deal with complaints relating to the health and safety of workers.
3. Consult with employees and the employer on issues related to occupational health and safety and occupational environment.
4. Make recommendations to the employer and the employees for the improvement of the occupational health and safety of employees and compliance with the regulations, and monitor their effectiveness.
5. Make recommendations to the employer on educational programs promoting the health and safety of employees and compliance with the regulations, and monitor their effectiveness.
6. Advise the employer on programs and policies required under the regulations for the workplace and monitor their effectiveness.
7. Advise the employer on proposed changes to the workplace or the work processes that may affect the health or safety of employees.
8. Ensure that incident investigations and regular inspections are carried out as required by regulation, and participate in such inspections, investigations and inquiries as provided by regulation.
9. When necessary, request information from the employer about:
 - a. known or reasonably foreseeable health or safety hazards to which workers at the workplace are likely to be exposed.
 - b. health and safety experience and work practices and standards in similar or other locations of which the employer has knowledge.
10. Carry out any other duties and functions prescribed by regulation.

Records

Accurate records of all matters that are brought to the attention of the OH&S Representative and the Supervisor will be maintained at the worksite for a period of at least two years, with the exception of the following:

- First aid records must be kept for at least 10 years at the worksite office;
- Education and training records should be kept at the District Office for at least three years after the training session.

All reports of inspections and safety issues are to be distributed to employees and posted at each worksite. A copy is to be forwarded to the Assistant Superintendent responsible for Human Resources for distribution to the Superintendent, Secretary-Treasurer and the Operations Supervisor.

Term of Office

1. The Occupational Health and Safety Representative shall represent the workplace for a minimum of one year.
2. If the Representative is unable to complete the term of office, the non-managerial employees will choose another member.

Recommendations to the Employer

Recommendations will be:

- directly related to health and safety of employees;
- reasonably capable of being done;
- complete (i.e. employer will not need more information to make a decision).

Assistance in Resolving Disagreements

If the Occupational Health and Safety Representative is unable to reach an agreement with the employer on a matter relating to the health and safety of employees at the workplace, WorkSafeBC will be contacted to investigate and attempt to resolve the matter.

HAZARDOUS MATERIALS AND SUBSTANCES

The Workplace Hazardous Materials Information System (WHMIS) requires suppliers to provide information in the form of labels and Material Safety Data Sheets (MSDS) for all controlled products that are stored or handled in a workplace, with the exception of those products listed in Section 5.3 of the *Occupational Health & Safety Regulation*.

Vancouver Island West School District 84 Administrators and Supervisors, in consultation with their applicable Joint Occupational Health and Safety Committee and/or Safety Representative, will ensure the following:

1. A complete chemical inventory for products used or stored on site is available.
2. All controlled products on site are identified with supplier or workplace labels.
3. When any amount of a controlled product remains at the worksite in the container in which it was received from the supplier, the label will not be removed, defaced, modified or altered.
4. The supplier's up-to-date Materials Safety Data Sheet for controlled products will be made readily available to employees, with a copy to the Joint Occupational Health and Safety Committee and/or Safety Representative. If a supplier MSDS is not available, the applicable employees will be advised of any hazard information based on the ingredients of the product.
5. All controlled products intended for use in school laboratories will disclose the product identifier, a statement indicating where the MSDS is available, and the risk phrases, precautionary and first aid measures applicable to the product.
6. All tanks, piping systems or other storage containers are labelled or identified as to contents, hazards and precautions for handling.
7. Where necessary, emergency spill clean-up procedures will be developed and posted.
8. Where possible, non-hazardous products will be substituted for controlled products.
9. Personal protective equipment will be used where administrative or engineering controls are not practicable or feasible.
10. This program will be reviewed annually, or more frequently, if necessary.

Education and Training

All employees will receive general WHMIS education on the:

- elements of the WHMIS program;
- major hazards of the controlled products in use in the workplace;
- rights and responsibilities of the District and employees; and,
- content required on labels and MSDS's, and the significance of this information.

All employees who work with or are in proximity to a controlled product received from a supplier will have access to all hazard information concerning that controlled product. Those employees will be trained in the worksite-specific procedures for the safe use, storage, handling and disposal of controlled products, and in the procedures to be followed in the case of an emergency involving a controlled product.

WORKING ALONE OR IN ISOLATION

WorkSafeBC Regulations require the establishment of a specific checking system when employees are required to work alone or in isolation, under conditions which present a risk of disabling injury if the employee might not be able to secure assistance in the event of injury or other misfortune. Administrative Procedure 426, *Safety When Travelling on School District Business*, also outlines the requirement for a specific checking system when travelling alone.

Circumstances where a School District employee may become disabled, to the point of being unable to summon assistance, are rare. Where such circumstances arise, it is possible to reduce or eliminate the risk of disabling injury by instituting work procedures. Where it is determined there is a significant risk to employees in isolation being subjected to the hazard of disabling injury, as defined by the Regulation, the following guidelines will apply in developing work procedures for those employees.

It should be noted that these are guidelines to be used in the development of procedures. Each workplace where employees are working alone or in isolation will need to assess the degree of potential for “disabling injury or other misfortune” and if procedures are required, individual workplace procedures must be developed by the Principal and/or Supervisor, in consultation with the Occupational Health and Safety Committee members and/or Safety Representative and the employees.

Identification

Employees required to work alone or in isolation will be identified by the Principal and/or Supervisor. When employees are required to work alone or in isolation, it is the responsibility of the Principal and/or Supervisor to ensure those employees are familiar with the procedures to be followed and ensure appropriate checks are in place to confirm their well-being. The frequency and nature of checks is determined by the nature of the hazard; i.e. high-risk activities require shorter intervals for checks.

Before instituting any procedure, affected employees will be consulted and, where appropriate, amendments may be made to procedures.

Principal/Supervisor Responsibility

Principals and/or Supervisors are responsible for ensuring employees are familiar with the checking procedures appropriate to their duties. Employees are responsible for ensuring they follow the procedures developed for their protection. Failure by Principals, Supervisors or employees to comply with procedures developed is a serious violation of the School District Administrative Procedures.

Workplace Assessment

Wherever possible, the School District attempts to ensure workers are not required to work alone or in isolation.

When employees are required to work alone or in isolation, the Principal and/or Supervisor will attempt to arrange work schedules and duties to ensure employees are not required to perform duties that might result in the risk of disabling injury. This may include, but not be limited to, restrictions on working from ladders or other elevated work platforms, lifting restrictions (maximum weights, restrictions on lifting awkward loads, etc.), restriction of work areas (e.g. no working in stairwells, confined spaces, crawlspaces, restrictions on equipment to be operated, etc.).

Required Procedures

If it is determined that written work procedures are required, it is the responsibility of the Principal and/or Supervisor, in consultation with the Occupational Health and Safety Committee members and/or Safety Representative and the employees, to develop written procedures.

When working alone in a facility, unless otherwise instructed, all exterior entrances must be secured against entry at all times. Only persons specifically authorized by the Principal and/or Supervisor may be admitted outside normal operating hours.

Voluntary or Personal Activities

If a Principal and/or Supervisor authorizes an employee to enter or use a facility outside normal operating hours, and no other person will be present in the facility, a check-in procedure must be established that is clearly communicated to the employee. If an employee enters or uses a facility outside normal operating hours without the permission of the Principal and/or Supervisor, or without his/her knowledge, then the employee is responsible for establishing a check-in procedure which will ensure his/her safety.

Communication

A person must be designated to establish contact with the employee at predetermined intervals and the person must record the results. Where two-way telephone communication is the designated means of checking on an employee's well-being, the schedule for contacting designated personnel must be strictly adhered to. There should be no more than a five-minute variation in contact time, and only then in unusual circumstances. A check at the end of the work shift must also be done.

In case of emergency, employees are reminded that use of the fire alarm system, or telephoning 911 will summon emergency assistance.

Intruders/Vandals

In accordance with the Violence in the Workplace Program established in the School District, under no circumstances should School District staff become involved in situations involving vandals, intruders or similar situations where their health or safety may be endangered. Employees should retreat to a safe area and summon assistance from the RCMP or other designated agency. Under no circumstances should School District staff attempt to detain persons against their will. If possible, employees should obtain descriptions, license plate numbers or other information that may be of assistance but beyond that, **employees do not become involved**. When possible, a report must be made to the Principal and/or Supervisor.

Changes or Amendments – and Annual Review

The procedure and system for checking an employee's well-being must be reviewed at least annually or more frequently, if necessary. If specific circumstances arise which require changes to these procedures, affected employees will be consulted. Changes will be discussed with and approved by the Principal and/or Supervisor, in consultation with the Occupational Health and Safety Committee and/or Safety Representative.

OFF HOURS ENTRY LOGBOOK

WORKPLACE: _____

[illegible]

WORKPLACE INSPECTION PROGRAM

The School District workplace inspection program is implemented for the detection and control of workplace hazards. Inspections of all worksites in the School District shall be inspected as directed in this program.

Planned Inspections

An inspection program will be developed at each worksite to ensure that regular inspections of all workplaces, including buildings, structures, grounds, excavations, tools, equipment, machinery and work methods and practices, will take place throughout the year at intervals that will prevent the development of unsafe working conditions.

Inspections must, where feasible, include the participation of members of the Joint Committee or the Health and Safety Representative. In the event that there is no Committee or Health and Safety Representative, the employer will designate an employer representative and the VIWTU and CUPE Local 2769 must designate one worker representative.

The inspections will be conducted far enough ahead of Joint Occupational Health and Safety meetings to allow for the correction of minor housekeeping items before the meeting. The Joint Occupational Health and Safety Committee and/or Safety Representative can then be concerned with more significant matters.

Prior to conducting the inspection, previous inspection reports will be reviewed to ensure that follow-up corrective action has been done.

Inspection team members shall use the **Inspection Checklist** and a map or floor plan (if available) to keep the inspection in focus and to ensure important aspects are not overlooked. A hazard rating will be placed adjacent to each item noted on the inspection tour, to prioritize corrective action according to the degree of severity. The A, B, C Hazard Rating should be used.

A HAZARD Stop work and attend to problem immediately.

B HAZARD Attend to problem without delay but work may continue as long as no employee is exposed.

C HAZARD Low hazard exposure: attend to problem as soon as possible and watch for patterns if they develop.

An **Inspection Report** shall be developed and posted, with a copy to the Joint Occupational Health and Safety Committee or Safety Representative, the Principal or Supervisor, and the District Office.

Correction of Unsafe Conditions

Unsafe or harmful conditions found during the course of an inspection must be remedied without delay. They must be reported as soon as possible to the Principal, Assistant Superintendent responsible for Operations Supervisor or Superintendent (or designate) and the person receiving the report must investigate the reported unsafe condition or act and must ensure that any necessary corrective action is taken without delay. If this action requires the attention of the Operations Department, a work order must be completed and forwarded to the Principal or Supervisor for approval.

If the corrective action is not to the satisfaction of the Committee or Safety Representative, then the item should be discussed at the next meeting.

Emergencies

If a condition causes an immediate threat to employees, the Principal or Supervisor will be promptly notified. The Principal or Supervisor will enforce applicable emergency response procedures. Only qualified or properly instructed employees who can correct the unsafe condition may be exposed to the hazard, and every possible effort must be made to control the hazard while this is being done. A report will be made to the Superintendent of Schools or designate as quickly as possible.

Equipment Inspections

Each employee, prior to operating any equipment or machinery, shall ensure that all safeguards are in place and functioning, and that no person shall be endangered by putting the machinery or equipment into operation. Employees will use the safe work procedures established by the District or the equipment manufacturer, and shall conform to the pertinent section of the WorkSafe BC OHS Regulation.

Special Inspections

Special inspections shall be made when required by malfunction or accident. These inspections will include the participation of the Joint Occupational Health and Safety Committee or Safety Representative, and the Principal or Supervisor.

Employees Shall Inspect

Every employee shall inspect his/her work area daily and correct hazards, if possible. Any uncorrected hazards should be reported to the Occupational Health and Safety Committee, the Safety Representative, the Principal and/or the Supervisor as soon as possible.

SAFETY WHEN TRAVELLING ON SCHOOL DISTRICT BUSINESS

Given the realities of the geography and weather of the School District's regions, the School District expects travel precautions to be practiced whenever anyone is traveling on School District business.

1. All safety, highway and marine rules or regulations must be obeyed.
2. The traveler will notify persons at the destination regarding the route to be used and the expected time of arrival, and ensure that those persons have the needed contact information in case of emergency.
3. Travelers will ensure that the vehicle being used is in good operating condition, with appropriate tires for the season, and equipped with an emergency kit. Travelers will check road conditions and weather forecasts prior to departing.
4. If a traveler does not arrive at the destination within a reasonable time after the expected time of arrival, the Operations Supervisor or the Superintendent) will be informed of the late arrival.
5. The search for the traveler will be initiated by the Operations Supervisor or the Superintendent, should this be deemed necessary.
6. All travelers, when travelling off a main highway, should use a District vehicle equipped with satellite tracking or carry a mobile satellite phone or VHF radio available to them from the Operations Department or School Office.

Vancouver Island West School District 84

ADMINISTRATIVE PROCEDURE

AP 430

Adopted: 11-18-22

Amended: 09-09-24

Amended: 10-15-24

Amended: 08-30-25

Amended: 08-26-26

ADMINISTRATIVE STRUCTURE

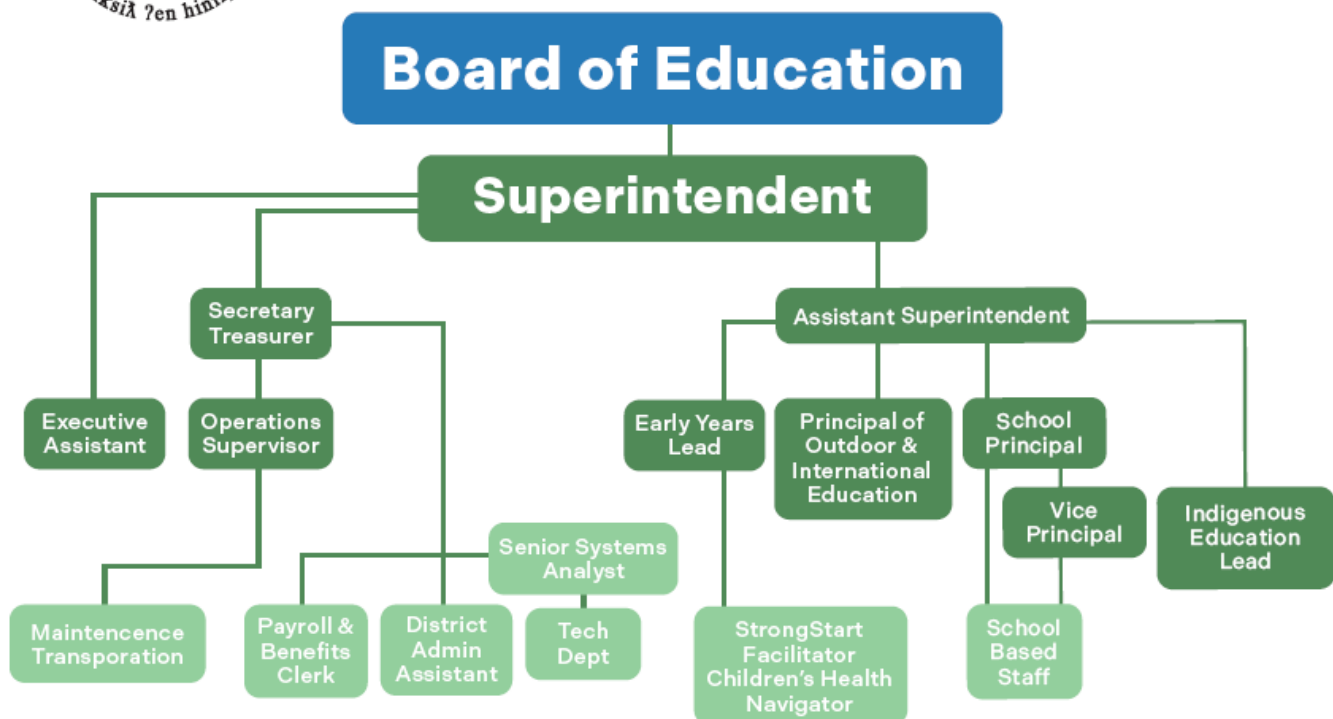
The attached organizational chart represents the administrative structure for the School District. This is the formal organizational chart which represents lines of authority, but it is not intended to minimize informal communication and consultation between and among all levels of the organization. Informal communication is encouraged and is expected.

Administrative Procedure 430

School District 84 - Vancouver Island West



Administrative Organizational Chart



**RECRUITMENT AND SELECTION:
SCHOOL PRINCIPAL/VICE-PRINCIPAL**

1. Recruitment, Selection and Appointment

- a. The appointment of School Principals/Vice-Principals is the responsibility of the Board and will be based solely on the recommendations of the Superintendent (or designate).
- b. The recruitment of applicants for the position of School Principal/Vice-Principal is the responsibility of the Superintendent (or designate).
- c. The Superintendent (or designate) will invite appropriate stakeholder groups (the Parent Advisory Council, the School Planning Council, the professional and support staff, a representative student group, the Indigenous Education Council, and the Nuuchahnulth Tribal Council) to submit a written statement outlining the desired qualities and characteristics for their new School Principal and the issues to be addressed for the growth of the school.
- d. The Superintendent (or designate) will complete reference checks and compile a short list of candidates to be interviewed.
- e. The Superintendent (or designate) will prepare a list of interview questions taking into account the information obtained from 1.c. These questions will be asked of all candidates.
- g. Members of the Board will be present for all interviews if possible.
- h. Invitations to participate in the interviews will be extended to the local First Nation(s) through the Indigenous Education Council representative for that First Nation.
- i. The Superintendent (or designate) will present the offer to the successful candidate.
- j. Once an acceptance of the offer has been received, a public announcement of the appointment will be made by the School District.

2. Reimbursement of Expenses

- a. Short-listed candidates will be reimbursed for necessary expenses.
- b. Reimbursement will be in accordance with AP 530 *Travel, Meals and Other Expenses*.

SUPERVISION AND EVALUATION OF EXCLUDED STAFF

The evaluation of administrators is an important component in achieving the School District's goals:

1. to foster growth and development towards excellence;
2. to provide opportunities to contribute to the direction of the system;
3. to build confidence of the Board and the public in School District leadership; and,
4. to establish accountability throughout the system to ensure that the goals are being achieved.

1. Process

a. Personnel to be Evaluated

- Superintendent
- Senior District Staff
- Principals and Vice-Principals

b. Frequency

A formal evaluation of performance will be completed prior to the notice period for contract renewal as stated in each individual's employment agreement. Supervision shall be ongoing.

c. Evaluators

As Chief Executive Officer, the Superintendent shall be responsible for the evaluation of all senior staff and Principals. Principal evaluations may be delegated to other members of the senior staff.

In the case of the Superintendent, he/she will be evaluated by the Board. It is the responsibility of the Chairperson to initiate the evaluation.

d. Information Collection

Information for use in the evaluation should consist of legitimate evidence relative to the assigned job description. The evaluation procedures should provide ongoing constructive, cooperative, interactive communication between senior staff and the Superintendent ensuring a valid basis of evaluation.

2. Criteria

Separate criteria for each of the following groups shall be developed:

- Superintendent
- Senior District Staff
- Principals and Vice-Principals

a. **Criteria for Evaluation of Superintendent**

Upon request by either the Board or the Superintendent, a formal written evaluation of the performance of the Superintendent shall occur using the performance model approved by the Board following consultation with the Superintendent.

b. **Criteria for Senior District Staff Evaluation**

The Superintendent shall evaluate the performance of Senior District Staff. The evaluation process shall be developed by the Superintendent in consultation with each member of the School District Senior Staff.

c. **Criteria for Evaluation of Principals and Vice-Principals**

The Superintendent shall ensure the evaluation of Principals takes place, and School Principals shall evaluate the performance of Vice-Principals in their buildings. The evaluation process shall be developed in consultation with the local Principals' and Vice-Principals' Association.

PURCHASING AND TENDERING

The School District shall purchase the most appropriate services, products, commodities, and equipment for the purposes envisaged, based on the quality and cost of the particular product. The School District believes in purchasing competitively and seeking maximum educational value for every dollar expended, consistent with good purchasing practices.

1. Procedures and Guidelines

- a. All services, supplies, commodities, or equipment required for the ongoing operations of the School District are acquired on the open market with probity and in accordance with competitive public sector purchasing practices.
- b. Whenever possible, the tender that provides the best economic value is to be accepted consistent with equal quality and the ability of the bidder to supply the requirements in a reasonable period of time. In exceptional circumstances, the Secretary-Treasurer may authorize acquisition from a sole source. These exceptional circumstances would involve an urgent requirement to:
 - protect and ensure the safety of students and staff;
 - protect School District assets;
 - prevent a serious financial loss to the School District.
- c. In determining the best economic value, the following factors will be considered:
 - price;
 - quality;
 - ability to meet product specifications;
 - ability to provide service and warranty support (including past performance);
 - availability of replacement parts.
- d. In all purchasing transactions, authorized employees of the School District will:
 - consider the interest of the school system and the improvement of its educational program;
 - consider all responsible bidders equally when determining whether their product meets specifications and the educational needs of the school system;
 - decline gifts that might in any way influence the purchase of school supplies and equipment;
 - refrain from soliciting funds or material from vendors, however worthy the purpose;
 - refrain from asking for special discounts or prices on items purchased from School District suppliers for personal use.
- e. The Secretary-Treasurer may develop specific educational partnerships that result in the provision of unique products or services to support educational programs, at a reduced cost to the School District.

-
- f. The Secretary-Treasurer may pursue improved efficiencies and economies through cooperative ventures with other public sector agencies. The success of these joint initiatives will depend, in part, on achieving a level of standardization in supplies and services.
 - g. Any single transaction expenditures exceeding \$75,000 for goods and services or \$200,000 for construction will be referred to the Board for approval.

(Note: These single transaction limits do not include utilities expenditures; e.g. telephone, natural gas, and hydro. These single transaction limits are pre-tax amounts.)

- 2. The Secretary-Treasurer may delegate to the appropriate personnel the authority to purchase goods and services. The operating units are encouraged wherever possible to cooperatively purchase; that is, to take advantage of quantity discounts.

- 3. **General Guidelines:**

- a. All items purchased, or donated, in the name of a school or the School District will become the property of the Board.
- b. Where practicable, the Secretary-Treasurer will coordinate "bulk purchases" for various commodities.
- c. Use of the School District's purchasing procedures to acquire goods and services for personal use will not be permitted except where specifically allowed by the Secretary-Treasurer.
- d. Whenever practicable, equipment and supplies will be standardized to achieve maximum purchasing economy and quality goods. Consideration will be given to future maintenance of equipment and availability of parts and services.
- e. The purchase of any item or product from any person employed by the School District will not be in effect until the purchase has been approved by the Secretary-Treasurer.
- f. All contracts must be signed by the Secretary-Treasurer.

- 4. **Purchasing Methods**

The School District utilizes various purchasing tools for the acquisition of goods and services as follows:

- a. *Petty Cash* – used at the user level to expedite the acquisition of low value goods not to exceed \$100.00 (excluding taxes) per single transaction, unless explicitly approved by the Secretary-Treasurer. A petty cash fund can be established by contacting the Secretary-Treasurer.

Receipts must be attached to a petty cash voucher by the custodian in charge of the petty cash. The petty cash voucher must be signed by the custodian of the petty cash, and signed by the custodian's immediate supervisor. The petty cash voucher shall be submitted to the Finance Department to be approved by the Secretary-Treasurer or designate prior to reimbursement by Accounts Payables.

- b. *School Trust/Bank Account (School Generated Funds)* - used at the school level to expedite the acquisition of goods and services. The School Trust/Bank Account is the responsibility of the School Principal. The School Principal may delegate the duties of financial record keeping, receipting and disbursing fund to an individual of their choice.

Disbursement of funds to purchase goods and services shall be made with cheques. The cheque must be signed by two (2) authorized signatures.

In some instances, funds disbursed from the School Trust/Bank Account may be reimbursed by the School District. The custodian in charge of the School Trust/Bank Accounts must

submit an invoice to the Finance Department with all receipts or relevant documentation attached. The invoice shall be approved by the Secretary-Treasurer or designate prior to reimbursement by Accounts Payable.

- c. *Purchasing Cards (Procurement Cards)* – used for the procurement and payment of goods and services within established purchasing authorization limits, where it is efficient, economical and operationally feasible to do so. With the written approval from an employee's School Principal, or Supervisor, an employee may make application to the Secretary-Treasurer or the Purchase Card Administrator for a Purchasing Card. All Purchase Card users are required to sign an Individual User Agreement outlining the terms of use each school year.

The Purchasing Card may only be used by the person named on the front of the card. Monthly limits on each Purchasing Card will not exceed \$10,000 without the express consent of the Secretary-Treasurer.

On a monthly basis, the Finance Department forwards a Monthly Purchasing Card Statement to each cardholder. The cardholder must attach the receipts to the Monthly Purchasing Card Statement and ensure the GST amount and General Ledger Account attached to the transaction is correct. The Monthly Purchasing Card Statement must be signed by the cardholder's immediate supervisor. The Monthly Purchasing Card Statement must be returned to the Finance Department five business days after the statements are issued. Each month the Finance Department processes payment to the Financial Institute and the Secretary-Treasurer performs a review of all Purchasing Card transactions.

- d. *Invoice Entry* – used to request payment for goods and/or service.

Vendor, Dollar Amount, GST, General Ledger Account, and FIA details must be entered into the accounting system. Each entry must have supporting documentation attached, such as a vendor invoice. Where a vendor invoice is not available or applicable, official School District forms found on the School District website must be attached instead. Entries must be routed to the appropriate supervisor and/or the individual employee responsible for the applicable General Ledger Account Budget for approval prior to payment by Accounts Payable. The Secretary-Treasurer reviews all payments.

Any invoice with a single transaction greater than \$75,000 for goods and services or \$200,000 for construction must also be approved by the Board, prior to reimbursement by Accounts Payable.

- e. *Systems Contract* – for goods or services to be supplied over a period of time at a fixed or negotiated price (i.e. equipment leases, garbage disposal, etc.). An encumbered amount with start and end dates will be established for the System Contract. All system contracts must be negotiated by the Secretary-Treasurer. Any system contracts greater than \$75,000 must also be approved by the Board, prior to the system contract.

The approved systems contract will be sent to the vendor for the vendor to enact on the requirements stated in the systems contract. Based on the terms of the system contract, the vendor shall forward an invoice to the Finance Department for payment.

If there is no deviation between the invoice and the system contract, payment to the vendor will be processed without additional approval. If there is a deviation between the invoice and the system contract, additional approval from the Secretary-Treasurer must be received prior to the processing of payment.

5. **Purchasing Procedures**

- a. The Secretary-Treasurer shall assign to individual employees the authority to initiate expenditures from accounts specifically assigned to them. When the total purchase cost of a single unit or group of units, or a service, is estimated to be:
 - i. For purchases of goods and services up to \$25,000 or for construction purchases up to \$100,000, the purchase shall be made by comparative selections unless made from a previous supplier. Purchases are to be completed by the end user by one of the following methods: "Purchasing Cards" or "Invoice Entry". Where convenient "Petty Cash" can be used to complete purchases of items up to \$100. Purchases will be authorized by the Secretary-Treasurer.
 - ii. For purchases of goods and services from \$25,000 to \$75,000 or for construction purchases from \$100,000 to \$200,000 (pre tax amount), written quotations will be requested from known reputable suppliers of a particular goods and/or services. These purchases must be approved by the Secretary Treasurer in writing prior to initiating the order with the vendor.
 - iii. (Note: Processing of utility invoices does not require prior approval from the Board for processing of payment to the supplier. These would include telephone, hydro and natural gas.)
 - iv. For purchases of goods and services greater than \$75,000 or for construction purchases greater than \$200,000 (pre tax amount), a "Tender" or "Request For Proposal" will be written by the Secretary-Treasurer..

6. **Tendering or Request For Proposals**

- a. All orders in excess of \$75,000 for goods and services or \$200,000 for construction (pre tax amount) shall be tendered.
- b. All responsible bidders will be given equal consideration and assurance of unbiased judgments in determining whether their product or service meets specifications and the needs of the School District.
- c. Invitations to tender shall be advertised through an electronic notice board, such as the provincial government's BC Bid website or other.
- d. The Secretary-Treasurer will ensure that competition is maximized and that local vendors are given every reasonable opportunity to bid on School District contracts.
- e. All tenders or sealed bids will be opened in public in the presence of and signed by two staff members, one of whom must be the Secretary-Treasurer, recording the time and date opened.
- f. On occasion, only one bid may be submitted by tender closing time. The bid will not be opened unless the bidder agrees, in writing, that they accept their bid may be rejected and that the tender may be re-tendered without any changes in the tender documents.
- g. Information pertaining to the proposals will not be released until after the review process has been completed and the successful vendor has been identified.
- h. Tenders will be awarded to the lowest bid or quoted price, consistent with the required quality, service and safety standards. The School District reserves the right to accept or reject the whole or part of any tenders. The "Tender" must be approved by the Secretary-Treasurer and the Chairperson or Vice-Chairperson of the Board prior to initiating the order with the successful vendor. The Secretary-Treasurer will notify the Board as to the results of the "Tender".

The Secretary-Treasurer will inform the successful vendor to the awarding of the tender. After the successful vendor has accepted the tender, then the unsuccessful vendors will be informed of the awarding of the tender to a competitive vendor.

- i. The Secretary-Treasurer will be consulted prior to awarding a tender to other than the low bidder.

7. Suppliers and Vendors

In considering qualifications and performance of suppliers and vendors, considerations will be given to:

- current Business licences and Canada Custom & Revenue Agency business number;
- minimum of \$1,000,000 (one million dollar) liability insurance;
- WSBC coverage (where applicable);
- reputation and experience;
- ability to deliver or perform within the time specified;
- ability to provide after sales' maintenance and service;
- past experience on previous orders.

ELECTRONIC SURVEILLANCE

The Board of Education recognizes that video surveillance is occasionally necessary for the purposes of promoting school safety. Section 74.01 of the School Act, authorizes the use of video surveillance cameras on School District property and school buses for the purposes of enhancing the safety of students, staff, volunteers and the general public, protecting property, and deterring vandalism, violence and destructive acts.

The School District also recognizes the importance of personal privacy in our community, and supports the use of surveillance in a manner that minimizes encroachments upon the privacy of students, staff, volunteers and the general public. Accordingly, the use and operation of video surveillance within the School District will be subject to privacy considerations and applicable statutory limits and requirements.

1. Notice to Students and Parents

If a surveillance camera is to be used within a school facility or on school land, the Board will provide notice of its plans to the applicable Parent Advisory Council. In accordance with and as required under Section 74.01 of the School Act, the Board must obtain the approval of the Parent Advisory Council before proceeding with implementation of the surveillance system, unless the system is temporary for a specific investigative purpose.

The School District will advise students and parents that an electronic surveillance system is in place on the School District school buses or premises. On any bus equipped for electronic surveillance students will be advised verbally by the driver. Where cameras are in place on school premises signs must be clearly written and prominently displayed to notify the public of video surveillance.

2. Privacy and Access to Cameras

Video surveillance is not to be used in locations where appropriate confidential or private activities/functions are routinely carried out (e.g. washrooms, private conference/meeting rooms)

Only the Superintendent, Assistant Superintendent or Secretary Treasurer (Senior Leadership Team – “SLT”) have the authority to grant access to view the recordings. Any request to view a recording must include a specific time frame and rationale and must be authorized by the SLT.

3. Security

- a. Video cameras will be installed only by a designated employee or service provider of the School District.
- b. Only persons authorized by the SLT will have access to the system's controls and recording equipment, and the Board will limit such access to those with a need to exercise such access.
- c. A log of all instances of access to and use of recording will be maintained.
- d. Recorded images will be stored in a secure location in each school, and can only be accessed remotely by personnel authorized by the SLT.
- e. Recorded images must never be sold, publicly viewed or distributed except as provided under this policy or as permitted under the Freedom of Information and Protection of Privacy Act or other applicable laws.

4. **Viewing of Recordings**

- a. Only persons authorized by the SLT will have access to the surveillance videos. Any parent or legal guardian is entitled to view a recording which includes his or her child/children. Any request to view a recording must include a rationale and specific time frame, limited to less than 6 hours. This duration can be appealed to the Superintendent.
- b. Students may view segments of the recording relating to themselves if they are capable of exercising their own access to information rights under the Freedom of Information and Protection of Privacy Act. A student, parent or guardian has the right to request an advocate to be present. Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, would give rise to a concern for a third party's safety, or any other ground recognized in the Freedom of Information and Protection of Privacy Act.
- c. Viewing will only take place at a designated location on appointment with the appropriate School District representative.
- d. Recordings shall not be shown to anyone other than School District staff, or the parents/guardians of the students involved, or the students themselves. Only School District staff with a direct involvement with the contents of the specific recording shall be permitted to view the recording.

5. **Retention of Recordings**

- a. On buses the recordings shall be overwritten as the hard drive reaches capacity unless they are being retained at the request of the Assistant Superintendent responsible for Operations, the driver or parent/guardian for documentation related to a specific incident, or for the School District's insurers where an incident raises a prospect of a legal claim against the School District.
- b. The Board reserves the right to use or share video tape for the purposes of investigation into any incident occurring on School District property, in connection with legal claims or the possible violation of laws. Video footage may, where appropriate, be shared with the School District's insurers or legal advisors, or used as evidence in legal proceedings.
- c. In school recorded images will be erased within 15 days, unless they are being retained as documentation related to a specific incident, or are being transferred to the Board's insurers or legal advisors.
- d. Recorded images that are retained by the Board after 15 days will only be retained as necessary to fulfill the purposes for which it has been retained, subject to the record retention requirements under the Freedom of Information and Protection of Privacy Act and other applicable laws.

6. **Review**

- a. The Superintendent (or designate) is responsible for the proper implementation and control of the surveillance system and an annual review of the surveillance system to ensure that this administrative procedure is being adhered to.

MINOR MAINTENANCE

The Operations Department provides maintenance to the School District's facilities to repair and enhance the physical plant, in order to support a comfortable and safe learning environment for students and staff.

1. Any requests for maintenance, which are not contained in the annual budget, must be directed to the Operations Supervisor by the School Principal or workplace Supervisor.
2. All requests for maintenance must be submitted on the appropriate work order form to the School Principal or workplace Supervisor, who will forward it to the Operations Supervisor for consideration. No maintenance work, unless an emergency, will be undertaken without the preparation of a work order.

COMMUNITY AND PERSONAL USE OF SCHOOL FACILITIES, BUSES AND OTHER EQUIPMENT

School District equipment, buses and facilities are provided for the use of staff and students during regular hours of employment and instruction. Personal use of either equipment or facilities by staff, students or community is not permitted without the permission of the School District.

Subject to the availability of facilities, buses and equipment for educational purposes, the School District may at its sole discretion make facilities, buses and/or equipment available for public use on a basis that provides priority to youth activities or other activities that give support to activities that enhance community needs and services.

Facilities

1. Unless specifically approved by the Operations Supervisor, school facilities may not be used for public dances or conducting games of chance.
2. Under no circumstances will the School District approve any user group to conduct any activity which will or may involve the consumption of tobacco and/or illicit drugs on school property.
3. All users or user groups whose activities are not sanctioned by the School Principal shall enter into a Use of Facilities Agreement with the School District. If no such agreement is concluded, the facility will not be made available.
4. Use of school facilities is provided at cost for the following:
 - a. groups directly connected with education;
 - b. properly organized and supervised youth activities when provided on a non-profit basis; and,
 - c. meetings of local government bodies and non-profit, charitable organizations.

All other use of school facilities shall be at the rate in force at the time application is made.

The user will pay the rental fee specified in the Use of Facilities Agreement.

All users will be charged a refundable deposit to cover any costs necessary to return the facility to its condition prior to the rental use.

5. Application forms may not be approved unless submitted at least one calendar week prior to the requested time of use and proper security and supervision arrangements have been made.
6. There is no warranty, expressed or implied, on the part of the School District, as to the suitability or condition of school facilities used. The user or user group must agree to waive all rights of recourse against the School District with respect to the use by the user or user group of the facilities described in the Agreement. The user must also agree to indemnify and save harmless the School District and any of its officers, employees, servants, agents, and contractors from all manner of actions, causes of action, suits, debts, demands, loss, costs claims and demands arising either directly or indirectly as a result of any use of school facilities by the user and any of its officers, employees, servants, agents, contractors, and volunteers, except to the extent that such loss arises from the independent

negligence of the School District. The user must further agree that the application for use may be cancelled or revoked at any time with or without cause by the School District, and in the event of cancellation or revocation by the School District, the user shall have no claim or right to damage, reimbursement on account of any loss, damage or expense arising out of said revocation or cancellation.

7. If required by the School District, all users or user groups shall, at their own expense, provide and maintain insurances with insurers licensed in British Columbia and in forms and amounts acceptable to the School District. Evidence of all required insurance prior to the effective date of the Agreement shall be provided. When requested by the School District, the user or user group shall provide certified copies of required insurance policies.
8. These regulations are strictly enforced by representatives of the School District, including School Principals. All regulations issued by the School District, pertaining to the renting and use of school premises, as well as any rules posted in the particular premises concerned, must be complied with. Any breach of these regulations, or any occurrence of unreported damage to the school building or its equipment, may debar a user group from any further use of School District facilities.
9. Users of school facilities shall provide adequate supervision for all activities. The School District reserves the right to evaluate supervision. Supervision shall:
 - a. enforce all School District regulations;
 - b. prevent unauthorized persons from entering school facilities;
 - c. ensure that the scheduled time of use is adhered to;
 - d. ensure that the facility is cleaned and returned to its condition prior to use; and,
 - e. ensure that the building is secured when the activity ceases.
10. Stage or property fixtures that require nailing or attaching to the floor, walls, or pinning to stage curtains, may not be used.
11. Footwear, which would damage floors, is not allowed.
12. Use of projectors, PA systems or any other school equipment is allowed only if approved in advance on the application form. An additional rental fee may be charged for such use.
13. Only areas specifically approved in the Use of Facilities Agreement may be used.
14. The School District reserves the right to reject any and all applications for any reason.

Buses

Community use of school buses will be considered by the School District if the proposed trip is for educational purposes for preschool and/or school-aged children, the trip is being planned by a non-profit organization or society and the driver is a properly licensed School District employee.

1. Application for community use of school buses must be submitted in writing to the Operations Supervisor at least one month in advance of the proposed trip and shall include information about the purpose of the trip, name and driver's abstract of the qualified driver, duration of the trip, number of students participating, range of age of students and supervisory details.
2. The School District will provide a bus that is fully fueled and safe.

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3. The driver of the bus will assume all liabilities as to the highway code or damages to the bus.
 4. The bus will be returned to the School District fully fueled and clean.
 5. The user must further agree that the application for use may be cancelled or revoked at any time with or without cause by the School District, and in the event of cancellation or revocation by the School District, the user shall have no claim or right to damage, reimbursement on account of any loss, damage or expense arising out of said revocation or cancellation.

Other Equipment

Community use of other School District equipment may be considered by the School District at its sole discretion.

1. Application for community use of School District equipment must be submitted in writing to the Operations Supervisor at least one month in advance of the proposed use.

COMMUNITY AND COMMERCIAL USE OF FACILITIES AND GROUNDS FOR CHILD CARE

The School District permits licensed non-profit child care programs to use the following School District assets:

- vacant school facilities;
- space within operating schools;
- space on school grounds for the installation of temporary portable or modular facilities.

School populations are dynamic and it is difficult to accurately assess the short and long-term enrolling space needs in schools. It is also difficult to find alternative accommodation for child care programs in the short term. For these reasons, unused classroom space in schools should be available on an annual basis for child care programs.

1. Child care programs will only be permitted to use School District facilities and grounds as long as they do not negatively affect the operation of school age education programs, and the space is not required for school age education programs.
2. All programs must meet licensing and by-law requirements. The operation of child care programs operating in School District facilities must not compromise building or grounds security. All programs are expected to respect and abide by the mission, vision, values and goals of the Board.
3. The School District may grant the use of its School District facilities and grounds provided that there are no additional costs to the School District. The cost recovery fees assessed to child care programs are reviewed annually and must include short and long-term capital and all operating costs. Any additional maintenance or custodial costs are the responsibility of the program operators.
4. All child care programs are required to have a rental contract, grounds licence or lease agreement with the School District, approved by the School Principal and the Secretary-Treasurer. Agreements must be arranged through the Operations Supervisor.
5. Child care programs will generally operate between the hours of 7:00 am and 6:00 pm, Monday through Friday throughout the school year. Operation of the program outside of these hours or on days when school is not in session must be arranged with the School Principal and the Operations Supervisor.
6. Any changes in the use of space, hours of operation or licensed capacity must be approved by the School Principal and the Secretary-Treasurer, and be arranged through the Operations Supervisor.
7. Temporary portable or modular facilities may be approved for child care programs on school sites. Any proposed facility must meet licensing and by-law requirements and be installed, maintained and operated at no cost to the School District. The installation should not compromise the existing uses and security of the school grounds. School needs will always have priority and the child care program may be required to remove the facility upon reasonable notice from the School District.

8. **Procedures for Establishing a Child Care Program**

Non-profit groups wishing to establish a licensed child care program must receive various approvals before establishing their program. The sequence of the approval process is as follows:

- a. The non-profit group should initiate discussions with the School Principal, and seek agreement in principle that the program has beneficial aspects. Potential space and a site for the program should be identified and reviewed with the Operations Supervisor.
- b. The group should submit a written request to the Secretary-Treasurer together with a letter of support from the School Principal. Proposed plans will be reviewed with the School Principal, Community Care Facilities Licensing staff, and District staff as required. All security issues and other potential impacts must be addressed.
- c. If approvals are granted, the operator will need to contact the Secretary-Treasurer to arrange an agreement.

9. **Liability and Responsibility**

- a. The School District has no legal liability for the operation of the child care program. The operator must obtain liability insurance for an amount established by the School District and provide a certificate of insurance to the Secretary-Treasurer
- b. The school has no legal obligation in the area of the supervision or financial matters of the child care program. Responsibility for children who become ill during the day or are not picked up from the child care program in the evening lies with the child care program supervisor.

10. **Furniture and Equipment**

The provision of furniture and equipment, including a separate telephone line, is the responsibility of the child care program. The child care program will be responsible for reimbursing the School District for any breakage or loss as a result of misuse of school equipment or damage to school facilities.

11. **Renovations**

For programs operating in School District facilities, any proposed alteration to the building, including portables, that are required by licensing or desired by the program, must be approved by the School Principal and Operations Supervisor and all costs must be borne by the child care program. Program operations must contact the Operations Supervisor to make arrangements to obtain cost estimates.

Superintendent's Report

September, 2026

Vancouver Island West is starting the 2026-27 school year with a sense of energy and excitement. As we welcome back our students and staff, there is a shared commitment to building on the successes of the past year while continuing to address the challenges that lie ahead. The start of the school year offers an opportunity to celebrate progress toward the goals of our Strategic Plan, and to focus our efforts on areas requiring additional attention.

Learning

As outlined in the FESL Report, our year-end achievement results demonstrate encouraging progress in key areas of student achievement. Graduation rates continue to rise, continuing a significant five-year trend. This growth reflects the dedication of students, families, and school teams who work together to help learners reach their goals. We also see improvement in early literacy outcomes, with SD84 students meeting provincial norms and no equity gaps for priority populations in grade four. Early literacy is vital to long-term student success, and our growth is evidence that the district's strategic efforts to build the capacity of our educators and to provide effective interventions are having a positive effect.

At the same time, our FESL Report data reminds us that important work remains ahead. Achievement results in grades seven and ten reveal persistent equity gaps among groups of learners. These outcomes emphasize the importance of strengthening inclusive practices and providing targeted supports so that every student has the opportunity to thrive. Our school administrative teams are engaging in an inquiry into what may be happening for learners in the intermediate and middle years, and they will be sharing evidence in the first round of School Learning Reviews this fall.

Relationships

The positive start to the school year reflects the strength of relationships throughout our district. We are fortunate to have a dedicated staff with a strong commitment to students and to one another, who are working to create learning environments where students feel welcome, supported, and connected.

Our year-end data on *Relationships* presents both strengths and challenges. On the positive side, almost all students report feeling safe, connected to caring adults at school, and a sense of belonging on our Pathways interviews (conducted with each student in

grades 6-12). These results are a testament to the efforts of our staff to build positive and welcoming school cultures. However, a significant challenge remains with student absenteeism. Students in SD84 miss a lot of school, and these absences can be an obstacle to learning as students miss out on important classroom instruction. Student attendance is a complex issue, with many factors involved, and our school teams will be working in partnership with communities to build awareness of the issue and address barriers to school attendance.

Indigenous Ways of Knowing

This year also marks an important milestone in our district's commitment to Indigenous student success with the introduction of Joni Johnson into the district Indigenous Lead position. The district Indigenous Lead position will help strengthen relationships with local First Nations, support the integration of Indigenous ways of knowing and being across our schools, and provide leadership towards the goals and strategies of our Enhancement Agreement and Local Education Agreements that promote belonging, cultural safety, and student success. While we are excited to have a position with a focus on Indigenous student success, it is also important that all staff continue to work on incorporating Indigenous ways of knowing into our classrooms and curriculum. To support this work, we will continue to focus the work of our Collaborative Learning Teams on our goal of incorporating Nuu-chah-nulth language and culture into everyday teachings.

As the new school year begins, we celebrate the successes of the previous year and we act strategically to address our remaining challenges. The positive energy at the start of the year provides momentum forward to a successful year ahead.



Secretary Treasurer's Report

September 2026

Finance

Auditors Moeller Matthews completed the 2025/26 audit work over the summer. Thank you to the audit team and to district administrative staff for their support and cooperation during this process. Budget reporting is paused during September, as the Board reviews the audited financial statements instead, and will resume in October.

Feeding Futures Coordinator Natalie Dickson secured a grant from Breakfast Clubs of Canada targeted for the procurement of a refrigerated van, which will support the district's food program. Potential partnerships to strengthen food procurement initiatives and broader food security in all our communities are currently being explored. Thank you to Natalie for her initiative and work in this area that greatly supports our students and communities.

Facilities

All sites were busy over the summer with regular maintenance and upgrades completed, as well as significant work on capital projects. At CMESS, renovations to the gym washrooms were completed and significant HVAC upgrades are underway. The RWES kitchen was fully upgraded over the summer, funded by the Food Infrastructure Program. Installation of window coverings at all schools is ongoing, as well as IT infrastructure upgrades. Thank you to Operations Supervisor Dillon Kennedy for coordinating and overseeing this work, as well as our district trades and maintenance staff for their execution. A big appreciation is also extended to our custodial staff, who worked hard to ensure schools were thoroughly cleaned and ready to welcome staff and students back.

Technology

IT infrastructure improvements have continued over the summer as staff work to improve connectivity and speed in all schools. The IT team continues to develop the district's cybersecurity initiatives, with staff training and multi-factor authentication roll outs planned for the fall. Appreciation to IT Technician Keith Johnson who worked with School Administrators at their summer learning session, sharing best practices for cybersecurity and use of AI.

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	11	0	0	0	0	0	0	0	0	0	0	0	0	0	11
8484000	Continuing Ed SD 84	0	0	0	0	0	0	0	0	0	0	0	0	0	24	24
8484011	Ray Watkins Elem	0	11	15	15	13	21	14	14	7	0	0	0	0	0	110
8484012	Gold River Secondary	0	0	0	0	0	0	0	0	0	14	14	24	29	11	92
8484022	Captain Meares Elementary	0	2	1	1	1	1	1	2	5	1	4	4	2	2	27
8484031	Zeballos Elem-Sec	0	0	1	1	5	5	4	4	3	4	3	2	2	0	34
8484041	Kyuquot Elem-Sec	0	0	1	2	1	6	4	4	2	1	6	4	7	2	40
Totals		11	13	18	19	20	33	23	24	17	20	27	34	40	39	338