

REGULAR BOARD MEETING

4:00 pm, Wednesday, March 11, 2026
School Board Office

AGENDA

LAND ACKNOWLEDGEMENT

PRESENTATION:

Henderson Elementary – D. Thorsell

Kelly Creek Elementary – M. Hilleren

Capital Project Quarterly Update - Edgehill Elementary School – J. Formosa

QUESTION PERIOD

CHAIRPERSON'S REMARKS

1. ADOPTION OF AGENDA

MOTION: "THAT the Regular meeting agenda of March 11, 2026, be adopted as circulated."

2. ADOPTION OF MINUTES

MOTION: "THAT the Regular meeting minutes of February 25, 2026, be adopted as circulated."

3. REPORT OF CLOSED MEETINGS

3.a) March 11, 2026 – The Board met in-camera to discuss items which include property and personnel.

4. INCOMING CORRESPONDENCE

4.a) N/A

5. OUTGOING CORRESPONDENCE

5.a) N/A

6. SUPERINTENDENT OF SCHOOLS' REPORT

6.a) Superintendents' Student Success Report

- Appendix: Superintendent's Achievement Report

MOTION: "THAT the Board of Education receive the Superintendent's Achievement report, as presented."

6.b) Suspension, Exclusion, and Seclusion Report – September 2, 2025, to February 28, 2026

MOTION: “THAT the Superintendent of Schools’ Report be received as presented.”

7. SECRETARY-TREASURER’S REPORT

7.a) N/A

8. COMMITTEE REPORTS

8.a) Ad Hoc Committee Notes – March 4, 2026

9. OTHER BUSINESS

9.a) Board Annual Work Plan Review

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT

MOTION: “THAT the Regular Meeting of March 11, 2026 be adjourned.”

SH/attachments



Henderson Elementary School Growth Plan Update





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We would like to express our respect for and gratitude to the ʔaʔamin peoples whose traditional and treaty territory qathet School District resides on. We recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and indigenization through truth, healing, celebration and reconciliation.



Who We Are

121 Students

6 Divisions

21%
Indigenous
Learners

31% of
Students
With a
Learning Plan



2025-26 School Growth Plan Goals

Inquiry Question:

If we consistently teach, model and reinforce positive behaviour expectations, how will this affect students' self regulation, sense of belonging, and overall school culture?

1. Henderson Elementary will work on improving all students' reading achievement level by the end of the year as measured by DIBEL's reading assessment. (Cultivating an Ethic of Learning)
2. The staff at Henderson will promote connectedness with the school and local community (Cultivating Connection)
3. Improve Indigenous student success and/or a sense of belonging and presence for Indigenous learners (Cultivating Integrity/Responsibility)
4. Embed Core Competencies (creative thinking, critical thinking, personal and social responsibility, communication and collaboration) into teaching and learning at Henderson. (Cultivating an Ethic of Learning)



Connection to Strategic Plan

- Two of our goals and our inquiry question are embedded in creating an Ethic of Learning.
- And the other goal that I am going to talk about today is embedded in Cultivating Connection.



Inquiry Question

- If we consistently teach, model and reinforce positive behaviour expectations, how will this affect students' self-regulation, sense of belonging, and overall school culture?



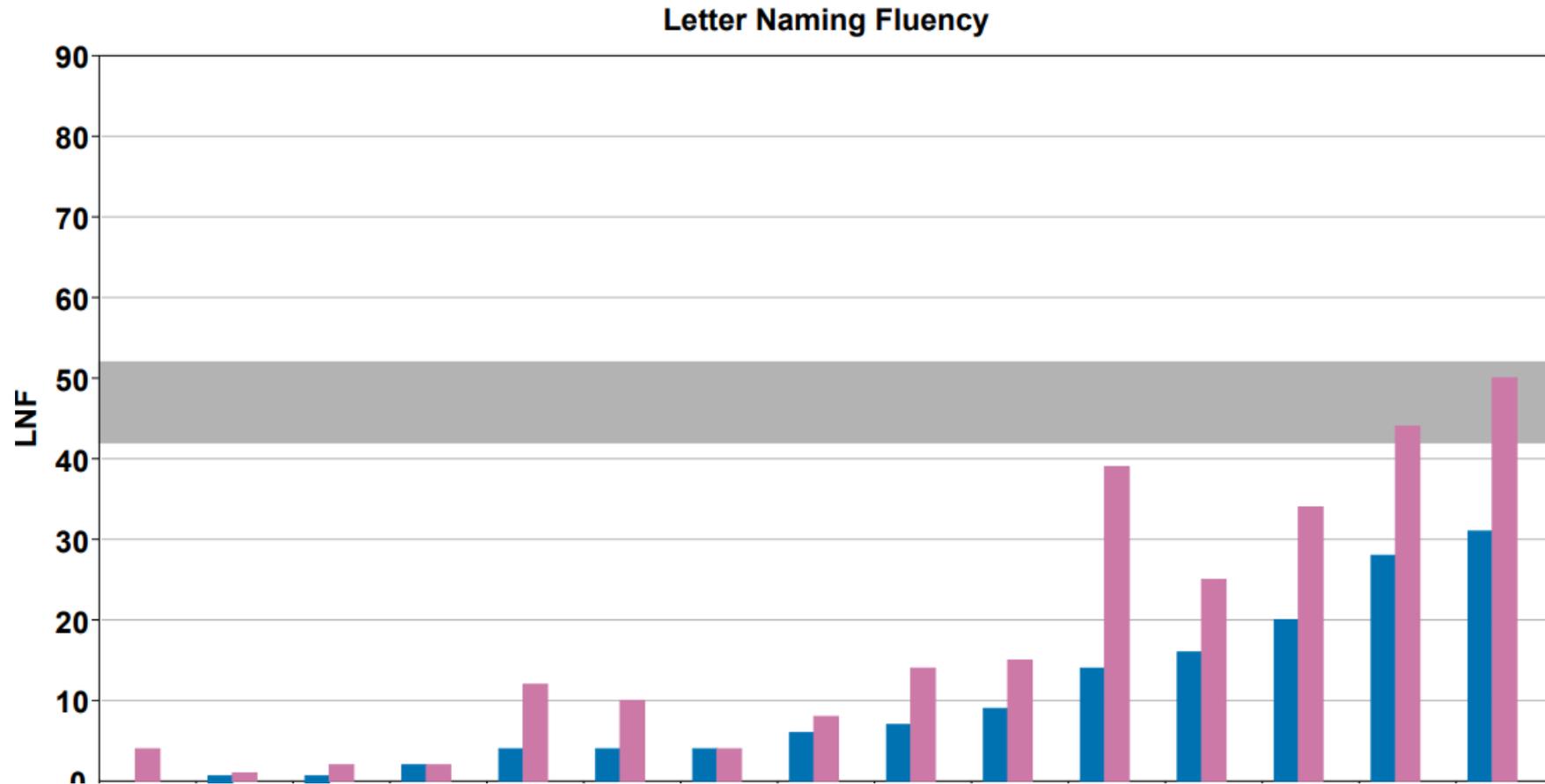
Improving Student's Reading Achievement Levels

- DIBELS Beginning, Middle results
- Actions
 - Reading Intervention and Learning Support Teacher
 - UFLI, Heggerty, Reading Rev
 - Partner Reading and Paragraph Shrinking
 - Small Group Conferencing, Feedback Loop
 - Investing Resources into Decodable Books
 - Lalilo, Raz-Kids and Home Reading Sheet
 - Book Vending Machine for Incentives

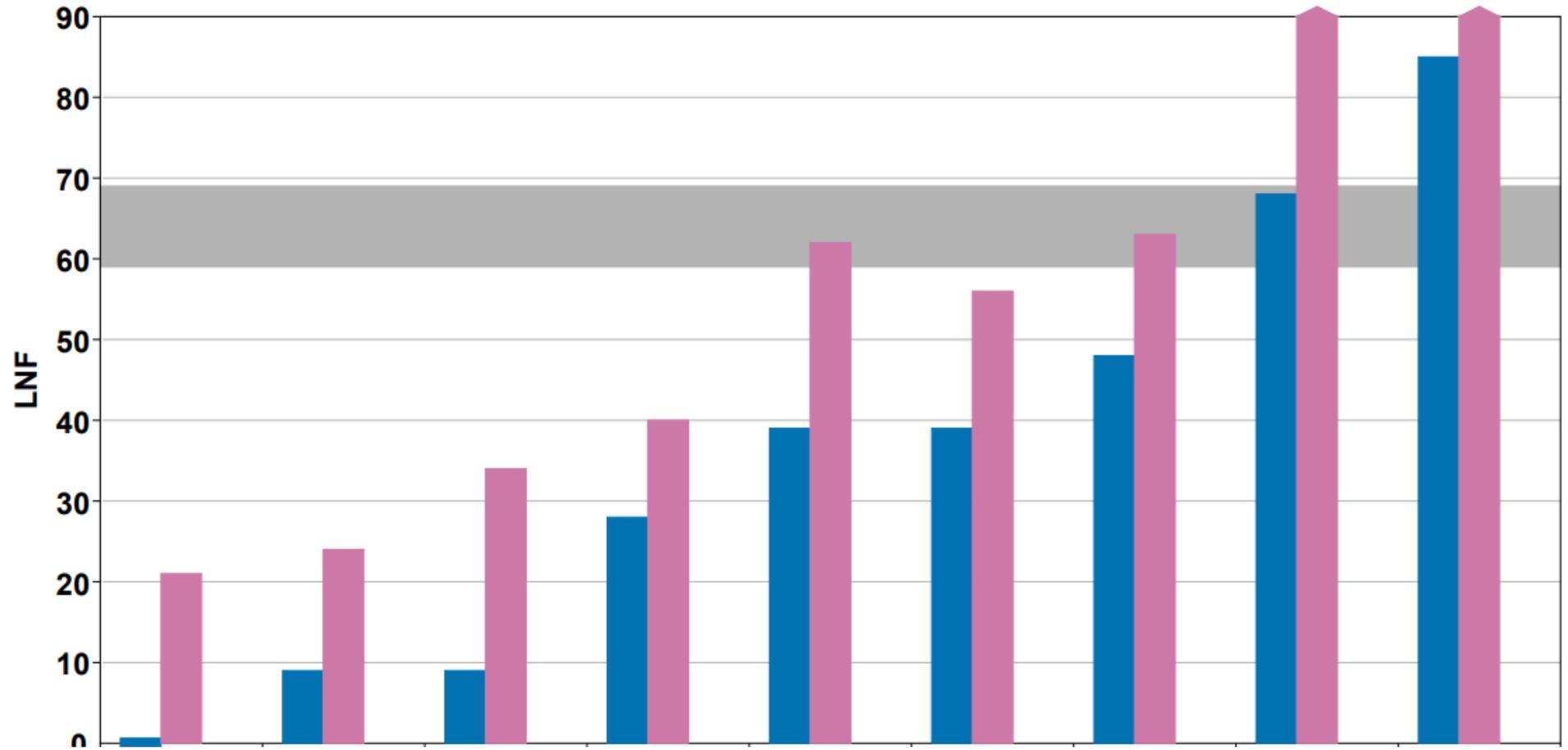


Grade	Beginning	Middle
K	<p>n=14 9 (64%) 3 (21%) 1 (7%) 1 (7%)</p>	<p>n=15 12 (80%) 1 (7%) 2 (13%) 0 (0%)</p>
1st	<p>n=9 4 (44%) 1 (11%) 1 (11%) 3 (33%)</p>	<p>n=9 4 (44%) 1 (11%) 1 (11%) 3 (33%)</p>
2nd	<p>n=18 12 (67%) 1 (6%) 1 (6%) 4 (22%)</p>	<p>n=19 9 (47%) 4 (21%) 2 (11%) 4 (21%)</p>
3rd	<p>n=12 6 (50%) 1 (8%) 4 (33%) 1 (8%)</p>	<p>n=11 5 (45%) 1 (9%) 3 (27%) 2 (18%)</p>
4th	<p>n=15 7 (47%) 4 (27%) 3 (20%) 1 (7%)</p>	<p>n=15 8 (53%) 1 (7%) 4 (27%) 2 (13%)</p>
5th	<p>n=11 4 (36%) 2 (18%) 3 (27%) 2 (18%)</p>	<p>n=11 3 (27%) 2 (18%) 3 (27%) 3 (27%)</p>
6th	<p>n=25 5 (20%) 6 (24%) 8 (32%) 6 (24%)</p>	<p>n=25 2 (8%) 9 (36%) 8 (32%) 6 (24%)</p>
7th	<p>n=13 4 (31%) 3 (23%) 2 (15%) 4 (31%)</p>	<p>n=11 2 (18%) 3 (27%) 1 (9%) 5 (45%)</p>

Kindergarten Letter Naming Fluency



Grade 1 Letter Naming Fluency

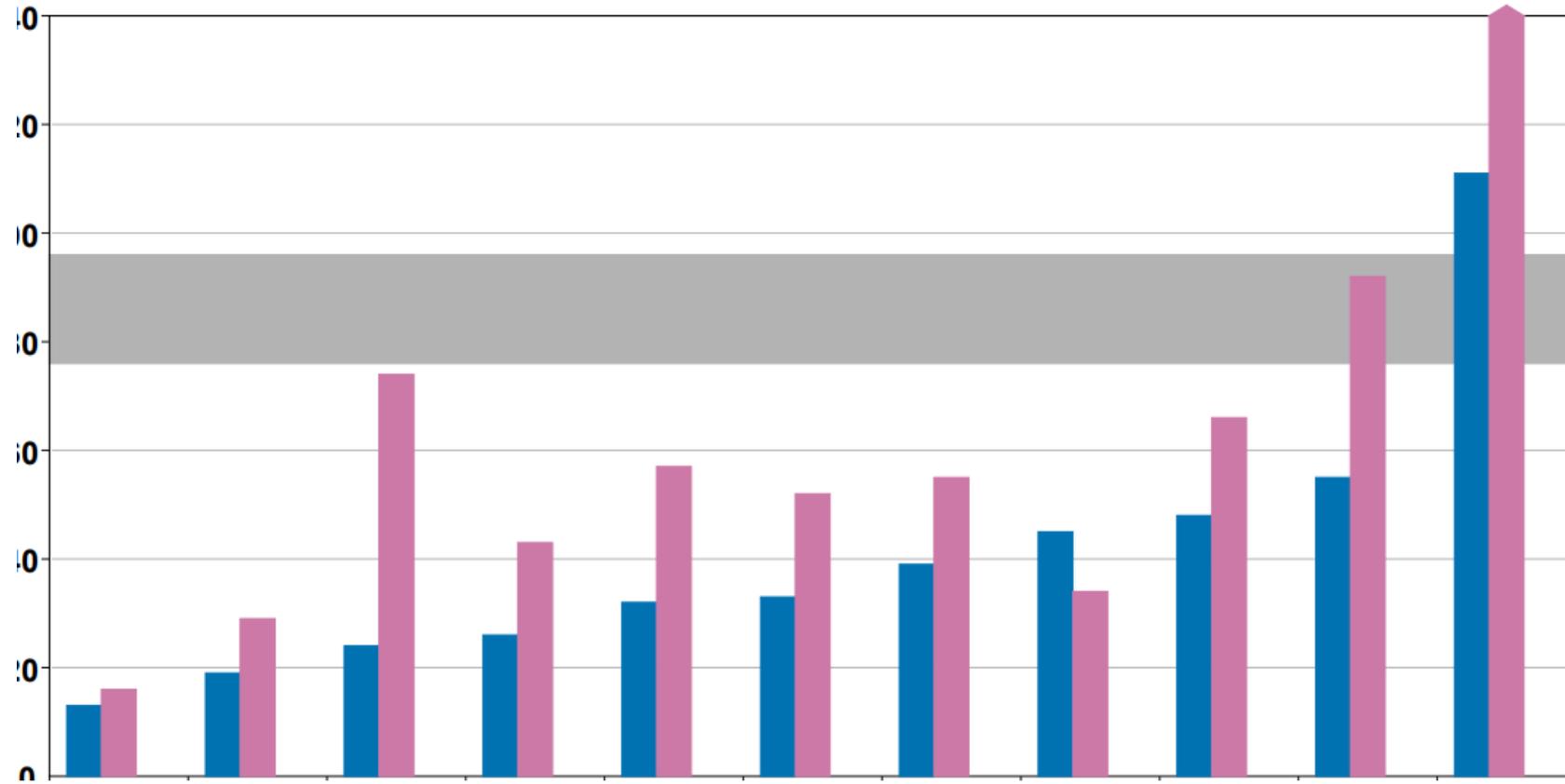


Beginning									Middle								
LNF	PSF	NWF-CLS	NWF-WRC	WRF	ORF-Words Correct	ORF-Errors	ORF-Accuracy	Composite	LNF	PSF	NWF-CLS	NWF-WRC	WRF	ORF-Words Correct	ORF-Errors	ORF-Accuracy	Composi
9	20	3	0	0	0	9	0%	304	24	26	10	1	5	1	1	50%	352
0	3	0	0	0	0	9	0%	300	21	27	16	4	4	1	1	50%	354
9	29	3	0	0	0	9	0%	304	34	30	22	2	5	2	0	100%	359
28	29	23	1	2	2	9	18%	318	40	50	35	11	10	6	6	50%	371
48	38	30	7	5	1	8	11%	326	63	38	38	12	21	20	4	83%	385
39	37	23	3	15	25	5	83%	334	62	39	43	11	29	30	5	86%	393
39	34	91	31	53	102	1	99%	409	56	27	112	37	54	93	2	98%	458
68	38	96	29	54	65	1	98%	400	94	60	162	55	76	98	0	100%	497
85	37	184	61	80	171	2	99%	498	100	53	176	59	105	189	1	99%	552
36.1	29.4	50.3	14.7	23.2	40.7	5.9	45%	354.8	54.9	38.9	68.2	21.3	34.3	48.9	2.2	80%	413.4

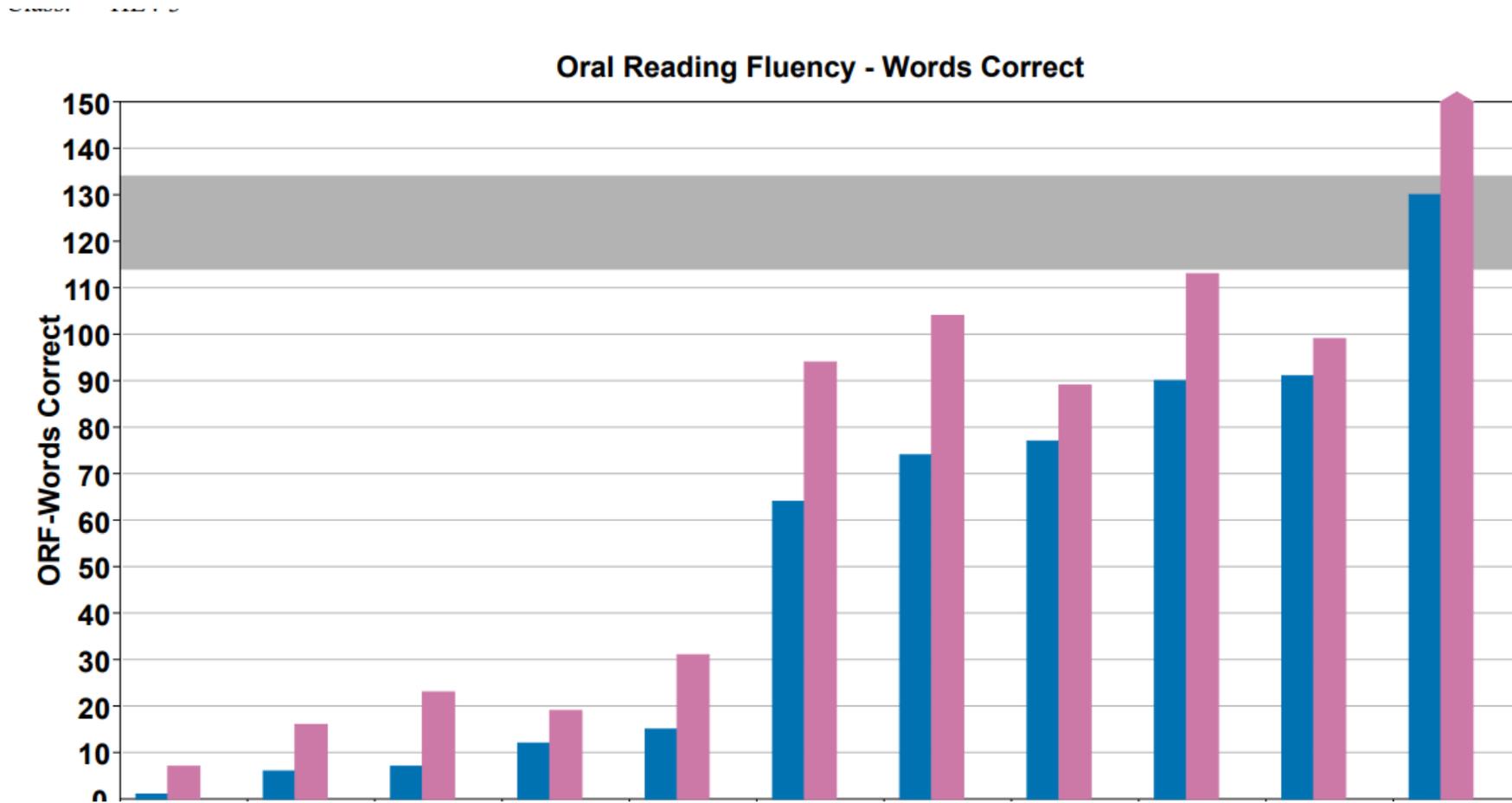
Core^ Support ■ Core Support ■ Strategic Support ■ Intensive Support

Grade 2 Fluency

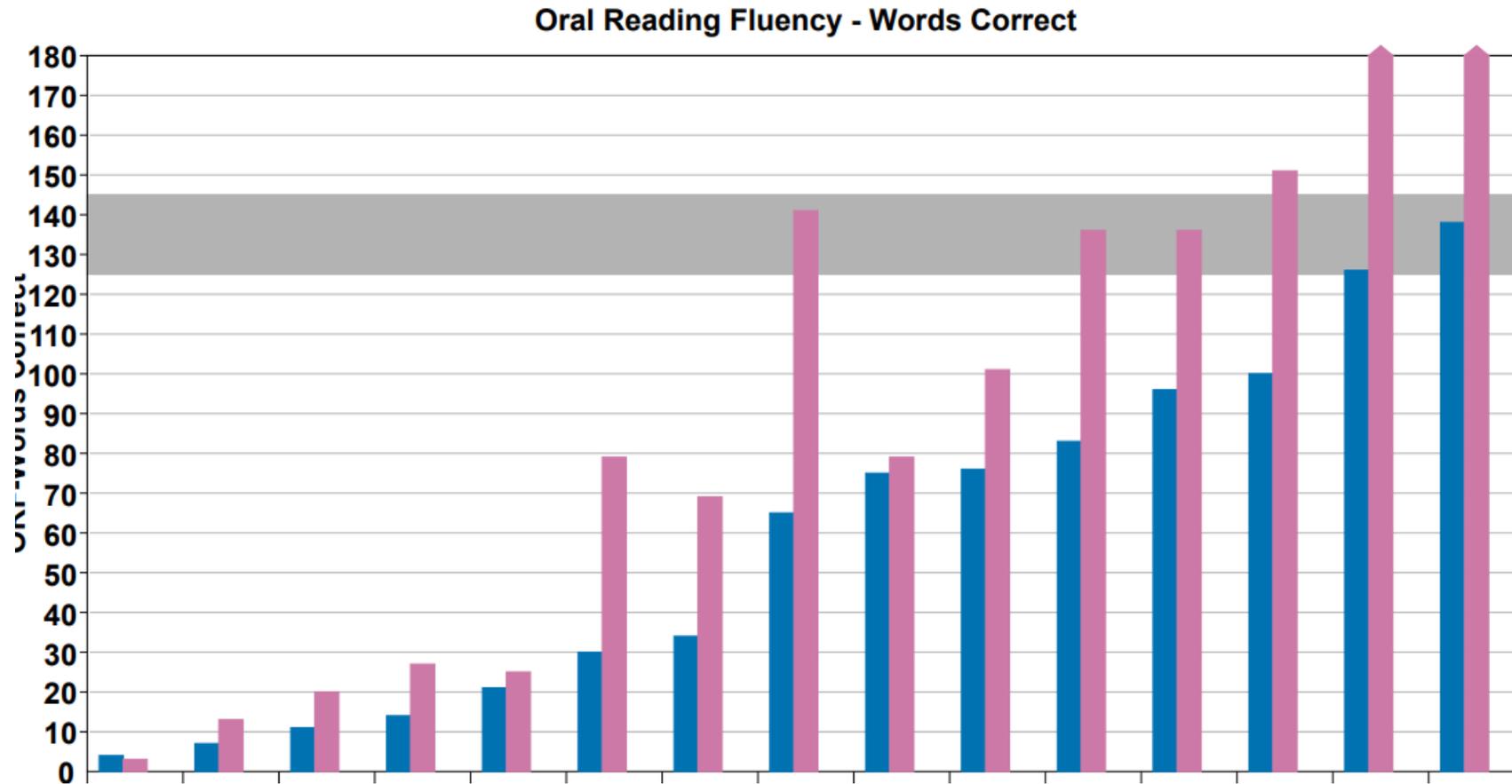
Nonsense Word Fluency - Correct Letter Sounds



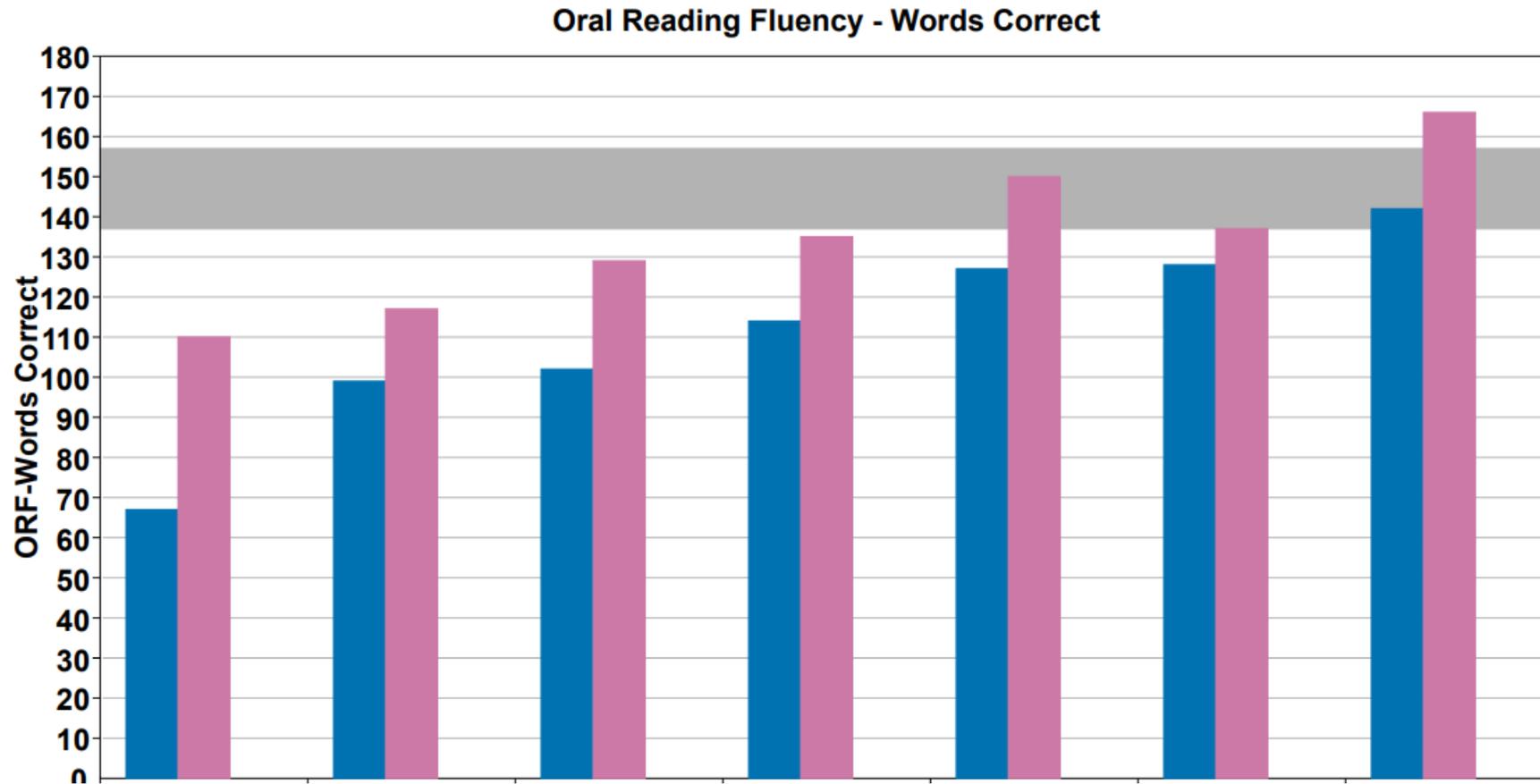
Grade 3 Fluency



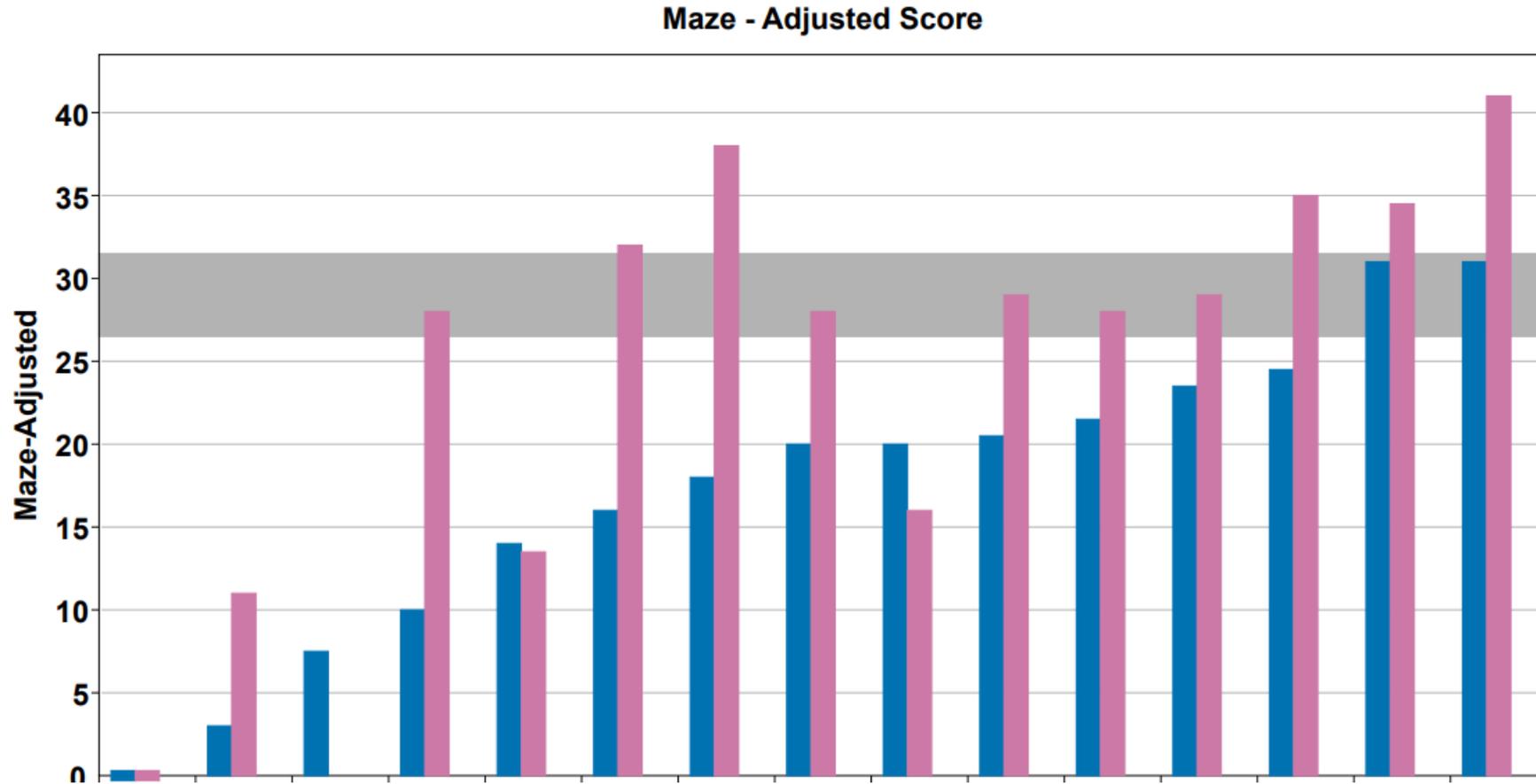
Grade 4 Fluency



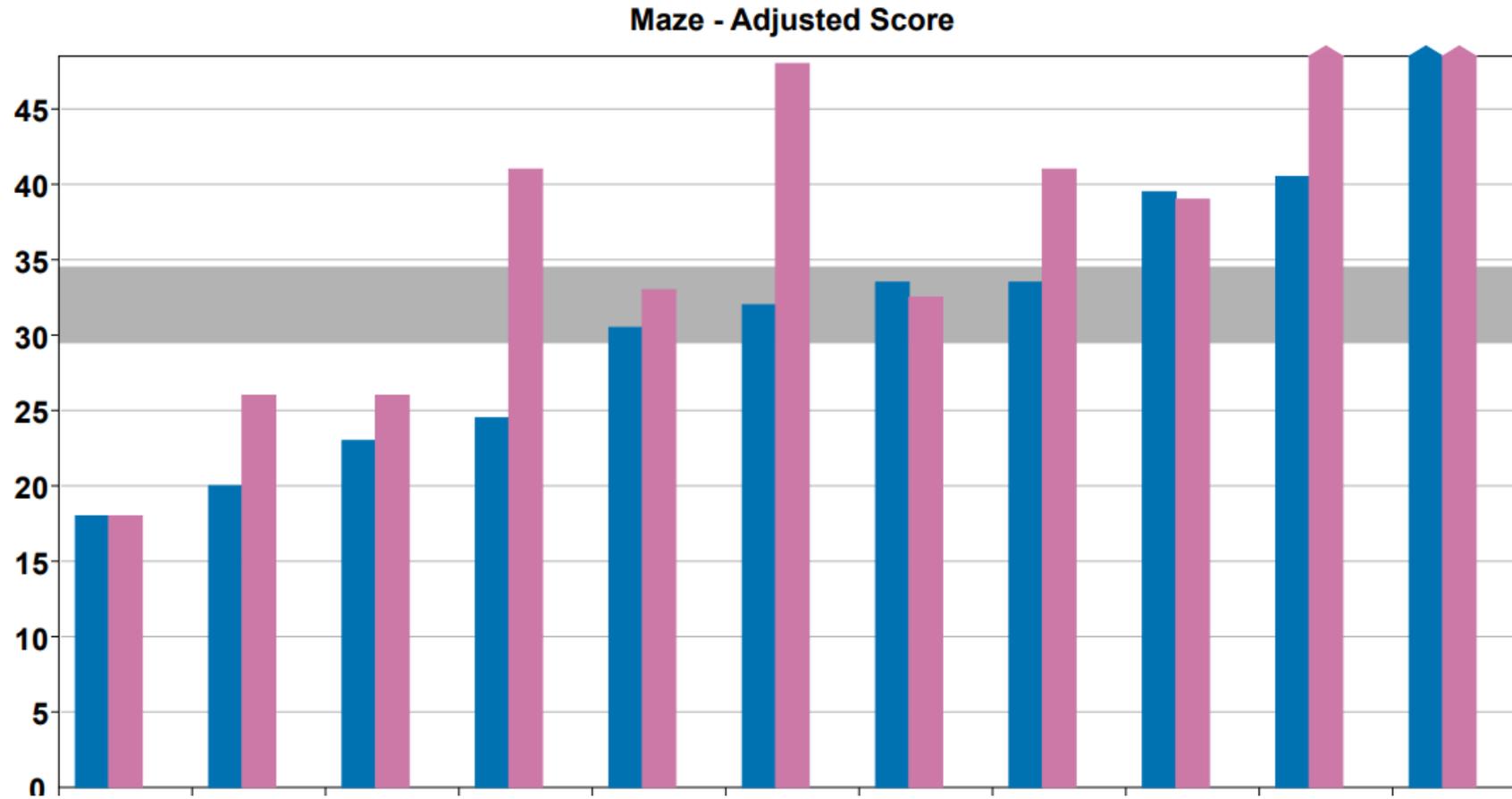
Grade 5 Fluency



Grade 6 Comprehension



Grade 7 Comprehension



Promote Connectedness with School and Local Community

1

Partnership in Student Learning

- Students, Staff, Parents, Community

2

Buddy Groups, Buddy Reading,

3

Small School, Mixed Aged Games

4

House Teams and House Events

5

Whole School Activities – Beach Day, Whole School Story Time,





Quotes

- “I want to thank you for everything you do for the children at Henderson. My daughter comes home yesterday after the student-led interview and says “Mom, I love my school, it’s so colourful, it just feels like family”
- “_____ loves his class so much, he always comes home and talks so much about what he did at school!”
- “Thank you so much, I’m not sure what you did but she’s reading and she just loves to read at home now!”



Strengths

- Reading Instruction
- Reading Intervention Method – Small Group Instruction – Focus on Early Intervention
- Strong, Experienced Teachers and Staff
- Developing staff professionally in many ways but focusing on means of participation as a whole school
- Access to Levelled Decodables and constantly purchasing more
- Strong Partnership with families
- Strong relationships between adults and students
- Strong Student Support Services team and Behaviour Intervention
- Decrease in office referrals and major incidents
- Regular use of formative assessments to guide teaching and learning



Stretches

- Improving literacy teaching and learning for most vulnerable learners
- Improving numeracy teaching and learning
- Catching **all** of our early learners
- Building SEL skills inside and outside of the classroom
- Helping our most vulnerable students with their mental health



Next Steps

- Increase partnerships with families (Nourishing Caregiver Collaborations, Decodable Books, Decodable Passages, Lalilo/ Raz-Kids)
- Continuing to work with all of our supports to wrap around students with complex behaviour
- Continue to build on partner reading and paragraph shrinking
- Continue to build on means of participation routines to increase think/participation ratio
- Improve Sense of Belonging (2 adult strategy – everyone has a certain set of students)
- Continue using data in the form of formative assessments to guide teaching and learning
- Whole class SEL lessons
- Continue to build community partnerships with MH services





Thank you!





Kelly Creek Community School

Not Just a School

So, what's going on out at the Creek?





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We would like to express our respect for and gratitude to the Tla'amin peoples whose traditional and treaty territory qathet School District resides on. We recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and indigenization through truth, healing, celebration and reconciliation.



School Goals

To improve literacy achievement for all learners.

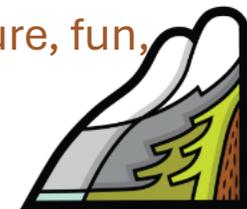
To improve numeracy achievement for all learners

To foster student and family engagement by building strong relationships, creating a welcoming inclusive environment, and integrating outdoor learning into a place-based school experience.

Inquiry Question

In what ways can outdoor and place-based learning strengthen students' literacy and numeracy skills while fostering a deeper sense of belonging and connection to the school community?

What's important to staff: Student engagement, outdoor focused, Kelly Creek Outdoor Adventure Program, leadership opportunities, stewards of the land, play and place-based, connection with nature, fun, caring... improving results



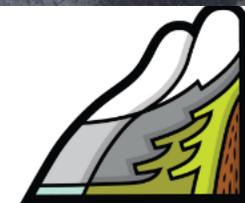
A closer look into our School Goal: To improve literacy achievement for all learners

My Personal Growth Plan goal:

I will strengthen the use of multiple sources of evidence (e.g., DIBLES, classroom-based assessment, provincial and school-wide literacy data, student voice, and family input) to guide literacy-focused conversations, planning, and instructional decisions.

Inquiry question:

How can I use multiple sources of literacy evidence to guide instructional conversations and decisions to increase literacy scores?



Strategic Plan

Cultivating an Ethic of Learning:

Ensure early learners and students have the best possible learning experience.

- Focus on foundational learning in literacy and numeracy.
- Enhance early learning plans, opportunities, and partnerships.
- Foster deep learning so all students can flourish in a rapidly changing world.
- Increase student engagement and voice.
- Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.



What has been the journey up to now?

Some History

- Low literacy scores
- High student engagement
- People want to do well for their students, but some reluctance to change
- Dedicated staff
- Diverse student population and needs



Some actions

- We have increased our class-review meetings
- Reading Interventions and or more targeted interventions
- Intentional staff meeting time to collaborate and review data
- Inservice with district literacy coordinator and director of instruction
- Staff collaboration, release time, and pro-d to learn UFLI and Reading Rev
- Ongoing check-ins with students and parents
- Learning update review
- More school wide literacy events



Spotlight on Div 3

What has changed?

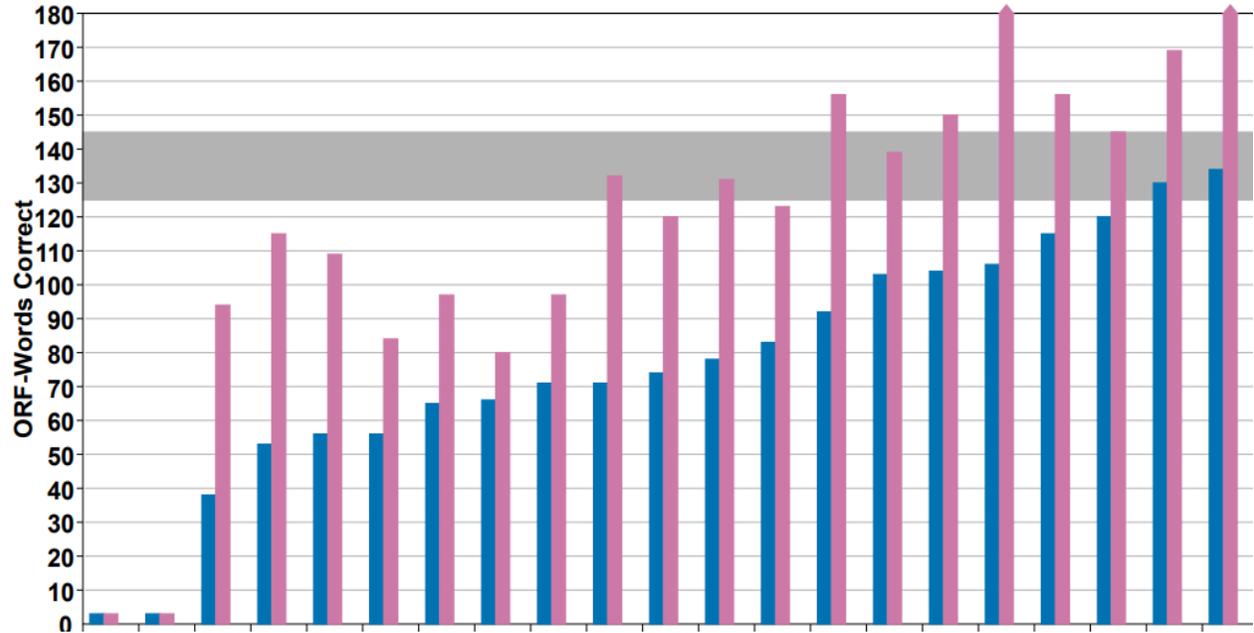
- A true dedication to adjusting her tier one practices.
- Embraced learning two different literacy programs (Reading Rev and UFLI).
- Adjusted reading intervention groups regularly based on data.
- Reading intervention teacher and other guest teachers invited in regularly to model UFLI and Reading Rev. (Coteaching)
- Personal and school wide pro-D
- Reached out for support regularly



Class Spotlight – a Data snippet (oral fluency)

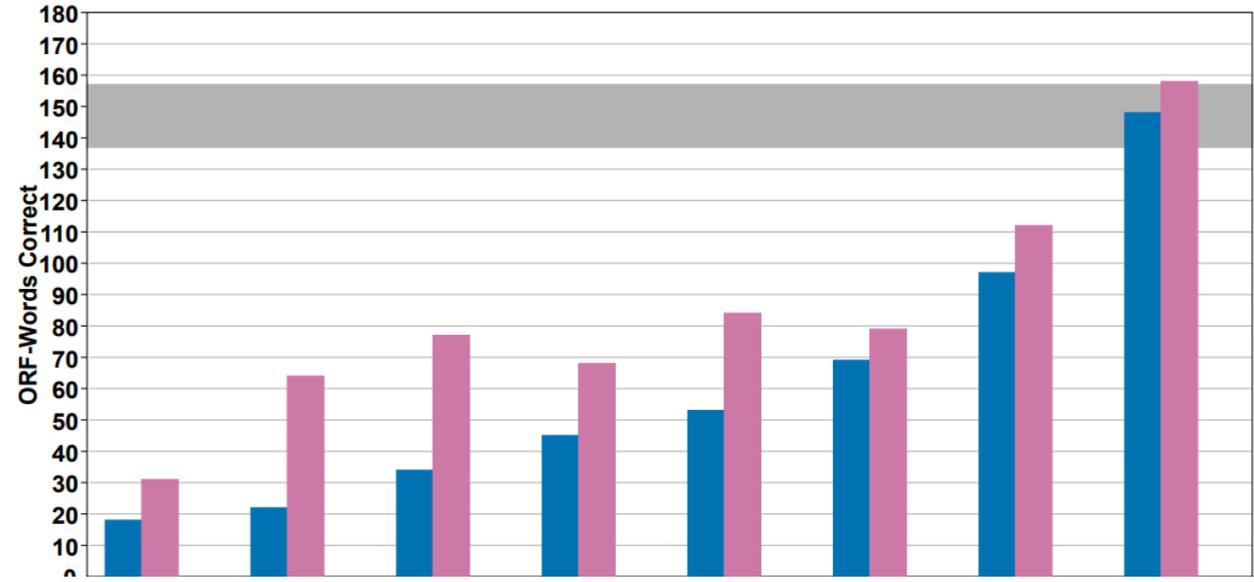
District: Powell River School District #47
 School: Kelly Creek Elementary School
 Year: 2025-2026
 Grade: Fourth Grade
 Class: KC3-4

Oral Reading Fluency - Words Correct



District: Powell River School District #47
 School: Kelly Creek Elementary School
 Year: 2025-2026
 Grade: Fifth Grade
 Class: KC3-5

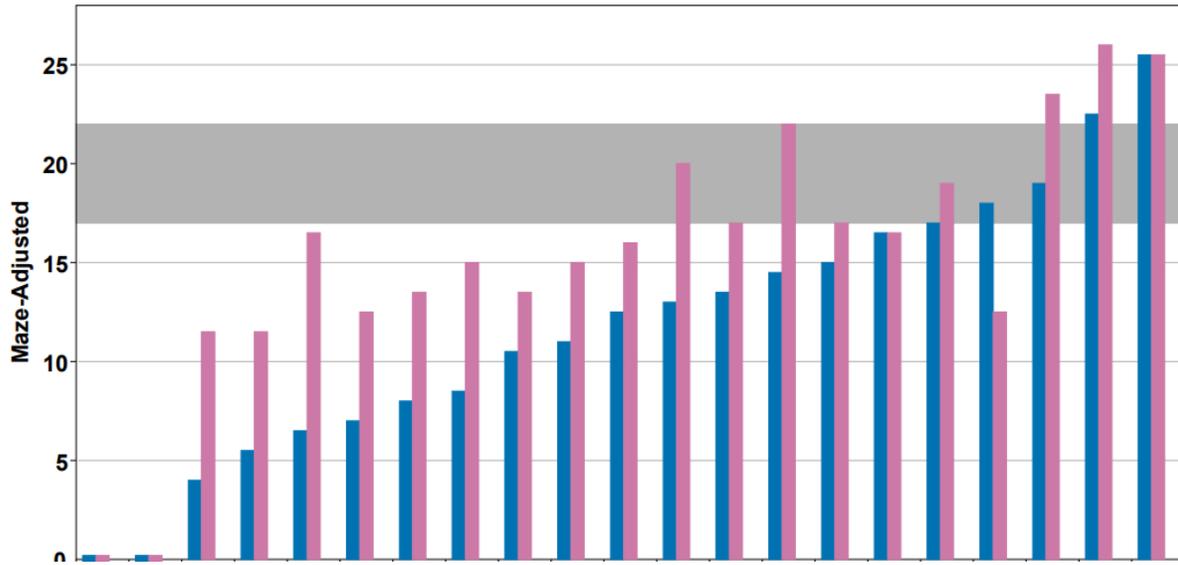
Oral Reading Fluency - Words Correct



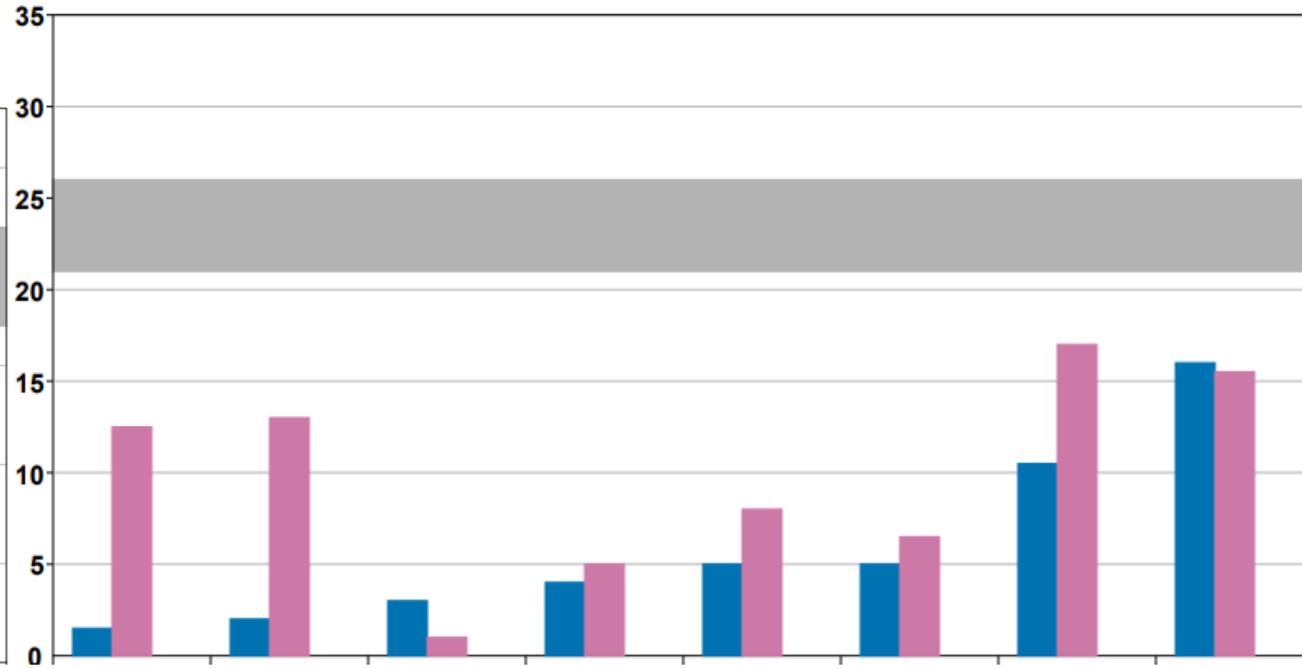
Data continued – Maze (comprehension)

District: Powell River School District #47
School: Kelly Creek Elementary School
Year: 2025-2026
Grade: Fourth Grade
Class: KC3-4

Maze - Adjusted Score



Maze - Adjusted Score



What have you and your staff learned so far?

- Change in instructional practice takes time, trust, and ongoing conversation... it doesn't just happen overnight
- Looking at data together in builds shared ownership rather than individual pressure.
- Small instructional shifts create meaningful student impact.
- Social-emotional safety directly impacts literacy growth — students learn best when they feel connected and confident.
- Literacy is not just the responsibility of one grade level — it is a whole-school commitment.
- Celebrating small gains keeps momentum moving forward.





What are your next steps?

- **Strengthen Tier 1 Even Further**
- Deepen explicit instruction
- Ensure clear learning intentions and success criteria are visible and referenced regularly
- More collab and mentor time, more sharing at staff meetings (what's working), peer observations during literacy blocks (at our school and at other schools)
- **Deepen Data-Informed Practice**
- Schedule regular literacy data cycles each term (mini class reviews)
- **Continue My Leadership Growth**





**Thank you
for watching!**



Edgehill Elementary School Addition Project

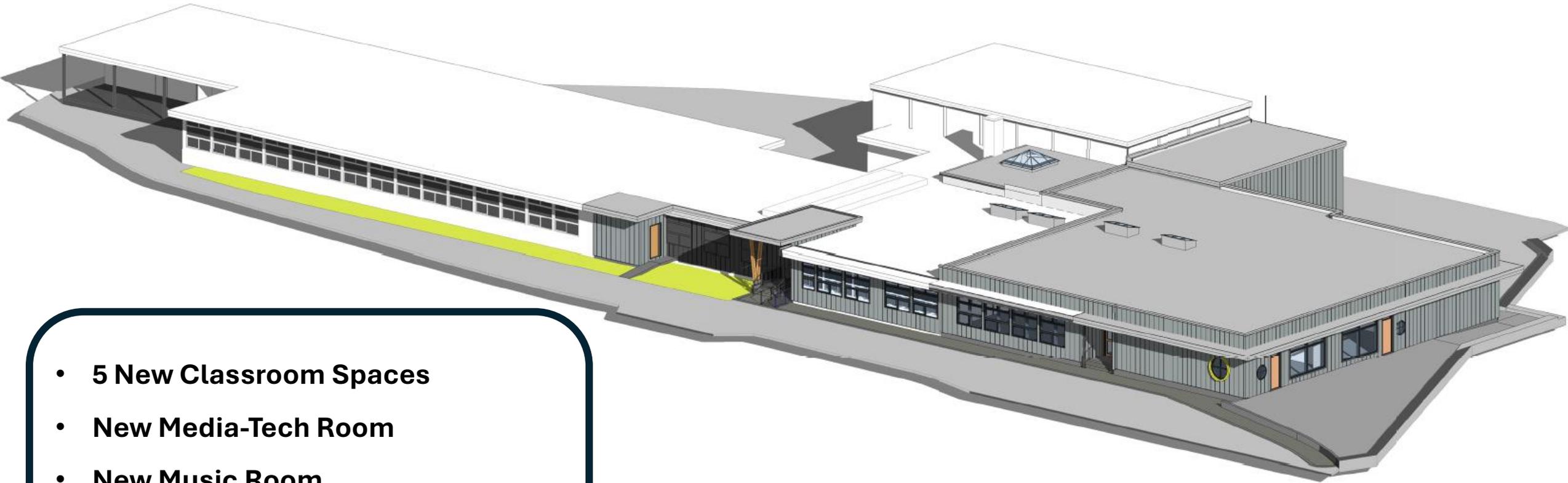
Construction Update

March 11, 2025

Presented by:
Jared Formosa, Director of Operations



Updated Edgehill Elementary Overview



- **5 New Classroom Spaces**
- **New Media-Tech Room**
- **New Music Room**
- **Expanded Student Support Services**
- **Renovated Gym Space**

Addition – Exterior Views



Indigenous Design Elements

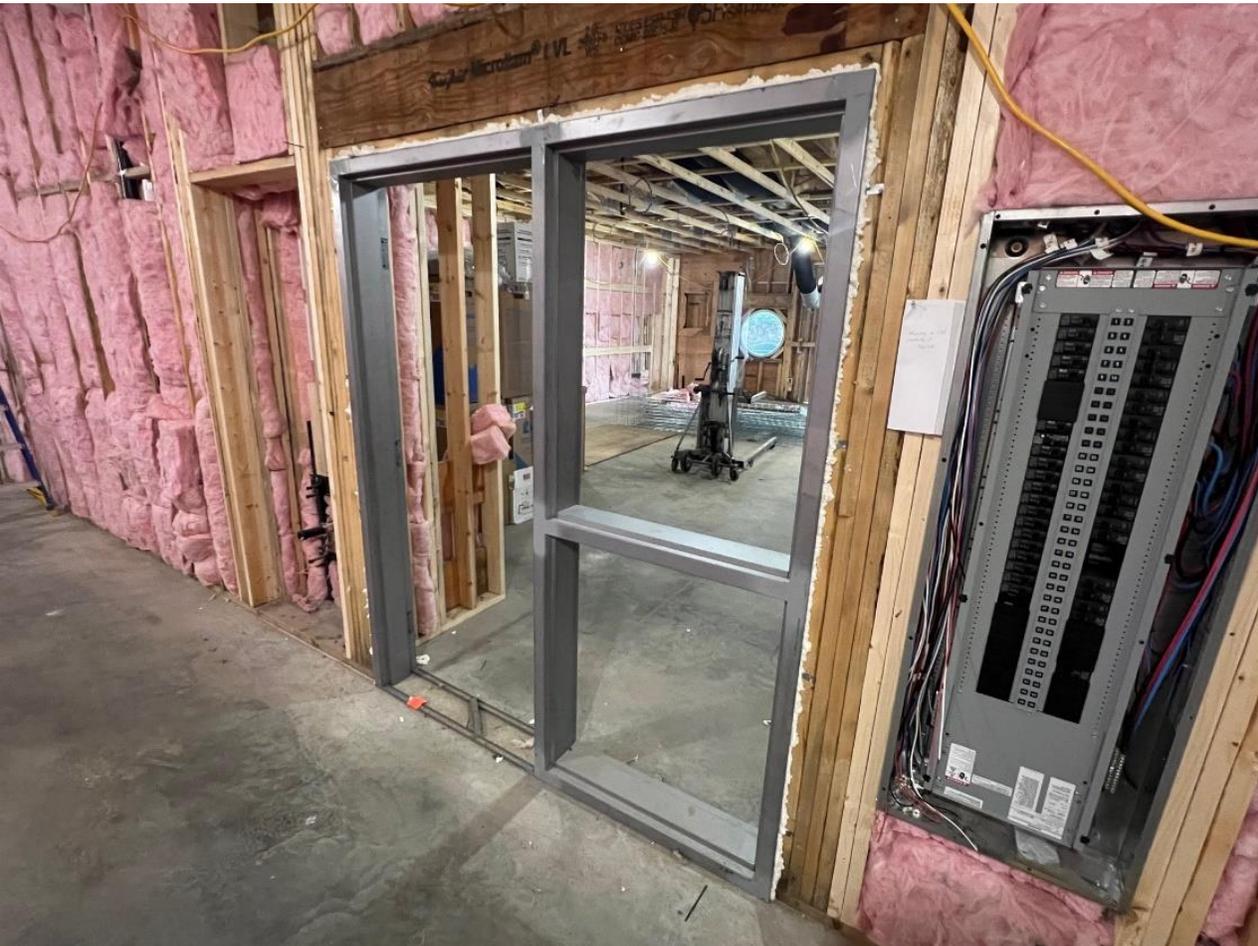
- qSD and Local Tla'amin Nation artist have finalized location for 88" spindle art piece in the hallway out front of Media-Tech.
- Design elements incorporate the eagle, which has a longstanding connection with Edgehill School.
- Planned completion of artwork to be summer 2026.



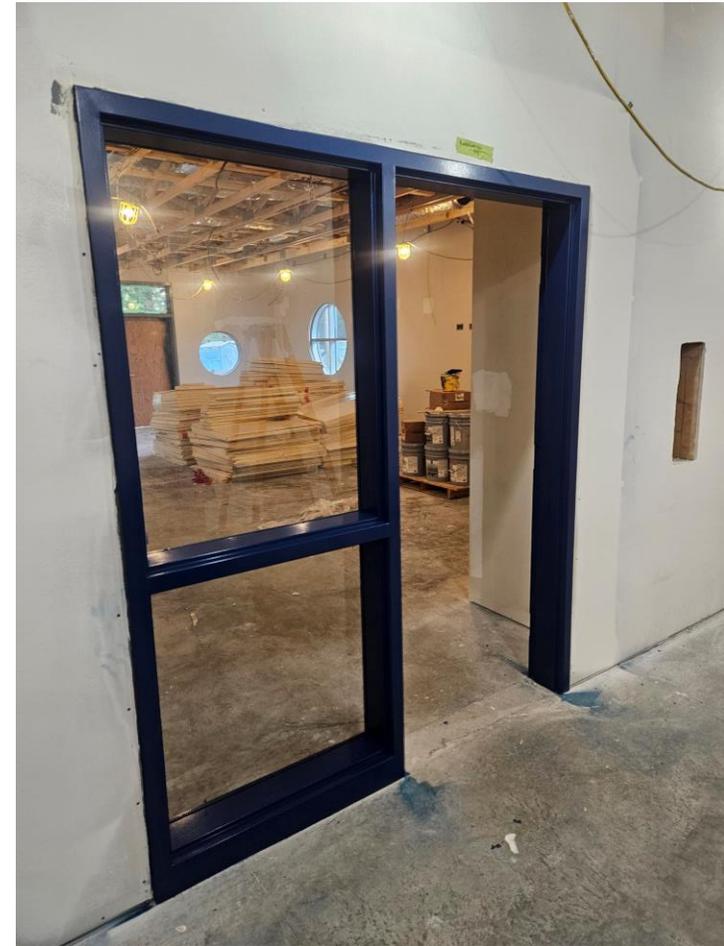
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TLA'AMIN NATION

Addition – Interior Finishing Work

January 2026



March 2026 Progression

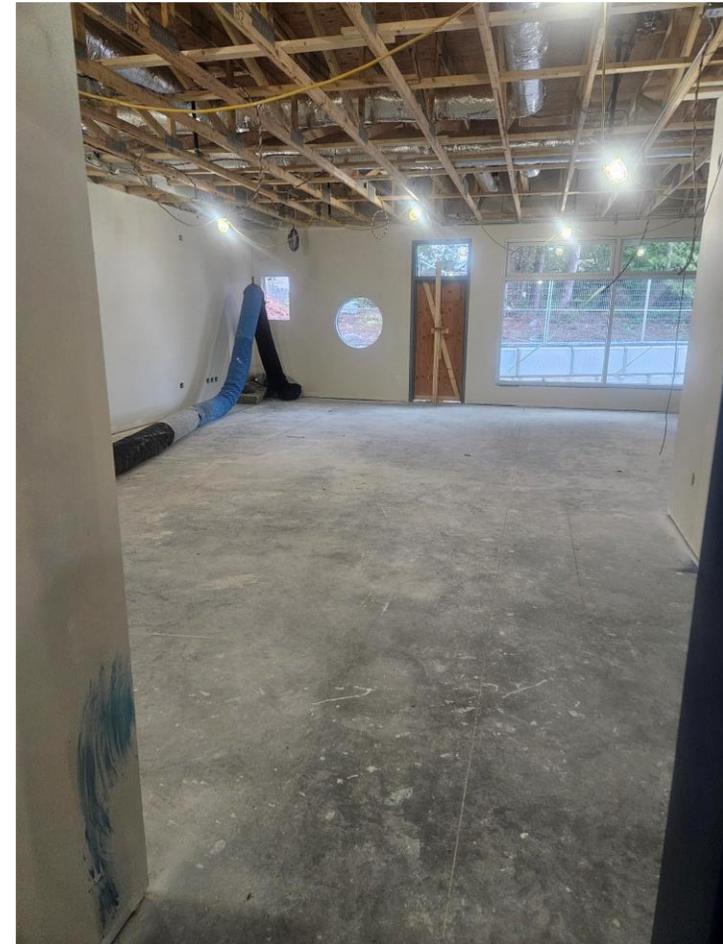


Addition – Interior Finishing Work

January 2026



March 2026 Progression



Addition –Finishing Work

Hallway looking towards Existing School



Inclusive Education Feature Windows



Addition –Finishing Work

New Rear entry Door



Millwork Arrival on-site



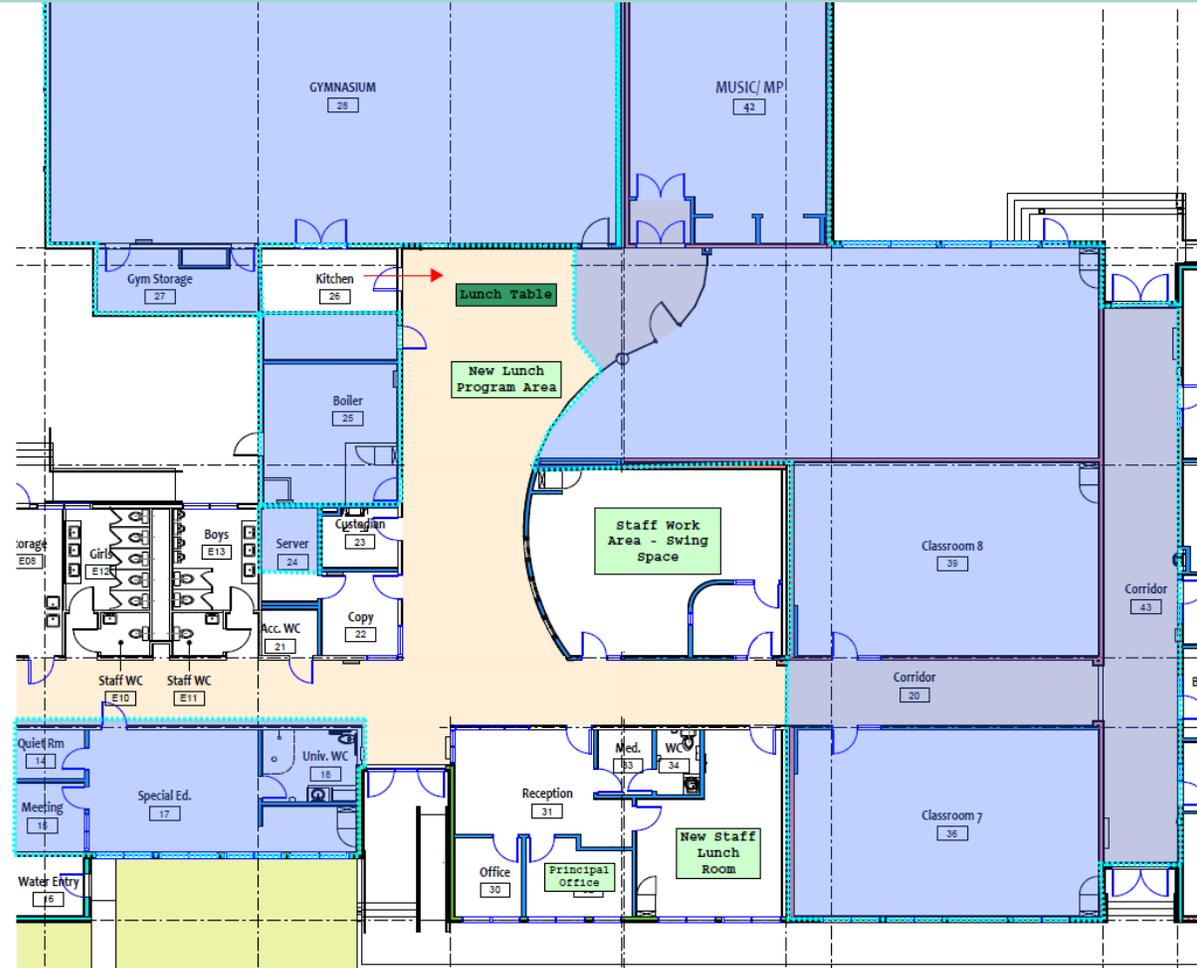
Addition – Library Takeover

- The temporary library space has been taken over and hoarding wall modified to begin renovations on the new Administration area.
- The new Administration area will be completed for the May long weekend. During May long, the existing Administration area will be relocated to the new area and the existing area is to be taken over by construction team until the end of the school year.



Term 2 Construction Changes (May 2026)

- The new Administration area to be returned to staff for May long weekend and the old Admin area to be hoarded off for construction for the balance of Term 2.
- Take over will include the Gym space from May long weekend until the end of the school year.
- Staff swing space has been made available in the future secondary Inclusive Ed space which includes an office.
- Takeover of spaces are planned to begin following the May long weekend.



Thank you!



REGULAR BOARD MEETING

4:00 pm, Wednesday, February 25, 2026
School Board Office

MINUTES

Present: Jaclyn Miller, Gretchen Conti, Dale Lawson, Maureen Mason

Also in attendance: Paul McKenzie (Superintendent), Steve Hopkins (Secretary-Treasurer)

Regrets: Kirsten Van't Schip

The meeting was called to order at 4:00 pm by Chairperson J. Miller.

LAND ACKNOWLEDGEMENT

PRESENTATION:

Edgehill Elementary School Presentation – J. Burt

Principal J. Burt and Vice-Principal A. Nordman presented on the importance of student connection and wellness as the foundation at Edgehill Elementary. Referencing the Heart-Mind framework highlighted in last year's presentation, Ms. Burt explained that regulation supports engagement, which in turn supports learning. Research and school data show that when students have at least one trusted adult in the school, they demonstrate greater perseverance, improved focus, stronger problem-solving skills, and increased willingness to take risks in their learning. The school continues to use a strength-based approach, supported by staff feedback and student data, to foster positive relationships and a culture where wellness and achievement are closely connected.

Ms. Burt also acknowledged the additional challenges created by the ongoing construction project, including increased noise and disruptions to routines, noting that behavioural incidents have increased this year. In response, staff have focused on proactive strategies, including ongoing wellness scanning, predictable routines, and collective problem-solving to address concerns before they escalate. Initiatives to support staff wellness, such as regular check-ins and peer recognition, were also highlighted. Trustees expressed their appreciation for the presentation and their support for the work being undertaken.

QUESTION PERIOD

There were no questions

CHAIRPERSON'S REMARKS

Before we begin our regular business, I would like to again acknowledge the devastating news out of Tumbler Ridge. Because while headlines move on, the impact on students, families, and staff in that community, and across our sector, does not. Our thoughts continue to be with the families impacted.

As a board, moments like these reinforce our responsibility to ensure that our schools are places of safety, care, and connection — not only physically, through strong protocols and planning, but emotionally and socially as well, where students feel a sense of belonging, respect, and trusted relationships with the adults around them.

Today is Pink Shirt Day, and that responsibility feels especially present. Pink Shirt Day is more than a campaign or a symbol. It is a reminder that preventing harm, addressing bullying, and fostering belonging are daily commitments. It asks us to pay attention to how students experience our schools and whether they feel seen, respected, and supported. In light of recent events, it underscores that creating cultures of kindness and vigilance is not optional work; it is core to our role as a public education system.

As trustees, our work is to monitor how our policies, reporting processes, and school cultures are working in practice to ensure students feel safe speaking up and confident that concerns will be addressed.

Holding that responsibility in mind, I also want to acknowledge the everyday work across our district that strengthens connection and belonging in very real ways.

- Recently, students participated in the North Island Skills Canada Regional competitions. The event highlighted the incredible talent, creativity, and practical skills of our learners and the importance of hands-on, career-connected learning opportunities. We are proud of all the students who represented our district, as well as those who will be representing us at provincials in April.
- This month is Black History Month, which provides an important opportunity for students to honour the history, contributions, and leadership of Black Canadians. We are grateful to our librarians and educators who ensure meaningful resources and learning opportunities are visible and accessible throughout our schools.
- Last week, our district basketball jamborees brought students together from across schools. Boys' and girls' teams showcased their skills, teamwork, and school spirit — all contributing to the sense of connection that we know is an essential foundation of a healthy school culture.
- Trustees recently toured the Edgehill Elementary expansion, and it was encouraging to see the progress. The project is on track and taking shape beautifully. Importantly, this construction is happening while staff continue teaching and students continue learning every day. That balance requires flexibility and professionalism, and we are grateful to our school communities for navigating growth so thoughtfully.

In times of both challenge and celebration, our district's focus remains clear: supporting student well-being, fostering belonging, and ensuring strong opportunities for learning. It is a privilege to work alongside all of you.

1. ADOPTION OF AGENDA

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the Regular meeting agenda of February 25, 2026, be adopted as circulated.

STATUS: CARRIED

2. ADOPTION OF MINUTES

MOVED: G. CONTI

SECONDED: D. LAWSON

THAT the Regular meeting minutes of January 28, 2026, be adopted as circulated.

STATUS: CARRIED

3. REPORT OF CLOSED MEETINGS

3.a) January 28, 2026 – The Board met in-camera to discuss items which include property and personnel.

4. INCOMING CORRESPONDENCE

4.a) N/A

5. OUTGOING CORRESPONDENCE

5.a) Letter of Support – Foundry
The letter was provided for information.

6. SUPERINTENDENT OF SCHOOLS' REPORT

6.a) Emergency Preparedness Update (oral)

Superintendent McKenzie provided an update on the district's emergency preparedness procedures. He noted that a review of District Administrative Procedures (APs) had already been planned for the year and noted that, in light of recent events in the province, AP 165 and related procedures have been moved to the front of the review schedule. The District's Manager of Health and Safety is spearheading a more thorough review of emergency preparedness and will seek feedback from CUPE, the qathet Teachers' Association, and community partners, including liaison police. Meetings with staff have been scheduled to support the review and strengthen shared understanding of emergency protocols.

Superintendent McKenzie noted that schools currently conduct annual safety drills, including lockdown drills, and that the district is working to refine procedures to ensure staff clearly understand emergency response processes.

6.b) Board Advocacy Recycling Update (oral)

Superintendent McKenzie provided a brief update on the Board's advocacy regarding recycling. He noted that a meeting was recently held with representatives from the City, and that the discussion was positive. The City expressed appreciation for the circumstances raised by the Board and indicated openness to exploring potential options.

A follow-up meeting is planned for the spring to continue the discussion and consider possible opportunities for support.

6.c) Suspension, Exclusion, and Seclusion Report – September 2, 2025, to January 31, 2026

Superintendent McKenzie noted that there were no suspensions reported for the month of January.

MOVED: D. LAWSON

SECONDED: G. CONTI

THAT the Superintendent of Schools' Report be received as presented.

STATUS: CARRIED

7. SECRETARY-TREASURER'S REPORT

7.a) Amended Annual Budget

Secretary-Treasurer Hopkins presented the 2025/2026 Amended Annual Budget. He noted that the amended budget updates the preliminary budget with revised grant information and reflects an increase of approximately \$1.1 million in operating revenue compared to the annual budget. The increase is primarily tied to enrolment growth, including 27 additional regular students and approximately 30 students identified within Levels 1–3 inclusive support needs. The spending plan has been adjusted to reflect this enrolment growth. Mr. Hopkins also noted a \$40,000 rebate from FortisBC related to recent mechanical upgrades.

Mr. Hopkins reviewed the spending plan, noting that Schedule 2.C outlines expenditures by program, with the most significant change occurring in Early Learning. An increase within the governance line reflects unspent Indigenous Education Council funds carried forward from the prior year. The amended budget does not yet reflect any wage increases expected to be finalized in the coming weeks, however the costs are anticipated to be funded by the provincial government.

MOVED: M. MASON

SECONDED: D. LAWSON

THAT the Board of Education approve the 2025/2026 Amended Annual Budget.

STATUS: CARRIED

8. COMMITTEE REPORTS

8.a) Committee of the Whole Report for February 11, 2026

Trustees debated recommended motions arising from the Committee of the Whole Meeting.

Program Review: Literacy Support / Level 2 Report

MOVED: G. CONTI

SECONDED: M. MASON

THAT the Board of Education accept the Literacy Review (Level 2), as attached and presented.

STATUS: CARRIED

Policy 9 – Board Representatives Motion

Trustees reviewed the recommended changes to Policy 5 and Policy 9. Trustees agreed to approve Policy 9 as drafted and shared in the agenda package. Additional changes to Policy 5 were debated and the following changes were agreed to:

- 4.4 “To direct the discussion...” was replaced with “Facilitates and supports the discussion...”
- 12.1 “...manner determined by the Chair” was changed to “...through a process agreed upon by the Board.”
- 12.2 “Considering trustee interests, skills, experience...” was changed to “Working collaboratively to consider trustee interests...”

MOVED: M. MASON

SECONDED: G. CONTI

THAT the Board of Education approve Policy 5, as amended at the February Regular Meeting, and Policy 9 as previously amended.

STATUS: CARRIED

Policy 4 Proposed Amendments from Trustee Feedback

Trustees reviewed the recommended changes to Policy 4 and its appendix. Additional changes to Policy 4 were debated and the following changes were agreed to:

- 7.4 “Respect the authority of the Chair...” was replaced with “Respect the role of the Chair...”
- 7.7 “Commit to making decisions thoughtfully...” was added to the beginning of the statement.

MOVED: G. CONTI

SECONDED: M. MASON

THAT the Board of Education approve Policy 4 – Trustee Code of Conduct, as amended.

STATUS: CARRIED

MOVED: G. CONTI

SECONDED: M. MASON

THAT staff be directed to further review the proposed amendments to the Appendix – Trustee Code of Conduct Sanctions, with particular attention to legal authority and risk mitigation, and report back to a future Committee of the Whole.

STATUS: CARRIED

9. OTHER BUSINESS

9.a) N/A

QUESTION PERIOD

No questions.

MEDIA QUESTION PERIOD

There was no media present.

ADJOURNMENT

MOVED: D. LAWSON

THAT the Regular Meeting of February 25, 2026 be adjourned.

STATUS: CARRIED

The meeting adjourned at 5:33 pm.

J. Miller
Chairperson

SH/attachment

S. Hopkins
Secretary-Treasurer

MEMORANDUM



Date: March 11, 2026
To: Board of Education
From: Paul McKenzie, Superintendent
Prepared by: Vianne Kintzinger, Director of Instruction, and Paul McKenzie, Superintendent
Re: Superintendent's Mid-Year Achievement

1.0 BACKGROUND

As per the Board of Education's yearly Workplan, the superintendent shall provide a mid-year achievement report that reflects student success in the graduating class of the previous year.

2.0 ADDITIONAL INFORMATION

As part of the Board of Education's work to continue to make informed decisions in their role of governance for the school district, the Board will be guided in its approach to policy making by ensuring that it is knowledgeable on the success and growth areas needed to realize student success.

3.0 OPTIONS FOR ACTION

THAT the Board of Education receive the Superintendent's Achievement report as presented.

4.0 APPENDICES

- A) Superintendent's Achievement Report

SUPERINTENDENT'S ACHIEVEMENT REPORT

March 11, 2026



Land Acknowledgement



**čεčhašt kw ƭaʔamɪn qaymɪxʷ.
ʔəsna tεʔε gɪʔε.**

We would like to express our respect for and gratitude to the ƭaʔamɪn peoples whose traditional and treaty territory qathet School District resides on. We recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and indigenization through truth, healing, celebration and reconciliation.



Assessing and Reporting Timelines 2025/26

September 25'

FESL

DIBELS 2024/25

SNAP 24/25

FSA 24/25

SLS 24/25

**Graduation Rates and
Assessments 23/24**

Current Year Assessements

DIBELS written 25/26

October-November 25'

FSA's written 25/26

Graduation Assessments
written 25/26

January 26'

DIBELS written 25/26*

February- March 26'

SNAP written 25/26*

Graduation Assessments
written 25/26*

SLS 25/26

June 26'

Graduation 25/26

**Superintendents Mid-year
Achievement Report GRADS**

24/25



Graduation
Success Rate
Five-year Rate

Graduation
Success Rate
Six-year Rate

Graduation Success
Rate
Indigenous Students,
Designated

Graduation
Assessments

Graduation Survey
Career Preparation
Transition Rates

Dual Credit Success



I. B.C. Certificate of Graduation (Dogwood Diploma)

The B.C. Certificate of Graduation, or Dogwood Diploma, is awarded to students who successfully complete provincial graduation requirements. To graduate, students require at least 80 credits total. Of these 80 credit

- 52 credits are required from the following:
 - Physical and Health Education 10 (4 credits).
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits).
 - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits).
 - A Math 10 (4 credits), and a Math 11 or 12 course (4 credits).
 - A Language Arts 10, 11, and a required 12 course (4 credits required at each Grade, 12 credits total).
 - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total).
 - Career-Life Education (4 credits), and Career-Life Connections (4 credits).
 - Indigenous-focused (4 credits).
- At least 28 credits must be elective course credits.
- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 course and the Career-Life Connections course.

In addition, students must also complete three Provincial Graduation Assessments:

- Grade 10 Literacy Assessment.
- Grade 10 Numeracy Assessment.
- Grade 12 Literacy Assessment.

III. B.C. Adult Graduation Diploma (Adult Dogwood)

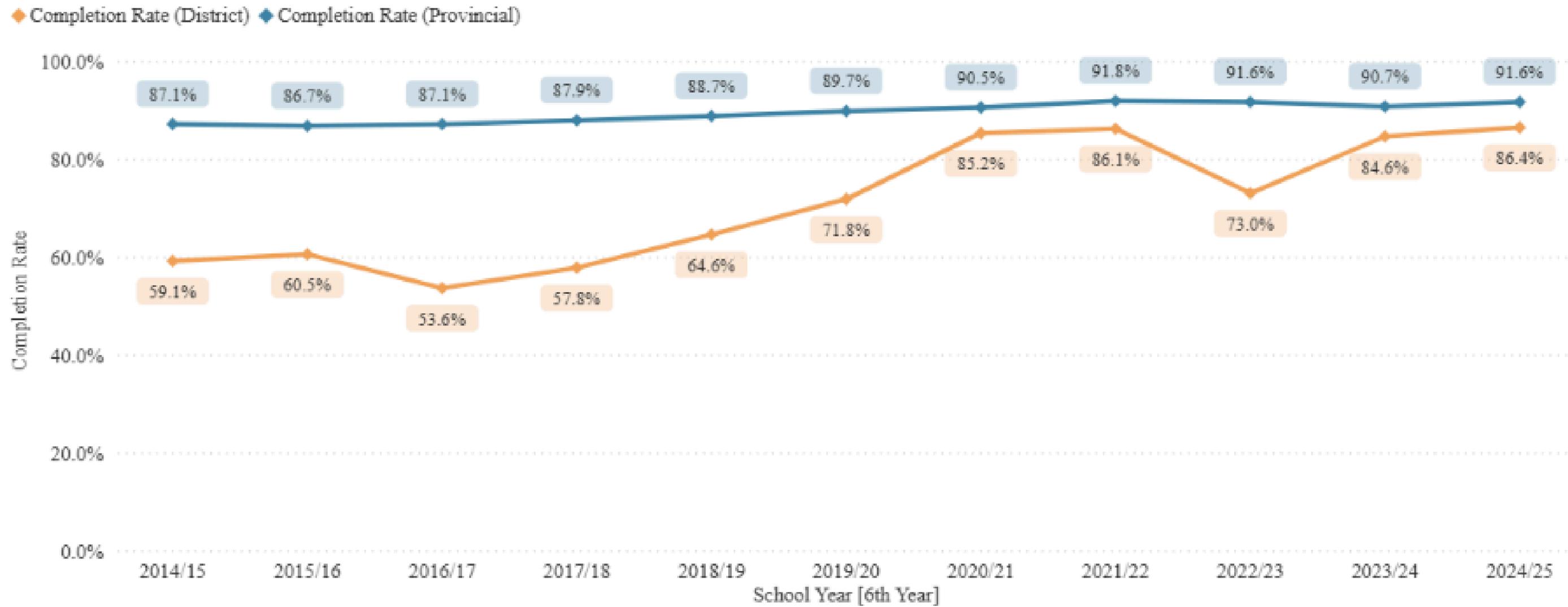
Students who are 18 years of age or older have the choice of pursuing graduation through a Dogwood Diploma or an Adult Dogwood Diploma. Students must be 18 or older to enter the Adult Graduation Program and become an “adult student.” To receive the Adult Graduation Diploma, or “Adult Dogwood,” adult students must complete a minimum of three courses after they have entered the Adult Graduation Program. Courses can be taken through the B.C. school system or as part of Adult Basic Education (ABE) programs at post-secondary institutions.

To graduate with an Adult Dogwood, students must have:

- A required Language Arts 12 course (4 credits).
- A Math 11 or 12 course (4 credits); and
- At least three additional Grade 12 electives, or a Grade 11 Social Studies course and two additional Grade 12 electives (4 credits each). BAA, FNA, IDS, and Locally Developed courses do not meet this requirement.



5 Year - Completion Rate - 047 - qathet

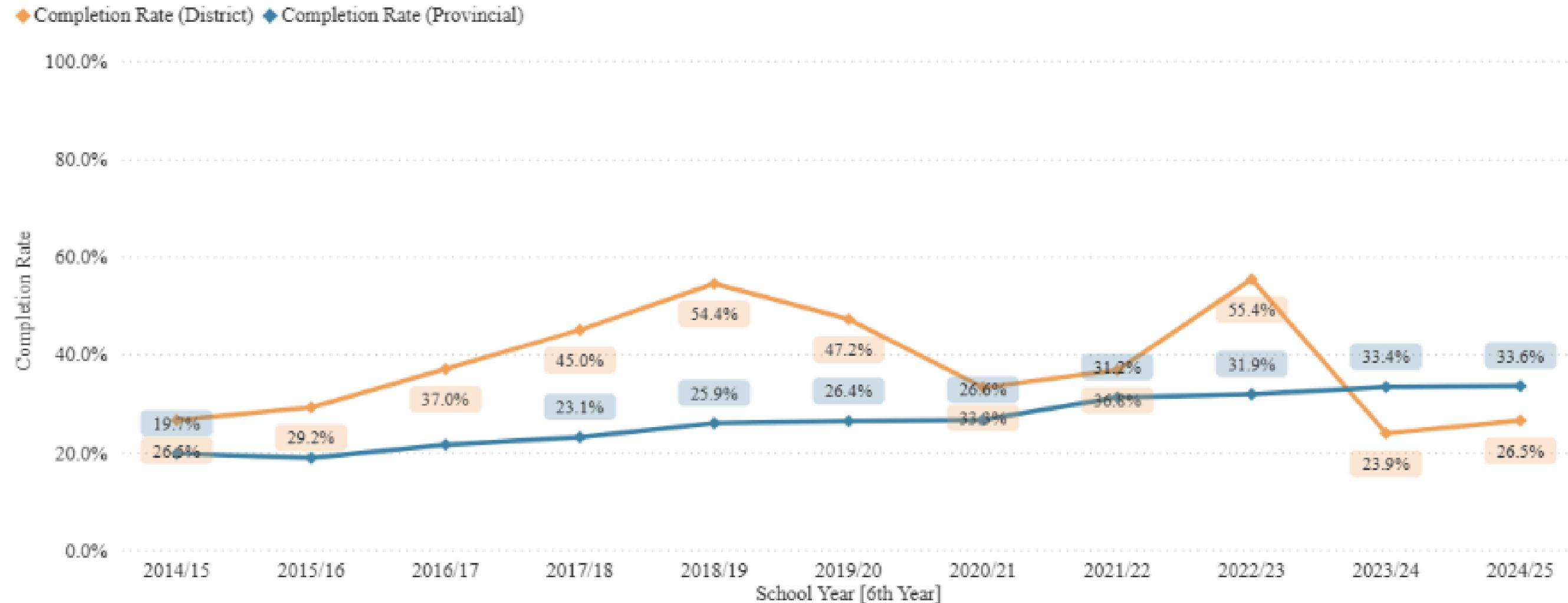


Five Year Completion Rate – Resident Students – Other Facilities (Brooks)

The proportion of students who graduate with a BC Certificate of Graduation or BC Adult Dogwood Diploma within six years from the first time they enrol in Grade 8, adjusted for migration in and out of BC.



5 Year - Completion Rate - 047 - qathet

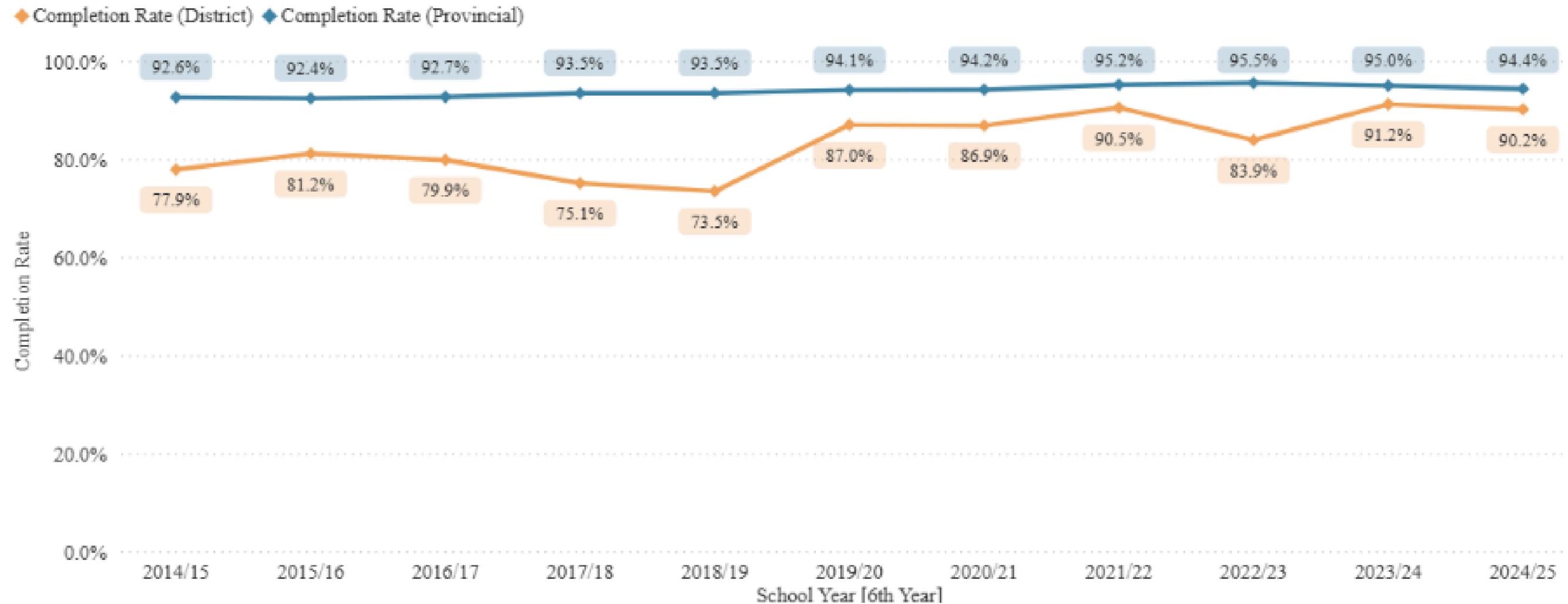


Five Year Completion Rate – Resident Students – Online Schools (PIE)

The proportion of students who graduate with a BC Certificate of Graduation or BC Adult Dogwood Diploma within six years from the first time they enrol in Grade 8, adjusted for migration in and out of BC.



6 Year - Completion Rate - 047 - qathet

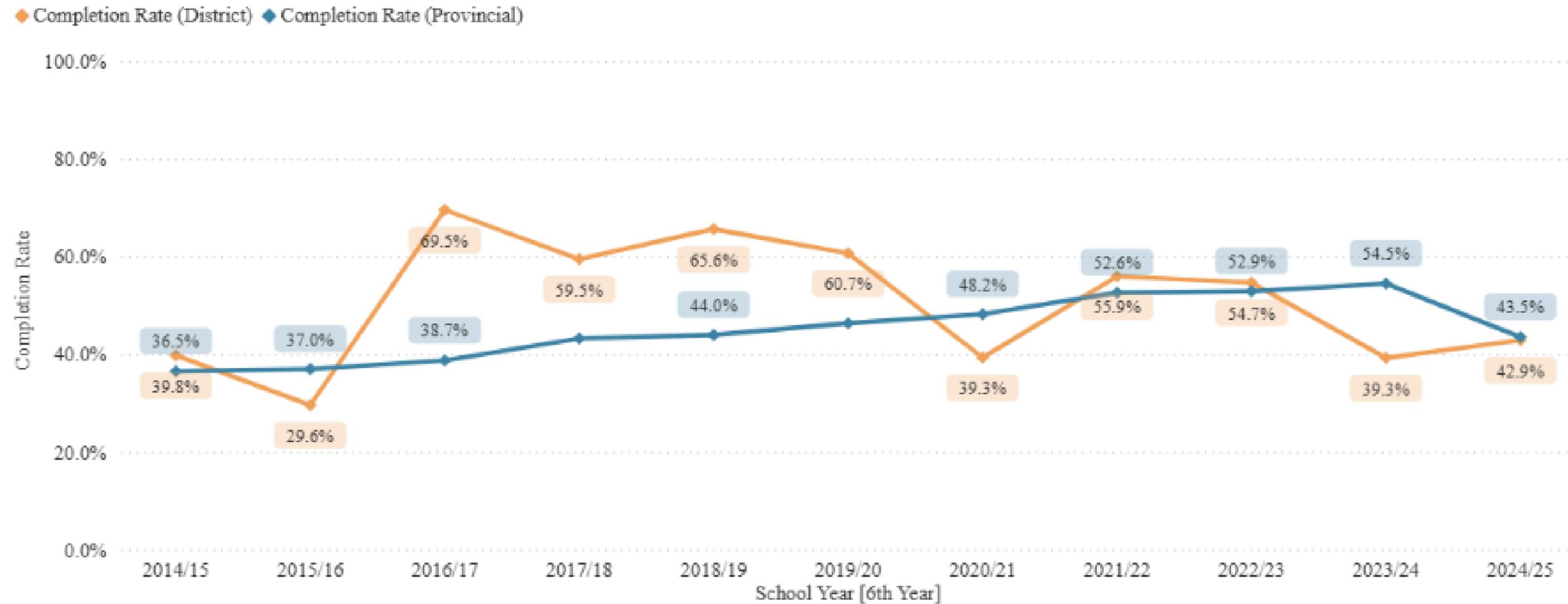


Six Year Completion Rate – Resident Students – Other Facilities (Brooks)

The proportion of students who graduate with a BC Certificate of Graduation or BC Adult Dogwood Diploma within six years from the first time they enrol in Grade 8, adjusted for migration in and out of BC.



6 Year - Completion Rate - 047 - qathet

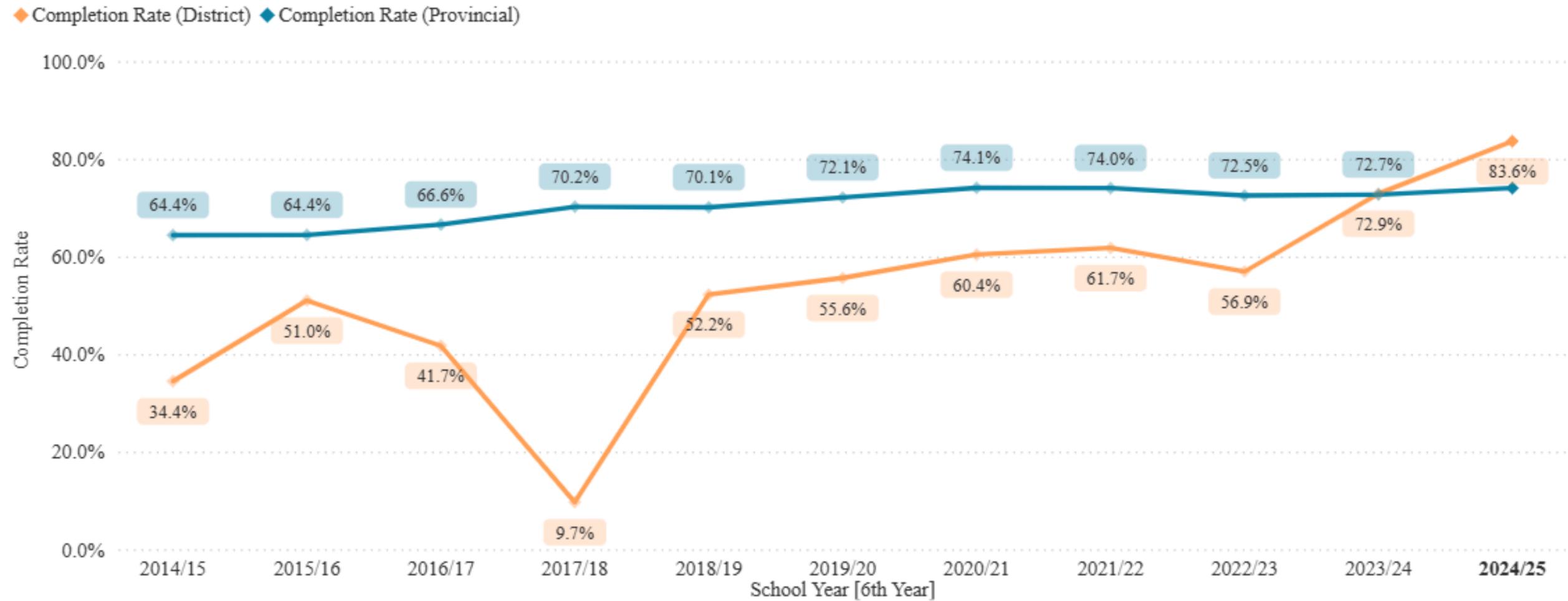


Six Year Completion Rate – Resident Students – Online Schools

The proportion of students who graduate with a BC Certificate of Graduation or BC Adult Dogwood Diploma within six years from the first time they enrol in Grade 8, adjusted for migration in and out of BC.



5 Year - Completion Rate - 047 - qathet



Five Year Completion Rate – Indigenous – Other Facilities (Brooks)

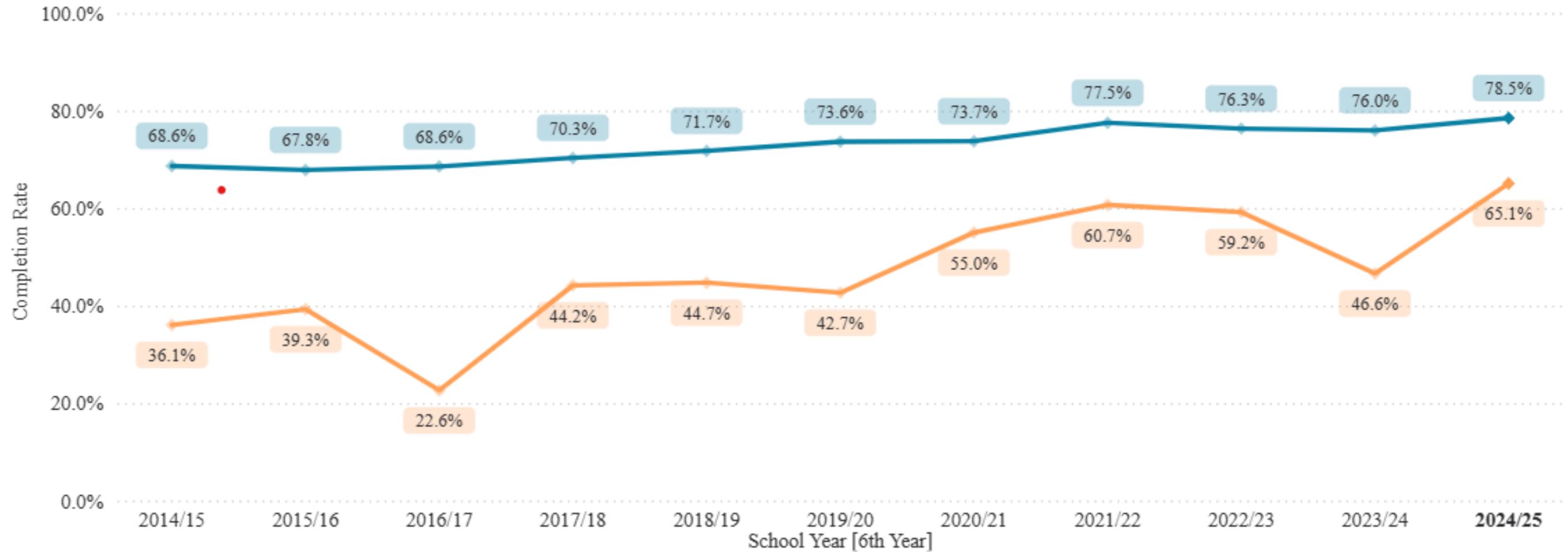
The proportion of students who graduate with a BC Certificate of Graduation or BC Adult Dogwood Diploma within six years from the first time they enrol in Grade 8, adjusted for migration in and out of BC.



5 Year - Completion Rate - 047 - qathet



◆ Completion Rate (District) ◆ Completion Rate (Provincial)



Five Year Completion Rate – Inclusive Education (Designated)– Other Facilities (Brooks)

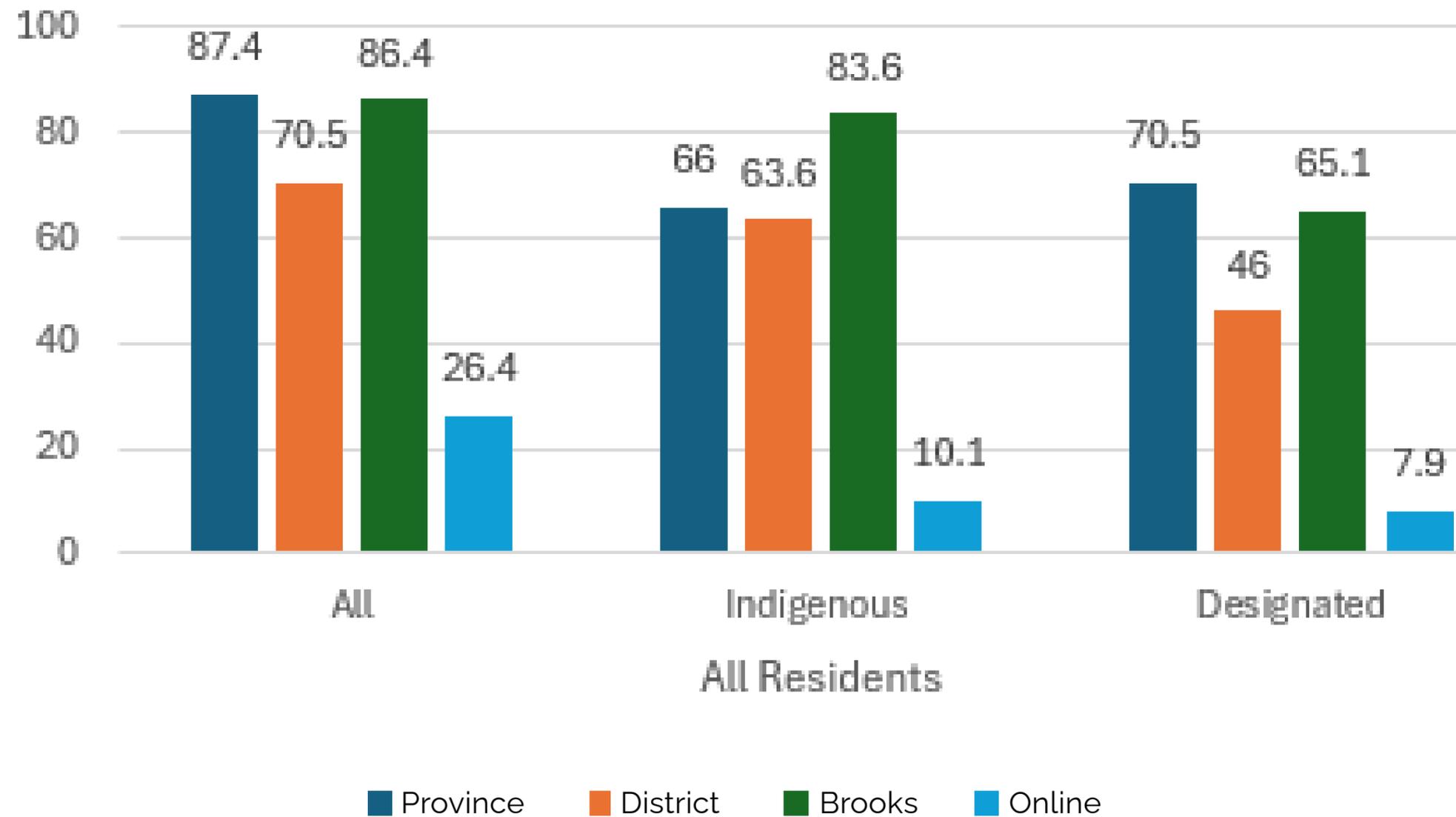
The proportion of students who graduate with a BC Certificate of Graduation or BC Adult Dogwood Diploma within six years from the first time they enrol in Grade 8, adjusted for migration in and out of BC.



Five Year Completion Rate – 2024/2025

The proportion of students who graduate with a BC Certificate of Graduation or BC Adult Dogwood Diploma within five years from the first time they enrol in Grade 8, adjusted for migration in and out of BC.

Five Year Graduation Rate 2024/25

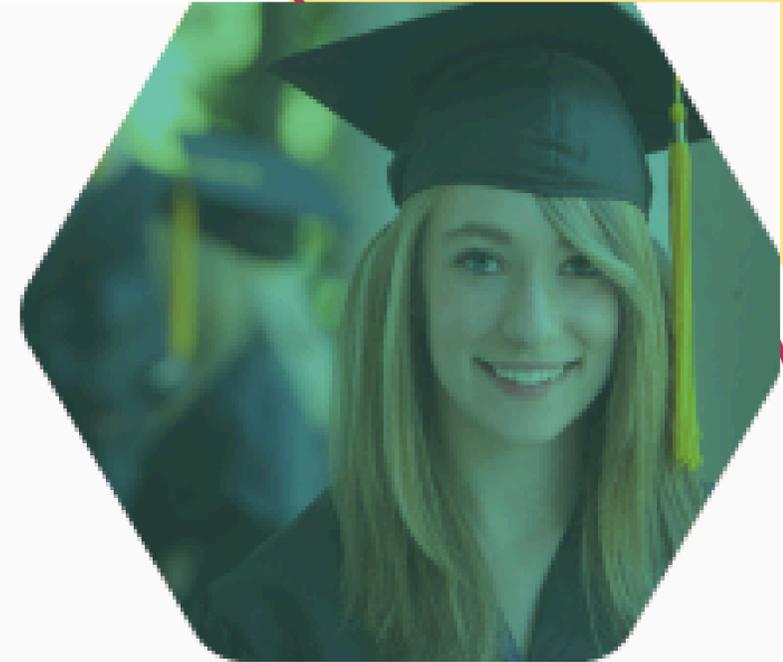


Graduation Assessments 2024/25

Assessment		Graduation Assessment Participation		Graduation Assessment Proficiency		
		Writer Count	Participation Rate	Writer Count	Proficient or Extending Rate	Percent Proficient or Extending
				0% 20% 40% 60% 80% 100%		
Literacy 10	B.C. Residents	177	76%	195	68%	
	Indigenous	35	73%	38	58%	
	Inclusive Education	33	47%	38	55%	
Numeracy 10	B.C. Residents	175	75%	205	48%	
	Indigenous	34	72%	40	33%	
	Inclusive Education	32	46%	42	40%	
Literacy 12	B.C. Residents	149	63%	156	69%	
	Indigenous	26	54%	28	43%	

Post-Secondary and Career Preparation (2024/2025)

Schools are expected to play a major role, along with families and communities, in helping each student develop a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.



Question	Grade Level	Student Group	Total Responses	Students Responding "Many Times" or "All of the Time"										
				0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Are you satisfied that school is preparing you for a job in the future?	Secondary	All Students	255	[Horizontal bar chart showing approximately 25% of responses]										
		Indigenous	34	[Horizontal bar chart showing approximately 40% of responses]										
Are you satisfied that school is preparing you for post-secondary education?	Secondary	All Students	253	[Horizontal bar chart showing approximately 25% of responses]										
		Indigenous	34	[Horizontal bar chart showing approximately 40% of responses]										

Transition to B.C. Public Post-Secondary Education (data as of 2024/2025)

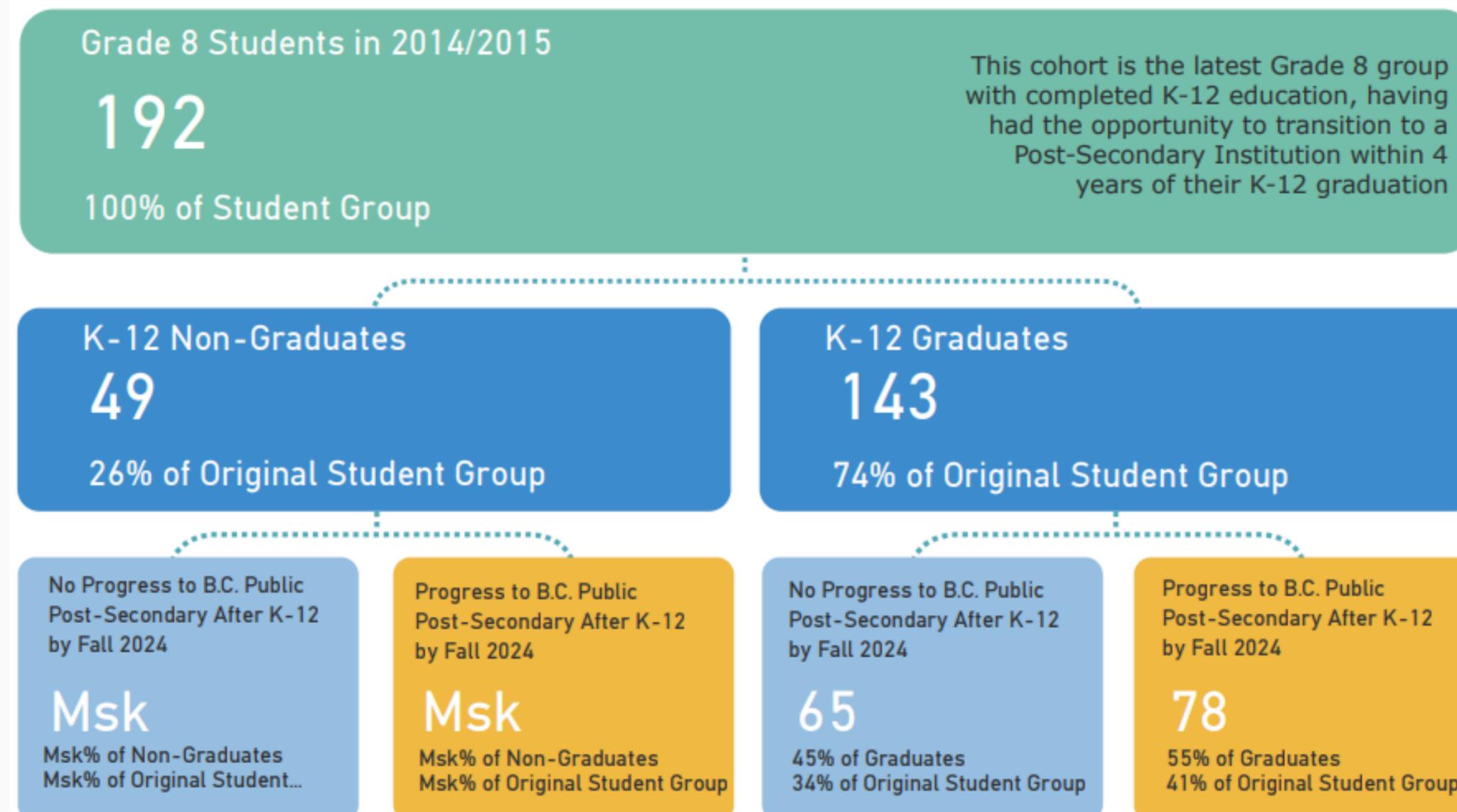
The following information shows the transitions of a cohort of B.C. resident students in this district, and:

How many of these students graduated from the B.C. school system by Fall 2020

How many of these students enrolled in a B.C. public post-secondary institution by Fall 2024*

** Note, these results do not include those who enrolled in private post-secondary institutions in B.C. or post-secondary institutions outside of B.C.*

[Find out more about the transition to B.C. post-secondary education.](#)



Trades

Program	Student Enrollment	Overall Final
Auto Service Technician -	5	71.20%
Carpentry - VIU	4	89.50%
Welding - Brooks	9	89%
Youth Work in Trades	12	92%
11a	13	95%
11b	6	91%



Other Career Focused Programs

Program	Student Enrollment	Averal Final Letter
Work Experience	20	92.50%
Hairdressing	10	80.50%
Skills X	24	82%
Trades Sampler – Semester 1	15	83%
Trades Sampler – Semester 2	13	82%

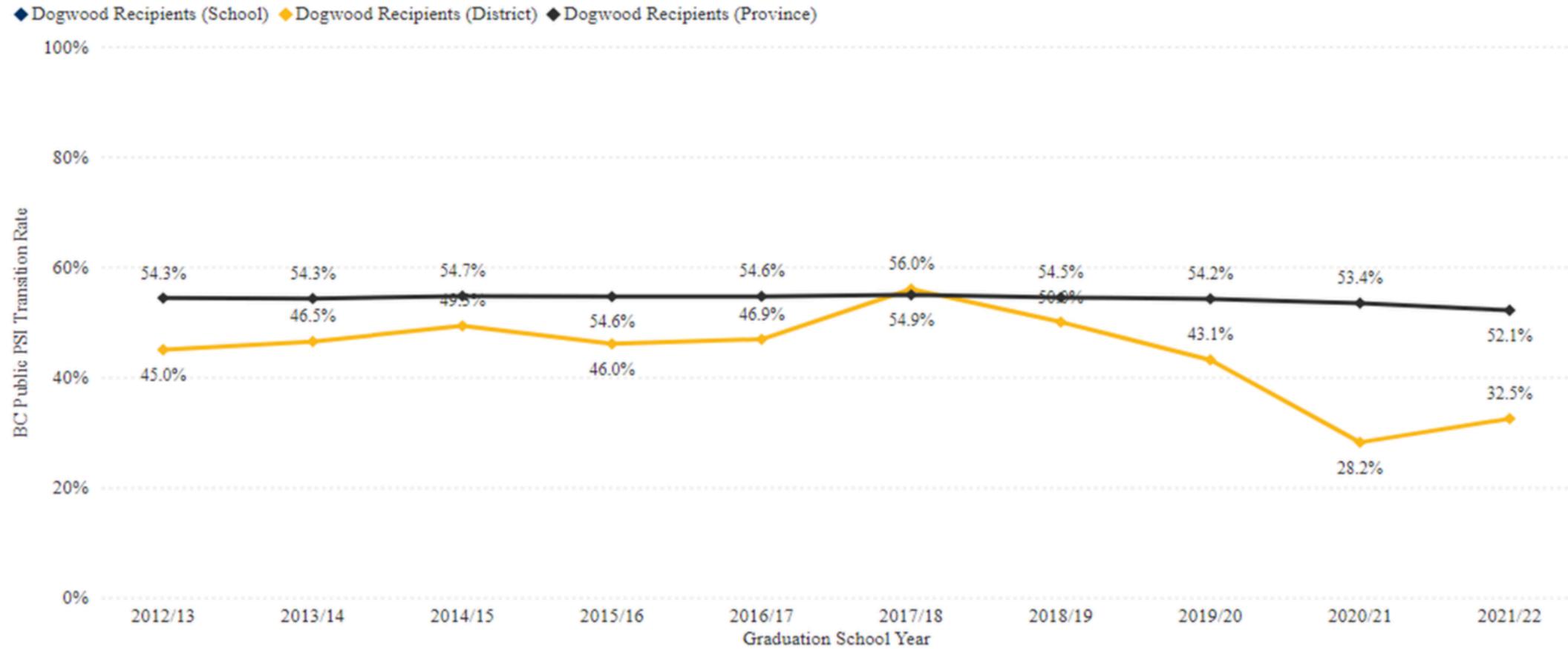


Academics

Program	Student Enrollment	Averal Final Letter
English 115	22	80%
English 125	2	90%
Indigenous	1	70%
Psychology 111	1	74%
Sociology	1	80%
Health Care	6	85.60%
Early Childhood Educator	1	96%
ECE 12A 19A	19	77.50%



BC Public PSI Transition Rates for Province, Immediate Transition, 047 - Powell River, All Schools



PSI Transition Rate – Immediate

Students transitioning to a public Post-secondary Institution (PSI) within BC.



Cultivating an Ethic of Learning: Ensure early learners and students have the best possible learning experience



District Objectives	Planned Actions
<p>Focus on foundational learning in literacy and numeracy.</p> <p>Enhance early learning plans, opportunities, and partnerships.</p> <p>Foster deep learning so all students can flourish in a rapidly changing world.</p> <p>Increase student engagement and voice.</p>	<ul style="list-style-type: none"> • Offer learning opportunities for evidence-based practices that enhance literacy and numeracy for all. • Use a collaborative approach to teaching and learning. • Eliminate inequities for priority populations. • Create culturally safe spaces with Indigenous representation. • Enhance relationships with community partners and rightsholders. • Support a Multi-tiered System of Support (MTSS) approach for enhancing student success. • Advance deep learning opportunities for students. • Increase student agency throughout the system enabling voice and choice in decision making.

Evidence/Metrics

Provincial Assessments
 Student Learning Survey
 How Are We Doing? Report
 EDI/MDI/YDI
 Graduation Rates





Suspension, Exclusion and Seclusion Report YTD Sept 2025 to Feb 2026

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)	4	3	5	2							14
10 days or less (violent)	2		5			4					11
11-20 days (non-violent)											0
11-20 days (violent)											0
20 days or more (non-violent)											0
20 days or more (violent)											0
Indefinite (non-violent)											0
Indefinite (violent/threats of violence)											0
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)		5	2			4					11
Less than 20 days (second + drug/alcohol offence)						1					1
20 + days (first drug offence)											0
20 + days (second + drug offence)											0
Indefinite (second + drug/alcohol offence)											0
In-school suspension						3					3
TOTAL SUSPENSIONS	6	8	12	2	0	12	0	0	0	0	40
EXCLUSIONS											
Exclusions - Elementary											0
Exclusions - Secondary											0
SECLUSIONS											
Seclusions - Elementary											0
Seclusions - Secondary											0

*(Violent incidents include: fighting, physical altercations, threats of bodily harm, etc.
Verbal is considered violent if threatening)*

BOARD DEVELOPMENT PLANNING AD HOC COMMITTEE

11:00 am, Thursday, March 4, 2026

School Board Office

NOTES

Present: Gretchen Conti, Maureen Mason

Also in attendance: Paul McKenzie (Superintendent)

The meeting was called to order at 11:00 am.

1. **BOARD DEVELOPMENT PLANNING**

Trustees discussed planning timelines for the upcoming trustee election, including the potential for a candidate information session in June and a candidate debate in September. The possibility of asking DPAC to host a debate was also discussed.

Trustees reflected on the importance of supporting public confidence in the role and ensuring that prospective candidates have a clear understanding of trustee responsibilities, including the boundaries of the role and the sphere of influence. Opportunities for engagement and information sharing with potential candidates were considered. (Possible dates: June or late August for prospective candidates – Potential all candidates debate – late September, early October)

The Ad Hoc Committee will bring forward the opportunity to pilot a short inquiry activity at the April Committee of the Whole meeting, alongside further discussion on election preparation, including a potential “ Prospective Trustee information session”. Trustees also discussed identifying themes for trustee orientation to support staff in preparing materials for the next board.

Additional considerations included maintaining consistent messaging to prospective candidates and acknowledging emerging considerations related to the use of AI in campaigns, including the possibility of providing disclosure information. Trustees were asked to bring suggestions to the April discussion regarding key information for prospective candidates and orientation priorities for the next board.

2. **ADJOURNMENT**

The meeting adjourned at 11:54 am.

BOARD ANNUAL WORK PLAN

2025-2026

JULY

Board Meeting Agenda Items

- No regularly scheduled meetings

Events

- N/A
-

AUGUST

Board Meeting Agenda Items

- No regularly scheduled meetings

Events

- Trustee Working Session Retreat (Aug. 27)
-

SEPTEMBER

Board Meeting Agenda Items

- Review the Audit Findings Report, Management letter and Financial Statement Discussion and Analysis Report
- Approve the audited financial statements
- Approve the submission of the proposed Minor Capital Plan
- Approve the Framework for Enhancing Student Learning Report
- Review the Superintendents School Opening Report
- Review the Board Annual Work Plan
- Presentation: Capital Project Quarterly Update - Edgehill Elementary School

Events

- Recognize National Truth & Reconciliation Day (September 30)
-

OCTOBER

Board Meeting Agenda Items

- Suspension Review

- Review School Growth Plans
- Review quarterly Fiscal Accountability Report
- Review the submission of the Executive Compensation Disclosure Report

Events

- Recognize World Teachers' Day (October 5)
- Represent the Board at BCSTA Provincial Council (October 25-26)

NOVEMBER

Board Meeting Agenda Items

- Election of Board Chairperson & Vice Chairperson
- Election of Provincial Council and BCPSEA Representatives
- Approve Department Operational Plans
- Routine review of select Board Policies

Events

- Attend and participate in BCSTA Trustee Academy (November 27-29)
- Attend Remembrance Day Assemblies

DECEMBER

Board Meeting Agenda Items

- Approve the submission of the annual Statement of Financial Information
- Approve Trustee Appointments to Board Committees, to Internal Administrative Committees, and to External Committees, Organizations and Agencies
- Review the Board Annual Work Plan
- Presentation: Capital Project Quarterly Update - Edgehill Elementary School
- Program Review: Early Learning Initiatives / Level 2 Report (CotW)
- School Presentations: Brooks Secondary and Westview Elementary

Events

- Attend Winter Concerts

JANUARY

Board Meeting Agenda Items

- ~~Review the Superintendent's Student Success report~~
- Review quarterly Fiscal Accountability Report
- Review and approve prospective increases to Trustee Remuneration
- Remit Financial Disclosure Forms by January 15
- Review proposals for substantive changes
- Presentation: Capital Project Quarterly Update - Edgehill Elementary School
- Program Review: Feeding Futures / Level 1 Report (CotW)

- School Presentations: James Thompson Elementary

Events

- Represent the Board at the BCPSEA Annual General Meeting (TBD)
 - Recognize Literacy Week
-

FEBRUARY

Board Meeting Agenda Items

- Approve the Amended Annual Budget
- Review School Calendar Consultation Information
- Approve the budget development process and timelines for the following years annual budget
- Routine review of select Board Policies
- Review proposed Draft School Calendar Submissions or Amendments (CotW)
- Proposals: Board Authority Authorized Courses (CotW)
- Proposals: Academies (CotW)
- Program Review: Literacy Support / Level 2 Report (CotW)
- School Presentation: Edgehill Elementary

Events

- Represent Board at BCSTA Provincial Council (TBD)
 - Recognize Pink Shirt Day – Anti Bullying (February 25)
-

MARCH

Board Meeting Agenda Items

- [Review the Superintendent's Student Success report](#)
- Approve School Calendar Submission
- Review Provincial Motions for BCSTA AGM
- Review the Board Annual Work Plan
- Presentation: Capital Project Quarterly Update - Edgehill Elementary School
- School Presentations: Henderson Elementary and Kelly Creek Elementary

Events

- Chairperson – Represent at Ministry of Education Annual Partner Liaison Meeting (TBD)
-

APRIL

Board Meeting Agenda Items

- Review Government Grant Information for the following years annual budget
- Approve Capital Plan Bylaw (from Ministry Capital Plan Response Letter)
- Review quarterly Fiscal Accountability Report

- ~~Program Review: Online Learning / Level 2 Report (CotW)~~
- Program Review: French Immersion / Level 2 Report (CotW)
- School Presentation: Partners in Education

Events

- Recognize the Anniversary of Tla'amin Treaty (April 5)
 - Recognize Education Week
 - Attend BCSTA AGM (April 9-11)
-

MAY

Board Meeting Agenda Items

- Approve Annual Facility Grant Plans
- Approve terms of engagement and appoint or reappoint auditor
- Formalize Board Development Plan
- Review Community Connections Report
- ~~Program Review: Online Learning / Level 2 Report (CotW)~~
- School Presentation: Texada Elementary

Events

- Recognize Mental Health Week (May 5-11)
 - Attend Elementary Track and Field Meet
-

JUNE

Board Meeting Agenda Items

- Approve the Annual Budget
- Approve Major Capital Projects
- Review Carbon Neutral Action Report
- Review Strategic Plan
- Review Board Meeting Calendar
- Review the Board Annual Work Plan
- Presentation: Capital Project Quarterly Update - Edgehill Elementary School

Events

- Recognize Children and Youth in Care Week
 - Attend Employee Recognition event
 - Attend Board Retirement Celebration
 - Attend Graduation Ceremonies (June 6)
 - Attend Award & Scholarship Event
 - Recognize National Indigenous Peoples Day (June 21)
-

ONGOING

- Advocate for public education
 - Attend trustee development and/or orientation sessions
 - Review and approve capital project bylaws as required
 - Undertake trustee & superintendent evaluations
 - Hear appeals as needed
 - Ratify collective agreements as needed
 - Represent Board at BCSTA Branch Meetings
 - Attend school functions
-

BOARD ANNUAL WORK PLAN

2025-2026

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Events

- Chairperson – Represent at Ministry of Education Annual Partner Liaison Meeting (TBD)
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