



REGULAR BOARD MEETING

4:00 pm, Wednesday, March 13, 2024
School Board Office

A G E N D A

LAND ACKNOWLEDGEMENT

PRESENTATION: Student Leadership Team – J. Kennedy

QUESTION PERIOD

CHAIRPERSON'S REMARKS

1. ADOPTION OF AGENDA

MOTION: "THAT the Regular meeting agenda of March 13, 2024, be adopted as circulated."

2. ADOPTION OF MINUTES

MOTION: "THAT the Regular meeting minutes of February 21, 2024, be adopted as circulated."

3. REPORT OF CLOSED MEETINGS

3.a) February 21, 2024 – The Board met in-camera to discuss items which include property and personnel.

4. INCOMING CORRESPONDENCE

4.a) BCSTA to A. Chell – Thank You

MOTION: "THAT the correspondence listed in item 4.a) to 4.) be received."

5. OUTGOING CORRESPONDENCE

5.a) Board to M. Munroe – PRISMA

5.b) Board to W. Dunlop, Abigail, Danielle, Madeline – Brooks GSA

6. SUPERINTENDENT OF SCHOOLS' REPORT

6.a) District Logo Initiative – K. Payne (presentation)

6.b) qathet Regional Cycling Association Survey

6.c) Framework for Enhanced Student Learning (FESL) - Feedback

6.d) Suspension, Exclusion, and Seclusion Report – September 5, 2022, to February 29, 2024

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

7. SECRETARY-TREASURER’S REPORT

7.a) 2024/2025 Anticipated Budget Process (oral)

7.b) Capital Bylaw No. 2023/2024-CPSD47-03 – Adoption

7.c) Month End Financial Report as at February 29, 2024

MOTION: “THAT Capital Bylaw No. 2023/2024-CPSD47-03 be adopted in support of the acquisition of a new school bus.”

MOTION: “THAT the Secretary Treasurer’s report be received as presented.”

8. OTHER BUSINESS

8.a) BCSTA Leadership Series – J. Miller (oral)

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT

ADJOURNMENT

SH/attachments



REGULAR BOARD MEETING

4:00 pm, Wednesday, February 21, 2024
School Board Office

MINUTES

Present: Jaclyn Miller, Kirsten Van't Schip, Rob Hill, Dale Lawson, Maureen Mason

Also in attendance: Jay Yule (Superintendent), Steve Hopkins (Secretary-Treasurer)

The meeting was called to order by Chairperson Miller at 4:00 p.m.

LAND ACKNOWLEDGEMENT

PRESENTATION: PRISMA for Kids – J. Scott and A. Arnold

Artistic Director Arthur Arnold presented an overview of the PRISMA for Kids program to the board, showcasing past concerts and learning initiatives. The organization supplies teachers with lesson plans, aiming to cultivate music appreciation in children and youth. There is a request for increased financial support, rising from \$3000 to \$5000 compared to previous years.

Brooks Gender & Sexuality Alliance – Teacher, W. Dunlop and participating students

Ms. Dunlop and students Abigail Welp-Ellis, Danielle Welp-Ellis, and Madeline Daniels presented a verbal report to the board. The students shared details about their involvement in the Gender and Sexuality Alliance (GSA) Committee, leading the initiative to install framed Pride flags at all school sites to promote inclusivity. They emphasized that these flag installations will serve as a visual reminder of acceptance and support. The GSA members have also created a video, to be shared during school assemblies on Pink Shirt Day. Ms. Dunlop expressed her pride in the group and their commendable actions, expressing gratitude to the board for their support in this legacy project.

QUESTION PERIOD

There were no questions.

CHAIRPERSON'S REMARKS

"I'd like to open this meeting highlighting the work done on our Professional Development Day on Feb 16 where topics included AI in education, digital literacy, place-based education and classroom management, to name only a few of the presentations. We gathered as a District for a wonderful lunch by Chef Knickerbocker and his team at Brooks and honoured our long-term staff celebrating 10, 15, 20,

25 and even 45 years in the School District. Thank you so much for your commitment to children, education and our District.

We have chosen to wear pink shirts to our meeting today to highlight Pink Shirt Day, which falls on February 28 this year. At our last Committee of the Whole meeting, we discussed an article “The Performance of Pink” by Brian Gidinski. This article highlighted that Pink Shirt Day originated in response to hurtful and homophobic behaviour and the conversation around Pink Shirt Day has shifted to encouraging and celebrating kindness. It’s important that our students understand why this day was needed.

This year, during Pink Shirt Day assemblies, SOGI school leads will be present during a video presentation by Gender and Sexuality Alliance (GSA) members. These school leads will present a large, framed Pride flag to Principals. These flags will be installed the week of March 4-8th. It is important that we publicly acknowledge our support and acceptance, ensure our schools are safe for everyone, and stand firm in our opposition to homophobic and hurtful behaviour.

As part of our efforts to ensure our schools are safe, we spent time at the Committee of the Whole meeting reviewing our Administrative Procedures (AP’s) that related to safety. While we recently reviewed all of our polices and AP’s, re-looking at these through the lens of safety has highlighted the need to provide more structure in some areas, reduce some redundancies in our APs, and add in a sexual assault protocol. It’s important that students, parents and staff are all clear on the procedures in place should there be an incident of violence in our schools. Staff are working diligently with community partners to ensure that we have a comprehensive plan in place that works best for our community.”

1. ADOPTION OF AGENDA

MOVED: D. LAWSON

SECONDED: R. HILL

THAT the Regular meeting agenda of February 21, 2024, be adopted as circulated.

STATUS: CARRIED

2. ADOPTION OF MINUTES

MOVED: K. VAN’T SCHIP

SECONDED: R. LAWSON

THAT the Regular meeting agenda of December 20, 2023, be adopted as circulated.

STATUS: CARRIED

3. REPORT OF CLOSED MEETINGS

3.a) December 20, 2023 – The Board met in-camera to discuss items which included property and personnel.

3.b) February 14, 2024 – The Board met in-camera to discuss items which included personnel.

4. INCOMING CORRESPONDENCE

- 4.a) BCSTA to B. Neufeld re: BCSTA Life Membership
- 4.b) SD74 to BCSTA re: BCSTA Trustee Academy
- 4.c) BCSTA to Minister Freeland re: Federal Budget 2024
- 4.d) BCSTA to MP Noormohamed re: National School Food Policy Program
- 4.e) Minister Singh to BCSTA re: Anti-SOGI Disruptions
- 4.f) PRISMA to SD47 re: Partnership 2024

MOVED: R. HILL

SECONDED: K. VAN'T SCHIP

THAT the correspondence listed in item 4.a) to 4.f) be received.

STATUS: CARRIED

5. OUTGOING CORRESPONDENCE

- 5.a) Board to K. Peters and C. Piccinin – Ayajuthem Immersion Presentation
- 5.b) Board to M. Burnikell – Germany Exchange Presentation

6. SUPERINTENDENT OF SCHOOLS' REPORT

- 6.a) Suspension, Exclusion, and Seclusion Report – September 5, 2022, to January 31, 2024

MOVED: R. HILL

SECONDED: D. LAWSON

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

STATUS: CARRIED

7. SECRETARY-TREASURER'S REPORT

- 7.a) Childcare Centre Development Update – J. Formosa (presentation)

J. Formosa provided an update on the progress of the new childcare centres at Edgehill Elementary School and Kelly Creek Community School. At Edgehill, a modular childcare center is being installed. The foundation is in place, and building services are underway. Four modular structures, which will be stitched together to form one structure, are expected to arrive on March 4. The childcare site will feature a dedicated fenced play area and will share some existing play space at the school. Local staff will develop exterior structures, including entrance and back canopies. Completion is anticipated by May 2024. Ongoing applications for service providers are being accepted, with staff actively engaging with interested parties. The childcare center is set to open in September.

At Kelly Creek Community School, the childcare center is a retrofit of an existing building. The building envelope, roof, and exterior timber are complete, with siding currently being installed. Substantial completion for interior services such as HVAC and electrical is underway, with drywalling and finishing scheduled for completion by the end of March. The target for overall completion of the build is May.

To accommodate displaced services as a result of the child care centre, two portables have been relocated to Kelly Creek and are slated for renovation. Additionally, the

school's gymnasium has undergone renovations to facilitate food service. The playground will be shared between the childcare center and the school.

7.b) Month End Financial Report as at January 31, 2024

S. Hopkins shared the month end report, noting that the district is in a strong financial position. Any adjustments arising from the amended budget will be incorporated once the amended budget receives approval.

MOVED: R. HILL

SECONDED: K. VAN'T SCHIP

THAT the Secretary Treasurer's report be received as presented.

STATUS: CARRIED

8. COMMITTEE REPORTS

8.a) Committee of the Whole Report for January 10, 2024

Recommended motions arising from the Committee of the Whole Meeting:

MOVED: D. LAWSON

SECONDED: R. HILL

THAT trustee remuneration be increased by 6.75% effective January 2024.

STATUS: CARRIED

MOVED: R. HILL

SECONDED: K. VAN'T SCHIP

THAT professional development resources be re-allocated in support of trustees who may wish to attend the NSBA Conference.

STATUS: CARRIED

8.b) Committee of the Whole Report for February 14, 2024

Additional Reference Documents:

8.b.i) 2023/2024 Amended Budget

8.b.ii) Emergent Bus Funding Letter

Recommended motions arising from the Committee of the Whole Meeting:

MOVED: R. HILL

SECONDED: K. VAN'T SCHIP

THAT the 2023/2024 Amended Budget be adopted as presented.

STATUS: CARRIED

MOVED: R. HILL

SECONDED: K. VAN'T SCHIP

THAT the 2023/2024 Capital Plan submission be amended to include the request for emergent funding in support of the early replacement of a school bus.

STATUS: CARRIED

MOVED: K. VAN'T SCHIP

SECONDED: D. LAWSON

THAT trustees support the lower coast in their interest to put forward to the BCSTA AGM a motion related to childcare funding on behalf of the South Coast Branch.

STATUS: CARRIED

9. OTHER BUSINESS

9.a) BCSTA considerations for 2026 AGM and CSBA Annual Conference in Whistler

The board deliberated on their preference for the 2026 BCSTA AGM, coinciding with the CSBA conference in Whistler, BC. The majority of trustees expressed a preference for a combined event over alternative options

QUESTION PERIOD

There were no questions.

MEDIA QUESTION PERIOD

There were no questions.

ADJOURNMENT

MOVED: D. LAWSON

THAT the Regular Board Meeting be adjourned at 4:45 p.m.

STATUS: CARRIED.

J. Miller
Chairperson

S. Hopkins
Secretary-Treasurer



British Columbia
School Trustees
Association

February 28, 2024

Alan Chell

Board Chair

Revelstoke School District
PO Bag 5800
501 - 11th Street
Revelstoke, B.C. V0E 2S0

Dear Alan,

I am saddened to hear that you must step down from your role as chair of the BC Public School Employers' Association's board of directors. After 30 years of dedicated service with BCPSEA, your dedication, knowledge and experience will undoubtedly be missed.

The impact of your time and energy will be felt for years to come, as you have positively influenced both learners and K-12 public education partners alike. Working with you on BCSTA's board of directors was also a pleasure and your collaborative spirit greatly enriched our relationship and the work we undertook. Your leadership across this sector has been instrumental in advancing our collaborative work on bargaining and on providing advice and insights to boards of education. We are all thankful for all you have contributed to our shared success as leaders in public education.

Although your absence will be deeply felt, I look forward to a continued future of collaboration with you as trustee and chair of the Revelstoke School Board. I know you will continue to be sought out for your leadership and knowledge.

Thank you for your exemplary service and for being a true champion of public education.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Broady". The signature is written in a cursive, flowing style.

Carolyn Broady

President

British Columbia School Trustees Association

CC: BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors
Bruce Anderson, CEO, BCPSEA



February 29, 2024

PRISMA

Attn: Melanie Munroe, Executive Director
Suite 9- 4313 Alberta Ave.
Powell River, BC, V8A 5G7

Delivered Via Email

On behalf of the board, I want to express our sincere appreciation for the presentation to the board on February 21, 2024. Ms. Scott and Mr. Arnold provided an excellent presentation for our board, and Mr. Arnold's enthusiasm for music and education is truly infectious.

The board is delighted to continue our partnership with PRISMA to enhance arts education opportunities for our students. We are pleased to provide the following supports:

- Access to musical instruments (as required and with oversight by Mr. Paul Cummings).
- Use of Max Cameron Theatre, as arranged.
- Use of School Busses (with arrangements as in previous years).
- Advertising on the reader board at Brooks Secondary.
- Financial contribution of \$5,000 for the PRISMA 4 Kids program.

As discussed during our meeting, we would be pleased to hear more about the positive reviews and feedback that you will undoubtedly receive following this year's festival.

Thank you once again for your ongoing collaboration, and we look forward to the continued success of this enriching initiative.

Yours truly,

A handwritten signature in black ink that reads "Jaclyn Miller".

Jaclyn Miller
Chairperson
Board of Education
qathet School District

JM/er



February 29, 2024

Willow Dunlop
Abigail Welp-Ellis
Danielle Welp-Ellis
Madeline Daniels

Via School District Email

Dear Ms. Dunlop, Abigail, Danielle and Madeline,

On behalf of the board, I want to express our sincere appreciation for your dedicated efforts in promoting inclusion within the qathet School District through the installation of the beautiful, framed Pride flags.

Your team's commitment to fostering a safe and inclusive environment is truly commendable, and we are grateful for the positive impact your initiative has on our students. The presentation to the board on February 21, 2024, was both thoughtful and impactful, effectively conveying your message of inclusion, which is now resonating across all our schools.

Thank you once again for your outstanding contributions to our school community. We look forward to continuing our collaborative efforts to create an inclusive and supportive environment for all. Please extend our gratitude to the Brooks GSA team for their instrumental role in bringing this initiative to reality.

Yours truly,

A handwritten signature in black ink that reads "J Miller".

Jaclyn Miller
Chairperson
Board of Education
qathet School District

JM/er

cc: Jasmin Marshman, Principal, Brooks Secondary School



qathet School District – New Logo status update and request to move to Phase 2

Core team: Communications and Jessica Johnson

Phase 1 of the logo process has been completed which included*:

- District-wide engagement with a survey (slides 8 to 11)
- Sector review of other school districts in B.C. (slides 12 to 13)
- Ask to Trustees to provide any feedback/thoughts based on survey info/other school district logos
- Artist selection
- Briefing note for artist and onboarding meetings (slides 1 to 13 as well as 3 discussions with Kristy and Jessica).
- Initial *directional sketches* created by artist. These are very first draft to inspire more prescriptive direction. (slides 16 to 19)
- Feedback on directional sketches from: a teacher, 3 students, DPAC member, a principal
 - All groups were briefed with slides 1 to 20.

Please see attached slides for details behind above points.*

Kristy and Jessica would like to provide direction to the artist for Phase 2. See slide 27 for topline feedback they would like to use for the briefing meeting with the artist.

For consideration by Trustees:

- 1) Any comments or feedback on specific sketches or overall?
- 2) Any feedback on the recommended direction that the team would like to provide to the artist?

Kristy is requesting that the above considerations be shared verbally or in writing at the Board meeting in order to brief the artist ASAP.

Next steps will depend on what the artist brings back but the general intention will involve communications working through next drafts directly to get to 90% complete before going more broadly for consultation on final selection.

qathet School District

New logo briefing





qathet School District is situated on the northern tip of the Sunshine Coast in the qathet Regional District, on the traditional and treaty territory of the Tla'amin peoples. The district has over 400 employees and proudly serves approximately 3,400 students in five elementary schools, one remote island elementary school, one online learning school, an alternate school, and one secondary school.

Our Mission

Learning and Growing, Together

Our Vision

Creating Brighter Tomorrows for All

Integrity

Respect

Courage

Curiosity

Inclusivity

Good Relations



Our Values



Pre-2022



2022



2023

The Logo Journey



Parts to inform the logo



Tla'amin
Territory



Our mission,
vision and
values



Our sector:
Education

More inspo...what people said

Principals, students, and staff were asked to fill out a survey. 42 people responded.

Question #1

In a word or two, how would you describe the personality or character of our school district?

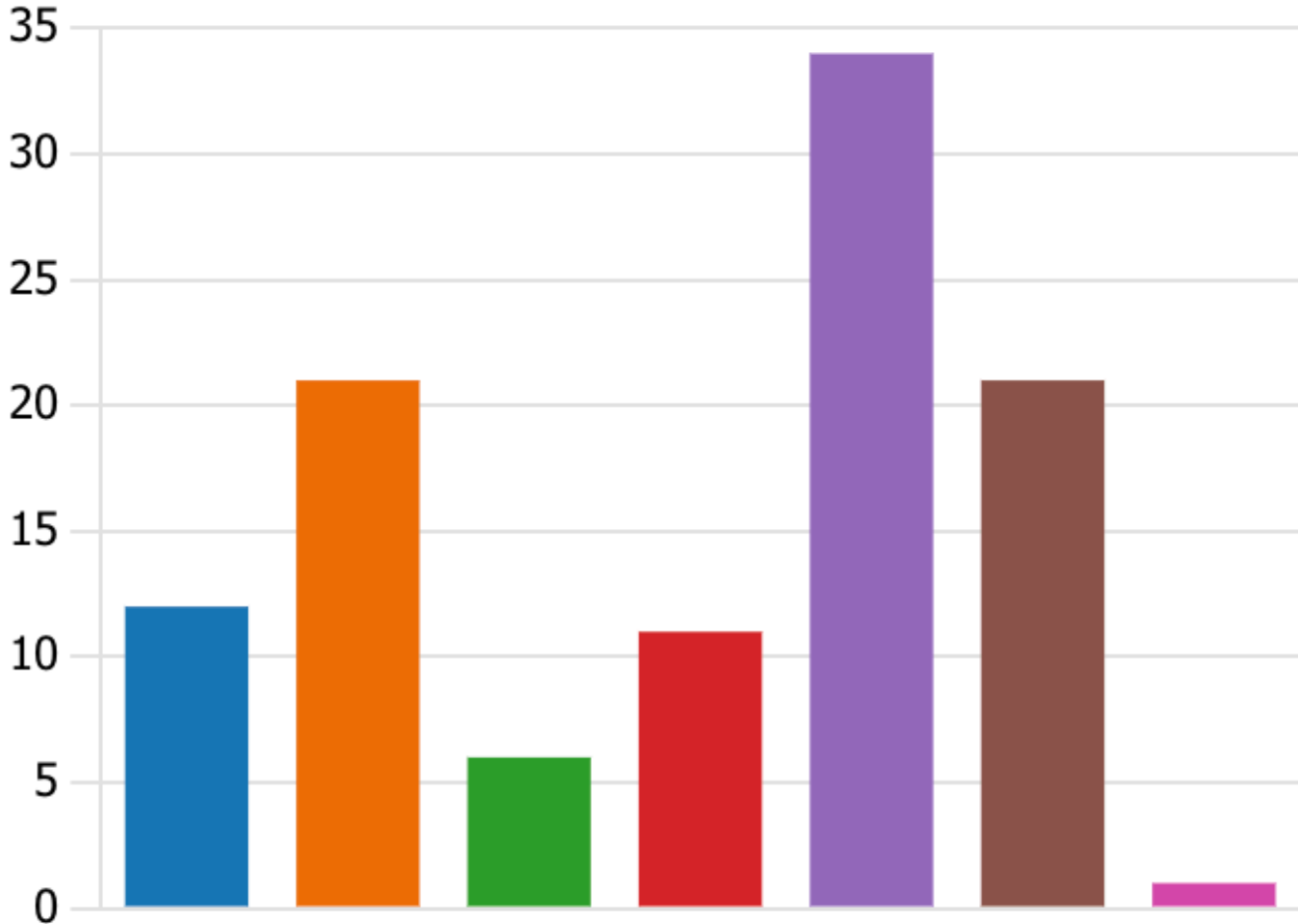


Question #2

Which core values do you believe best represent our school district?

Choose top 3

- **Integrity** - we strive to be a livi... 12
- **Respect** - We honour others, va... 21
- **Courage** - We practice courage ... 6
- **Curiosity** - We cultivate a safe e... 11
- **Inclusivity** - We promote inclusi... 34
- **Good Relations** - We strive for ... 21
- Other 1



Question #3

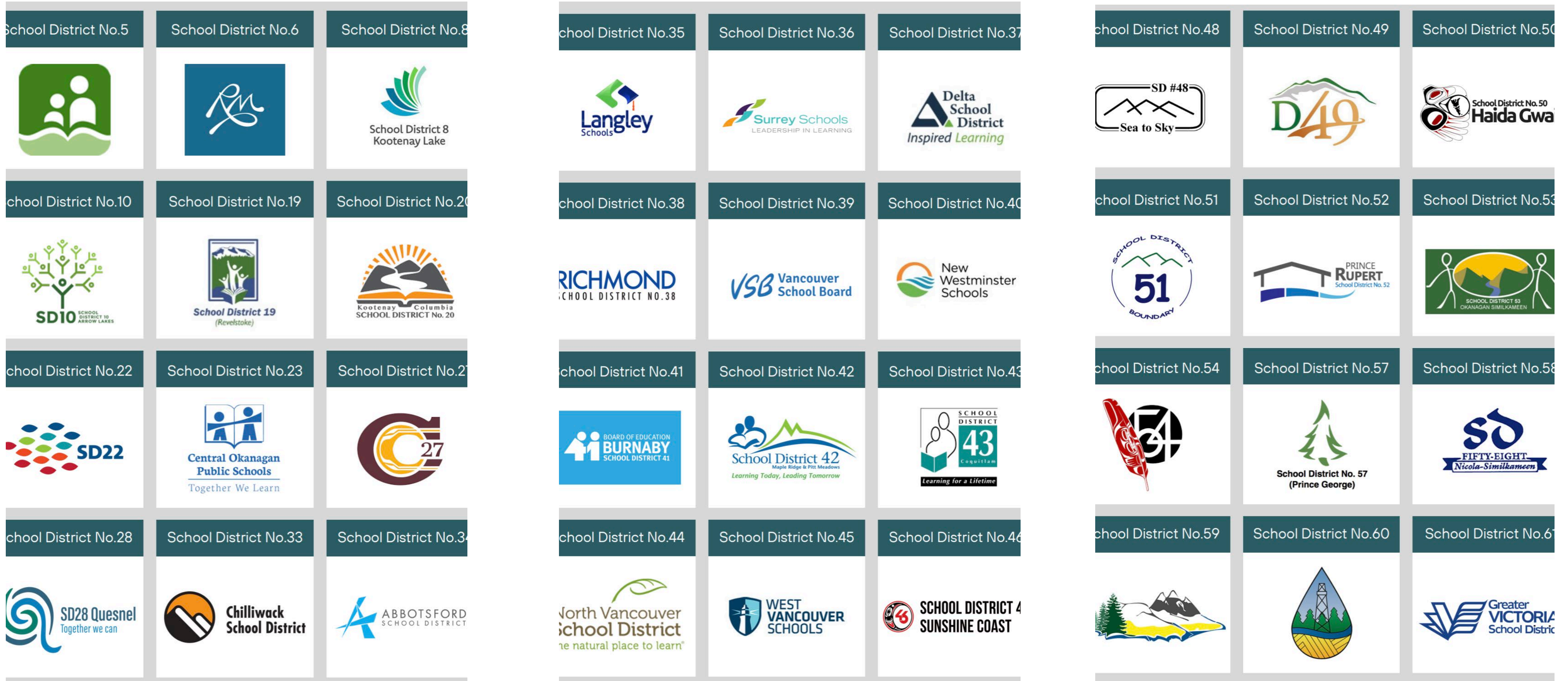
What elements or symbols do you think are most emblematic of our school district's unique identity?

Georgia - so water Local nature
peace rainbow colors
forests
forest nature **ocean** **trees** ocean/water mountain backdrop
Connection to nature Connection **mountains** **Water** Waves/Trees
Ocean and mountains **nature** marine life
orca
Salmon are persistent

Question #4

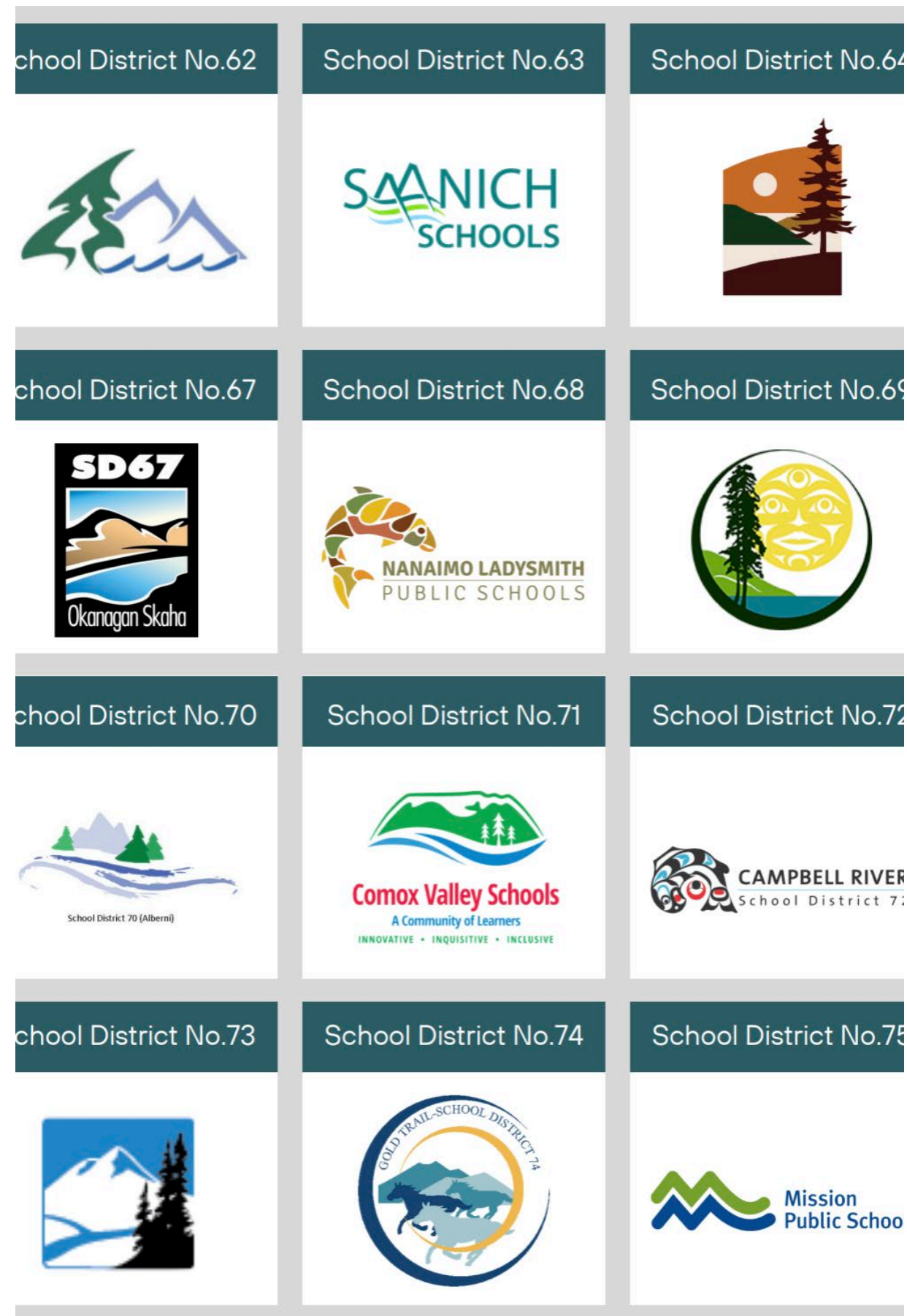
What message or emotion do you believe the logo should evoke in students, staff, parents/caregivers and the community at large?

commitment to reconciliation
unity within chaos
peoples around you aren't
Connection to nature
unity and direction
indigenous peoples
Connection
people
salmon swimming
indigenous art
human spirit
growth
inclusivity and gayness respect
unity
inclusivity
respect and trust Mutual respect forward thinking
inclusive organization



What all the other kids are doing.

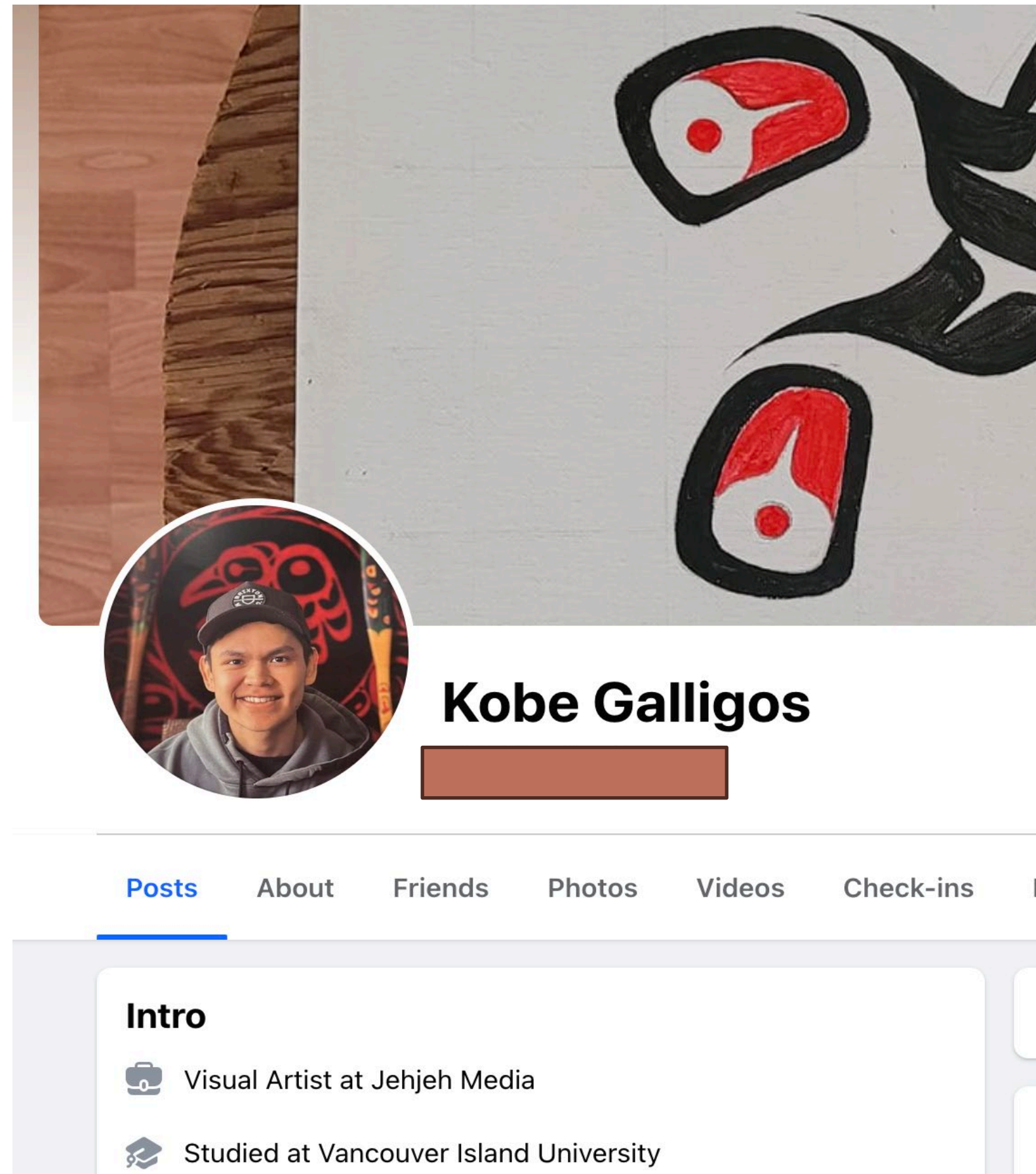




What all the other kids are doing.

Phase 1: Directional Theme Sketches

Artist Kobe Galligos



A screenshot of a Facebook profile for Kobe Galligos. The profile picture is a circular image of a young man wearing a grey hoodie and a black baseball cap, smiling. The cover photo is a large abstract painting with red, black, and white elements. The name 'Kobe Galligos' is displayed in bold black text. Below the name is a brown rectangular bar. The navigation menu includes 'Posts', 'About', 'Friends', 'Photos', 'Videos', 'Check-ins', and 'M'. The 'Intro' section lists two items: 'Visual Artist at Jehjeh Media' and 'Studied at Vancouver Island University'.

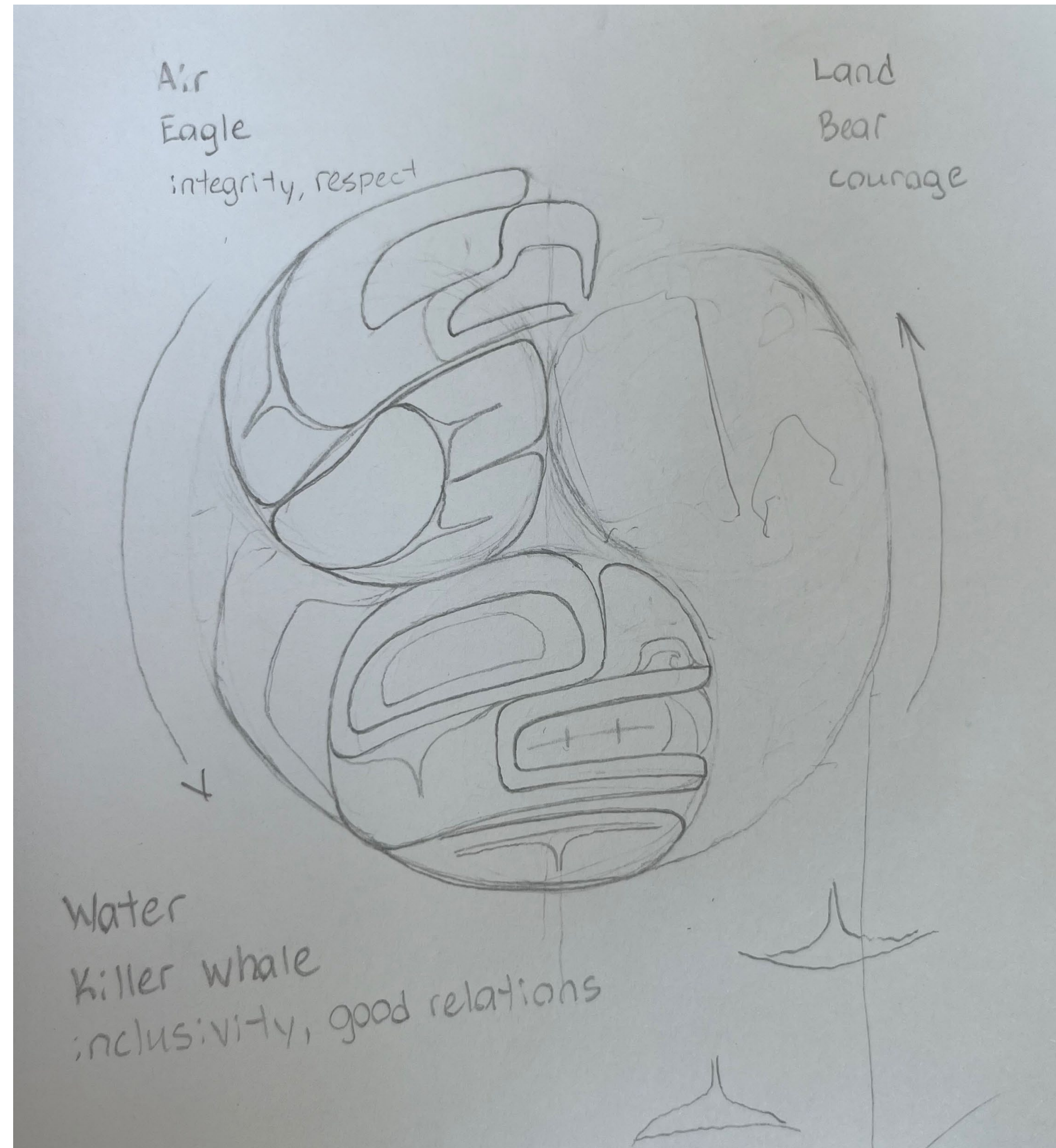
Kobe Galligos

Posts About Friends Photos Videos Check-ins M

Intro

- Visual Artist at Jehjeh Media
- Studied at Vancouver Island University

Integrated animals

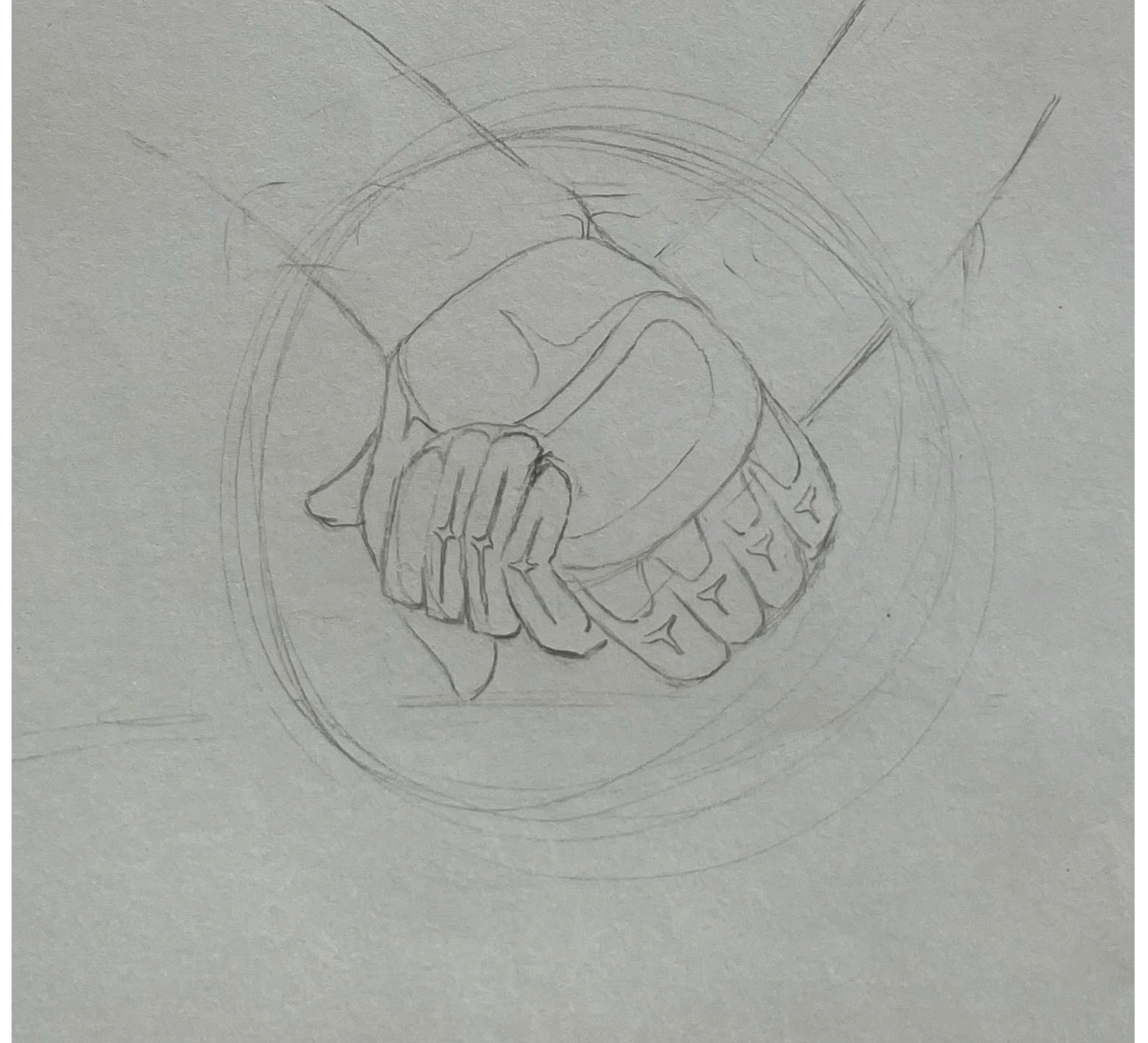


Hummingbird

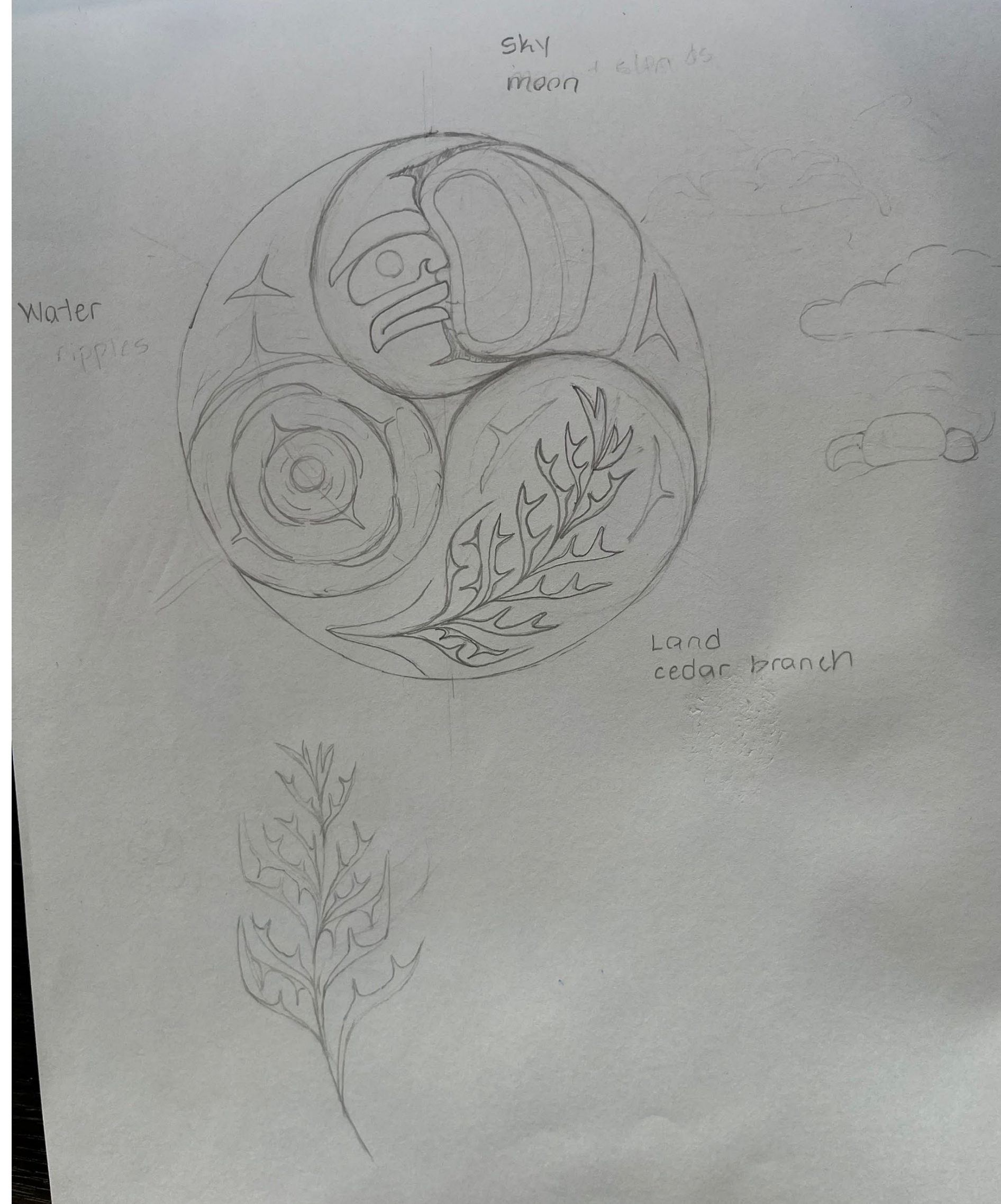
- “they teach us to look back at our past, but not to dwell, instead to move forward...”
- “to the Indigenous cultures of the Pacific Coast, the hummingbird is a messenger of joy. It stands for intelligence, beauty, devotion, and love. These little birds are also respected as fierce fighters and defenders of their territory.”
- “As a totem animal, the hummingbird symbolizes, joy, freedom perseverance, creativity, love and healing. It encourages us to live in the moment, to be open to change, and to pursue our dreams with optimism...”



Hands



Integrated Elements



What we are asking for at

this phase:

1. Which initial sketch do you think best represents the district based on the briefing information shared (values, survey info, etc.?)
2. Which initial sketch do you like best and why? (or top two)
3. Given that these sketches are only “directional”, can you please share any comments about EACH sketch that could help inform the next step?”
 - For example: If the hummingbird is selected, there should also be some trees around it. Or, if the hands are selected, there should also be a landscape element to it as well because... Or the integrated elements should consider adding a salmon because... Or, I like the integrated concept but with different parts such as...

What we are NOT asking

for at this phase:

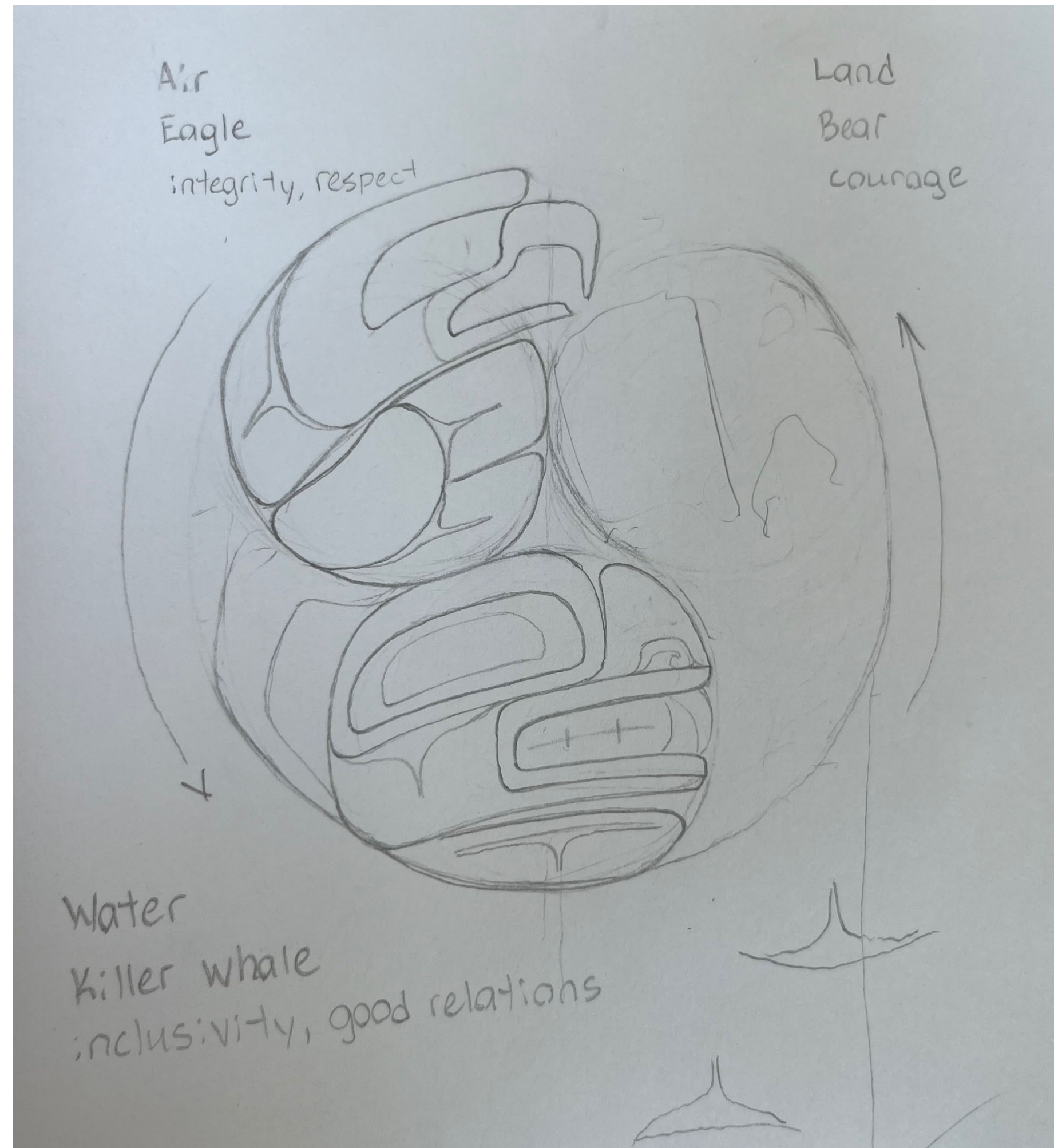
- Feedback on the artist
- Anything about colours or fonts
- Net new ideas (but we love a good build off what is here!)
- Suggestions on who else to involve (at this stage)

1st Round of Feedback

- Principal**
- DPAC member**
- 3 students**
- Communications**
- Indigenous Ed**

Integrated animals

- I like this. Would prefer it to be more free flowing.
- The circle feels contained and more corporate.
- A salmon could be part of it.
- Great flow
- Reads well from a distance
- Might be stronger in opposing direction which would create dynamic tension.
- Less is more – more definition in water? All in all a great design.
- Might be best option for branding such as t-shirts/stickers/hats, etc.
- Good concept
- A little too crowded
- I like the theme of the animals. Each animal could be one of the three colours that the logo has so the new logo can have a sense of familiarity
- Use of an animal of the sky, ground and air to represent the diversity and community
- What works: Opportunity to address multiple ideas in a single design
- What doesn't: Busy, requires more story to address each design element
- How to add to or strengthen the design: When I think of logos, I think that smaller, more condensed and simplified is important, I worry that the design elements would be lost at the logo is scaled smaller (business cards, letterhead, etc)



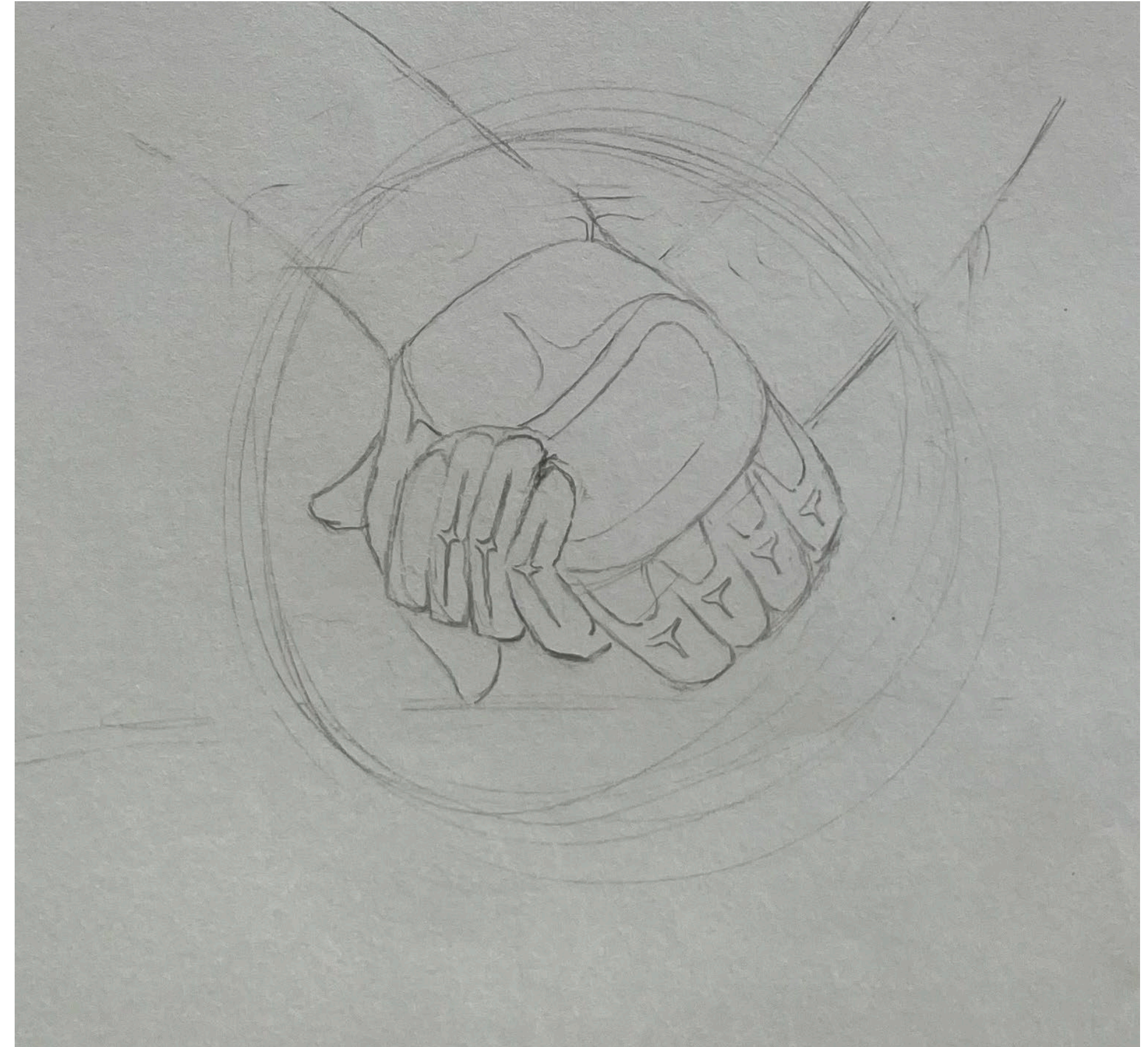
Hummingbird

- My favourite because:
 - nice and free flowing
 - element within the hummingbird (orca)
 - meaning behind the hummingbird
 - Indigenous to this area
 - could cedar and water be added to this somehow?
- As a more completed idea, it does stand out. I like that the ideals it represents still have purpose and might even be more optimistic tenets than what was shared.
- Second favourite: I like that the design is not bound to a shape/badge. Love what hummingbird represents
- What works: One image/design element creates the illusion of a single goal, strength and knowing who “we” are and what our values and mission are
- What doesn't: As an animal in non-indigenous circles may be seen as small, weak?
- How to add to or strengthen the design: Thinking about the angle or what way the hummingbird faces and the potential use for that
- I feel like its missing something but I love the symbolism of the hummingbird
- Good message and concept
- A little too simplistic
- Seems unfinished and doesn't speak for itself – needs more



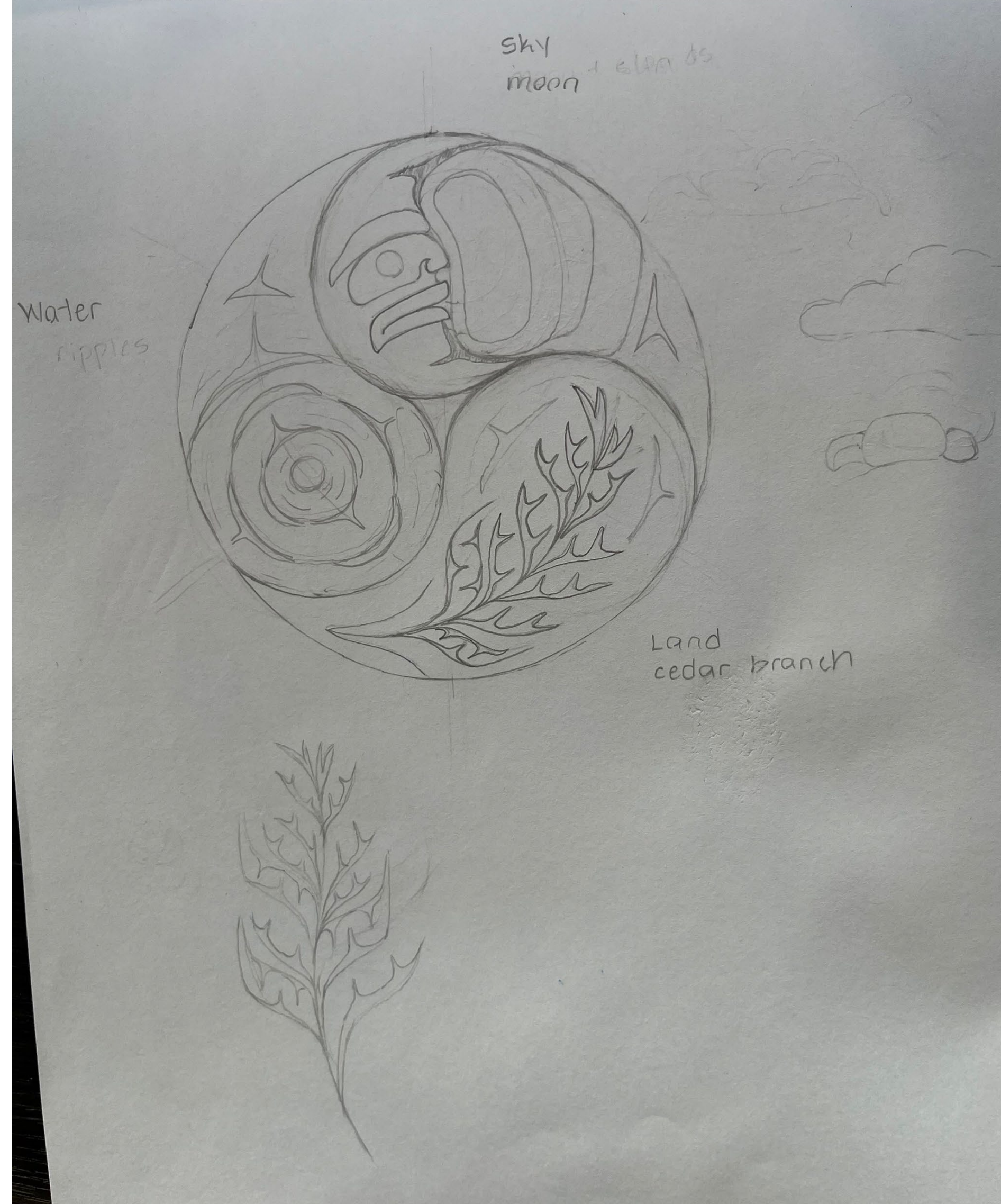
Hands

- Least favourite. Too many pieces and layers about colour and top versus bottom, etc.
- I believe this encompasses what was shared in the surveys, with connection/inclusion/people being key terms
- My favourite: I believe this, as a design, is visually telling of the organization and sector – something that an animal does not (without story). There is an opportunity to build off of it in a collaborative way (from this point), and looks like an opportunity to embed Coast Salish formline/indigenous design with the concept (hybrid)
- What works: Translates very easily to encompass our mission, “Learning and Growing together” as well as the perceived values of inclusivity, connection, people; a singular image, again looks strong
- What doesn’t: Nothing to note at this time
- How to add to or strengthen the design: I like the idea of water ripples being added... starting small and ripples getting larger; more form line detail in the hands; would like to see one arm longer than another to create tension in the design rather than completely symmetrical
- I don’t love this. Too simple. Doesn’t deliver the representing message and/or values we are trying to convey.



Integrated Elements

- Reflect the area but too very busy. I like the cedar.
- What works: Opportunity to address multiple ideas in a single design
- What doesn't: Why elements? Harder to draw direct connections between the elements or items and what they represent (lengthens the story, sounds like we are trying to be too many things?)
- How to add to or strengthen the design: I like the idea of water ripples and would like to see that expanded (start small, and watch the impact and ripples grow); simpler is better so that detail is not lost in scaling down
- Love the concept – needs simplifying and to think a little deeper about what the elements coming together represent.
- Awesome design
- Might be too busy when shrunk down
- Really strong conceptually
- Love the sky moon, land connection
- Best overall design
- This one is my favourite

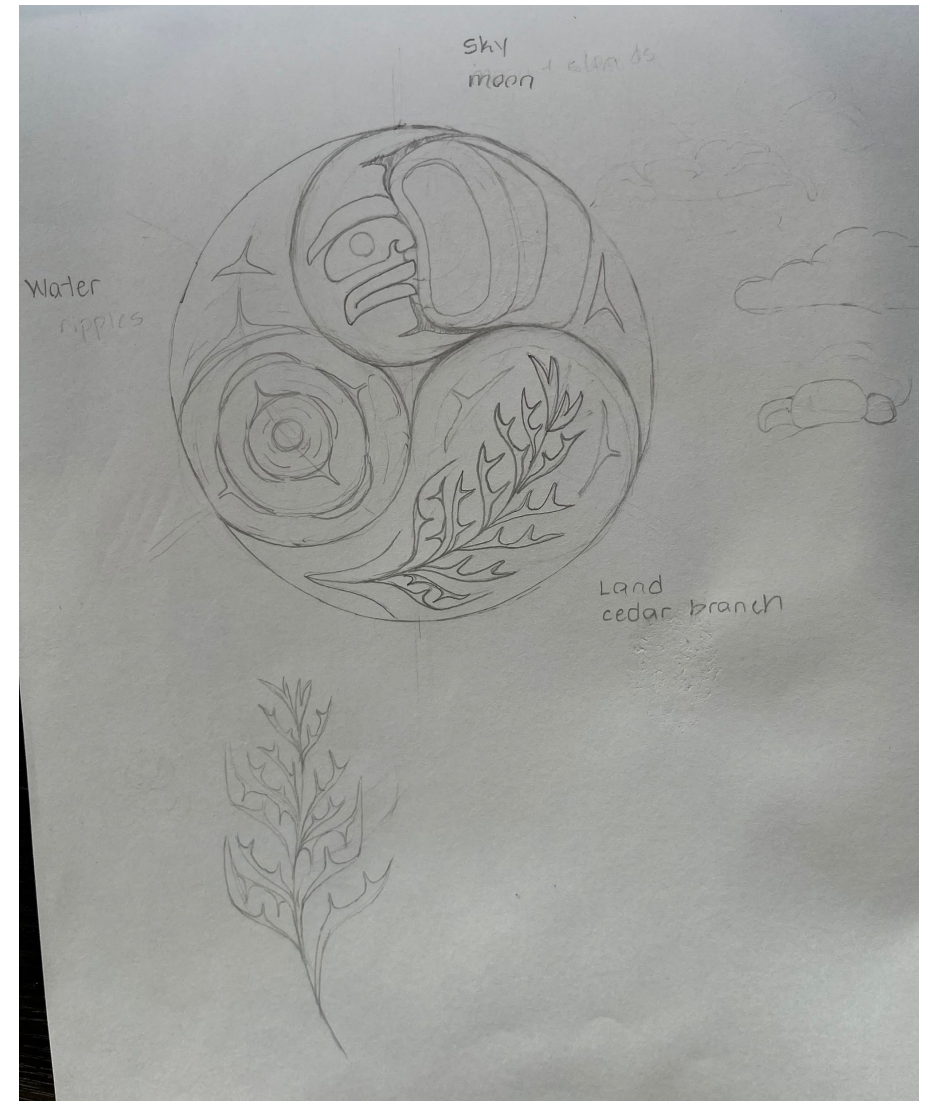
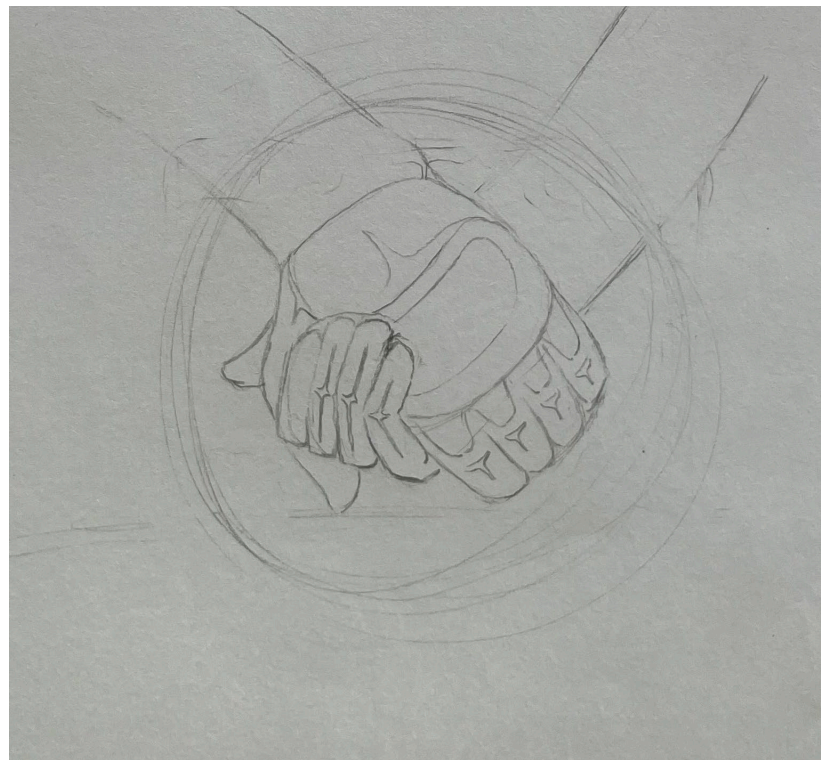
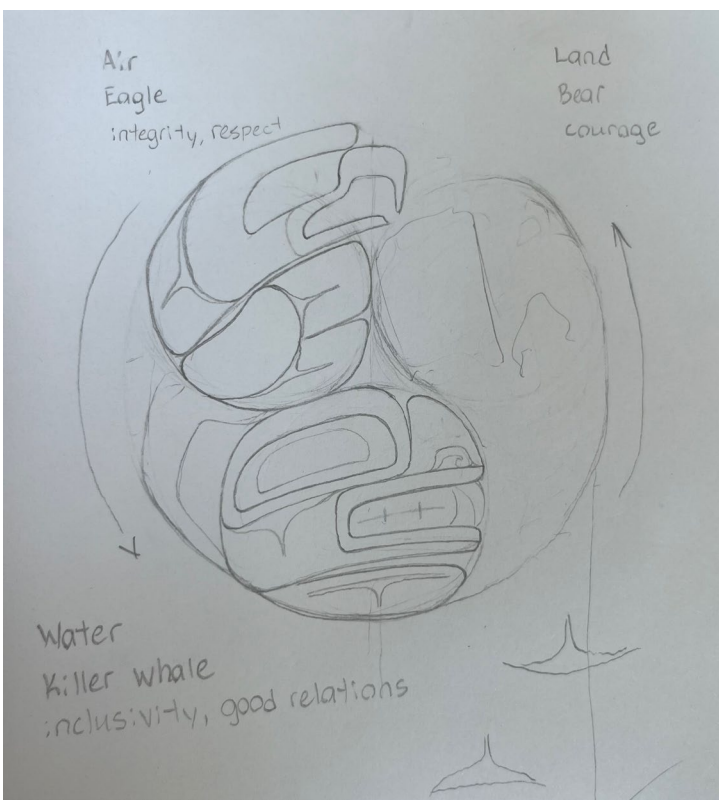


Next steps to the artist

Direction to artist for next round*:

- Want to keep the idea around integration and the sense of things coming together per 'integrated animals' and 'integrated elements'.
- The hands are an interesting way to more overtly reflect the sector – learning, support, inclusion, etc. Can we bring this to life instead by using a visual of something 'big and small' working together. Humans (or human shape) or animals or other shape to distinguish this sentiment in an empowering way.
- A nature setting. Include the elements in some way.
- Like the idea of movement or ripples/ripple effect or growth. Something moving through water? A tree growing up?
- Connecting land and people.
- Avoid a contained circle or "badge-like" approach.
- Consider level of detail for scale/size purposes.

*We will meet with artist to bring this to life via conversation.





The Brooks-Westview Connector : A survey of commuting behaviour and attitudes toward walking and rolling to Brooks High School before construction of a multi-use trail

Chris Lightfoot, Director, Active Transportation
Qathet Regional Cycling Association

February 14, 2024

Introduction

The City of Powell River is finalizing its plans to build a multi-use path between Brooks High School in Townsite and the Recreation Complex in Westview. The path aligns with aspects of the City’s Sustainable Official Community Plan to make it safer, easier and more enjoyable for people of all ages and abilities to choose active forms of transportation, such as walking and bicycling. According to Powell River’s Bicycle Network Strategy, this path also responds to the community’s concerns relating to the “lack of safe, comfortable utilitarian bicycle connections, especially between Westview and Townsite¹” (p. 3).

When children have safe and convenient routes to school, more children choose to walk, roll and cycle. Protected walking and cycling paths encourage children and adults to incorporate physical activity into their daily routines. This reduces crashes around school zones, lowers transportation costs to families, helps reduce traffic congestion around schools, and contributes to healthier children who are more prepared to learn².

The Qathet Regional Cycling Association (QRCA) wanted to know how Brooks staff and students travel to school both before construction of the path and again after the path is finished. This type of pre/post study will help show what effect, if any, the path has on how staff and students commute to school.

Methods

School District 47 Superintendent, Jay Yule, gave the QRCA permission to conduct the survey. Brooks students and staff had access to an online survey over the last three weeks of October, 2023. Participation in the survey was optional and all responses were anonymous. The survey consisted of seven multiple-choice and one open-ended response type questions. In addition to the online survey, Brooks volunteers counted the number of bicycles parked on school

property between October 30th and November 3rd. This survey will be repeated in the October following completion of the trail.

Participants

In total, 123 people responded to the survey. This represented over 10% of the population of Brooks High School.

Results

Part One represents the results of the survey of Brooks staff and students. Part Two represents data having to do with bicycle parking at Brooks.

Part One

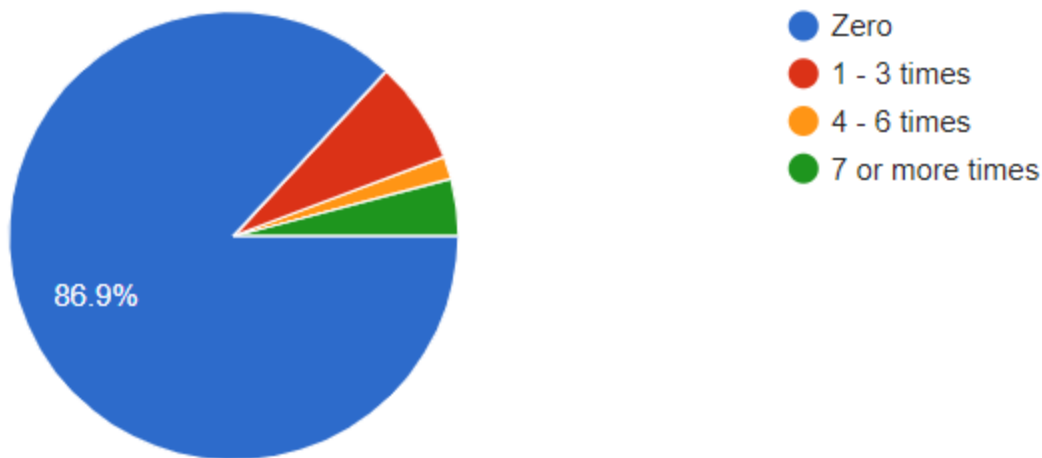
Question 1: *Are you a Brooks student or staff?* (123 responses) 107 students and 16 staff people responded to the survey.

Question 2: *How do you usually get to school?* (124 responses)

	School bus	Car	Bicycle	Combina-tion of walk/bus /car	Walk	City Bus	Other
Number of responses	57	53	5	3	3	2	1
Percentage	46%	43%	4%	2%	2%	2%	1%

Question 3: *How many times did you ride a bicycle to school in the last two weeks?* (122 responses)

	Zero	1-3 times	4-6 times	7 or more times
Number of responses	106	9	2	5
Percentage	87%	7%	2%	4%



Question 4: *If you rode your bike to school in the last two weeks, where did you start your ride?* (115 responses)

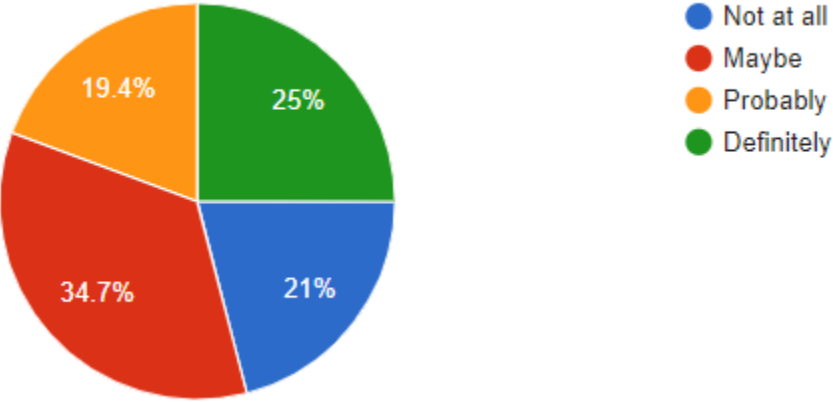
	I didn't ride	Westview	Townsite, Wildwood, Lund	South of town	Cranberry	Townsite
Number of responses	82	15	7	6	4	2
Percentage	71%	13%	6%	5%	4.5%	1%

Question 5: *What would it take for you to walk or ride a bicycle to school more often?* (Check all that apply) (123 responses). This question included an 'Other' frame where participants could supply their own response. Similar responses have been combined (e.g., 'If my house was closer.' 'I live too far away.' Combined into 'Live closer to school.').

Responses	Number of responses	Percentage
A path separated from traffic	45	36.5
I'm unable or uninterested in walking or riding to school more often	40	32.5
Better security or parking for my bike	24	19.5
A buddy to walk or bike with	24	19.5
Better lighting to see in the dark	16	13
Safer crosswalks, intersections for crossing on foot	16	13
I would have to get a bicycle	14	11.4
I would need to fix up my bicycle	14	11.4
Live closer to school	13	10.6
Better clothes for walking or riding in the rain	10	8.1
Family obligations/Time constraints require me to drive	3	2.4

An e-bike or motorized bike	3	2.4
I sweat too much to bike	1	0.8
I like dudes	1	0.8
Less homework	1	0.8

Question 6: *Do you think you will use the completed Brooks-Recreation Complex trail to go between Townsite and Westview?* (124 responses)



Question 7: *In your own words, tell us what you think about making it safer and easier to walk or bike between Brooks and the Recreation Complex* (64 responses). Responses were categorized into Positive, Neutral, Negative or Unrelated. A collection of all anonymous responses can be found in the appendix of this report.

	Positive	Unrelated	Neutral	Negative
Number of responses	43	11	7	3
Percentage	67%	17%	11%	5%

Part Two

Of the 23 bicycles that were counted on school grounds during the week of October 30th to November 3rd, 13 bicycles were parked on fences or other structures while ten bicycles were parked at bicycle racks provided by School District 47.

	Monday, 30/10/2024	Tuesday 31/10/2024	Wednesday 01/11/2024	Thursday 02/11/2024	Friday 03/11/2024
Location					
SD47 Bike Rack	2	3	0	1	4

Fence or other structure	2	4	4	2	1
Total	4	7	4	3	5
Weather					
Skies	Sunny	Mostly clear	Cloudy	Rainy	Cloudy
Temperature	1° C	2° C	7° C	10° C	10° C
Time of day	10:15	10:30	11:10	9:30	10:30

Discussion

In this section, these local data are considered in the context of what we know about the barriers and enablers of active transportation based on past research.

Most staff and students commute to Brooks by school bus and personal car while only 6% of respondents reported usually arriving at school on foot or by bicycle. Several factors may explain this. Given that people from remote corners of qathet, such as Lund, Saltery Bay and Texada Island, attend or work at Brooks, it is reasonable that many people find the distance and time required for cycling prohibitive. Only 4% of respondents reported usually commuting by bicycle while 13% of Brooks students and staff rode their bike to school at least once in two weeks in October. According to the non-profit organization ParticipAction and an Angus Reid survey, this is much lower than the national average for Canadian students between the ages of 5 and 19. Those studies found roughly 25-27% of Canadian school children regularly walk or ride to school³. Possible reasons for our low active transportation numbers are discussed below.

Most bicycle trips to Brooks start in the Westview neighborhood of Powell River. Westview is the most densely populated area of town and is relatively close to Townsite, where Brooks is located. Therefore, it is not surprising that most bicycle trips originated there.

When asked what it would take for people to walk or ride their bicycles to Brooks more often, the most popular response was ‘a path separated from traffic.’ This is a familiar response as fear of riding alongside cars and a lack of quality cycling infrastructure are the number one and two reasons why people choose to leave their bikes at home⁴. The Brooks Connector partly addresses these concerns by giving people an alternative to cycling or walking along Highway 101. Other safety-related wishes were for better lighting for commuting in the dark, safer crosswalks and having a buddy to walk or bike with.

The second most common wish was for more secure bicycle parking. Many people reported feeling worried their bicycle would be stolen from school property and this may have kept them from cycling to school. Interestingly, when volunteers counted bicycles on school property for one week, even though Brooks provides bicycle racks for staff and students, more bicycles were

parked on fences and other structures than at the designated racks. Having secure bicycle parking could be another enabler of cycling to Brooks.

Given how spread out the qathet region is, it is interesting that distance was not reported as the biggest barrier to commuting by bicycle. “Most people consider the bicycle to be a good alternative to other modes of transportation when their destination is more or less 5km away¹” (p. 4). A 5k bubble around Brooks encompasses Wildwood and much of the Westview neighborhood, and e-bikes make traveling even longer distances and riding up hills easier for people of many different ages and fitness levels. With the advent of this technology, people may have perceived commuting to Brooks from north of Wildwood or south of Westview as within reach.

The vast majority of Brooks staff and students (79%) reported they will likely use the Brooks Connector trail. Of course, the Brooks Connector path could also be used by people wanting to visit other destinations in Townsite besides Brooks High School. Townsite residents could also use the trail to visit Westview on foot or by bicycle. This trail may become a well-used community resource.

When it came to people’s personal opinions about the trail, only 5% of people spoke out against it. The negative comments did not include reasons for their opposition (e.g., *“I don’t think I’ll ever in a million years ride my bike to school.”* or *“Nuhuh”*). 28% of responses were unrelated or neutral (e.g., *“Free bear mace.”* or *“I don’t know.”*). Most people (67%) wrote positively about the future trail, for example, *“Excellent idea! Especially when it’s wet and muddy, a paved path would entice more people to ride (and not have to show up to school or work covered in mud).”* *“Great option for safer bike and pedestrian route for students and families! Support!”* *“I think that this would be a fantastic addition to qathet. I believe that it would be highly used, including myself. It would provide a safe alternative to connect Townsite with Westview.”* *“It’s essential.”* This reinforces what we know about people’s attitudes to cycling - most people are interested in riding their bikes, under the right conditions⁵.

By providing a separated, all ages and abilities active transportation route between Westview and Townsite, more Brooks students and staff might choose to ride their bicycles to school. However, it could also turn out the Brooks Connector will have very little effect on how people commute to and from school. It is, after all, just one protected trail and many other direct routes through Westview to the Recreation Complex are unwelcoming to people who are very cautious about riding in traffic. Joyce Avenue is the most used urban route leading to the head of the trail. It is also the most dangerous for cyclists according to crash data found in the Bicycle Network Strategy. It is also perceived to be a very dangerous route for biking, second only to cycling on Highway 101¹. For the best chance of attracting riders, the Brooks Connector should be part of a contiguous network of all ages and abilities paths linking neighborhoods to work, school and play opportunities⁶.

Limitations to this study should be acknowledged. Firstly, respondents voluntarily took the survey. The survey may have attracted Brooks staff and students with an interest in cycling.

Assigning the survey to a randomly selected group would have reduced the potential for bias. Also, this report was prepared by members of the Qathet Regional Cycling Association Active Transportation Committee, a group that advocates for safer routes for walkers and rollers. Having an independent organization conduct the study would have mitigated any perceived conflict of interest.

Conclusion

In conclusion, this study found that most Brooks High School staff and students commute by school bus and by car, and that Brooks students regularly walk or cycle to school at rates well below the national average. The study also found that people at Brooks said they would ride their bicycles to school more often if there were bicycle paths separated from traffic and if there were more secure bicycle parking. Living far away from school was not the biggest barrier to cycling. The positive attitudes toward cycling found in this survey are consistent with reports from communities all across North America. People want safe, easy and fun ways to travel on foot and by bicycle. We are looking forward to the completion of the Brooks Connector path. Phase Two of this study will look at what effect the path has on how get to Brooks High School.

Acknowledgements: Thanks go out to many people who helped with this report. I would like to thank the staff and students at Brooks High School for spreading word about the survey, helping collect data, and for filling out the survey, in particular Ryan Barfoot, Graham Cocksedge, and Jonathan Dyck. Thanks go to Jay Yule, SD47 Superintendent who gave permission to conduct the survey at school. Also, appreciation goes to the QRCA The Active Transportation Subcommittee who provided input into study design and questions, and to QRCA board members who supported this project.

References

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6. Portland State University. (n.d.). *Portland State University. A Connected Bike Network Offers More Than the Sum of Its Parts* | Transportation Research and Education Center. <https://trec.pdx.edu/news/connected-bike-network-offers-more-sum-its-parts>

Appendix

Unedited comments:

Excellent idea! Especially when it's wet and muddy, a paved path would entice more people to ride (and not have to show up to school or work covered in mud).

Fully support!

Great option for safer bike and pedestrian route for students and families! Support!

I think its god for people who do bike

Remove cars from existence

Better paths separated from traffic. Especially above brooks and on hwy 101

I think it's cool. I use that path a lot and appreciate the fix up lighting because there's bears

I think it's a great idea to make people exercise and cut out pollution.

I don't think I'll ever in a million years ride my bike to school

It's pretty safe and easy already. I suppose a designated path away from the highway would be ideal and might attract more people to cycle to school.

Separated place to bike but not in the woods with bears, and no lights

While driving through the "cut" I have witnessed staff, students and others seeming to take their lives in their hands riding along the very dangerous section of highway. A bike lane/shoulder was begun on the NB side but did not even go halfway. There must be reasonably safe routes if we are to encourage family members to cycle...

I think that this would be a fantastic addition to Qathet. I believe that it would be highly used, including myself. It would provide a safe alternative to connect Townsite with Westview.

It's essential.

A better bike trail from Manson Ave to rec complex, now I have to cut through bumpy pole line to get to complex. Need a covered, secure place to park bike at Brooks.

It will be a huge improvement.

It is s great option, safe riding off road, exercise and be around nature will be amazing

This is a wonderful initiative that I'm excited to see in its completion!! Thank you!

It's long overdue, but I am so happy to see that it is finally moving forward!

I think it would be very good

Having the path wide enough for bikers and walkers to pass each other instead of a walker squeezing to the side

Rebuild a high school in town

It's great idea for kids who can't get rides and stuff to school

More bike lanes and more lights so we don't get hit

I feel safe going and coming from school

Good idea

Make a bike path connecting Lund to townsite

I have wanted that for 10 years

Nuhuh

Good

Yes king

Build a trail from the golf course to brooks

Nice

I think it's a good idea about the trail thingy but it's easier to walk on the road if you don't live near the complex

Free bear mace

Free bear mace

idk

Please make a path way for dirtbikes to get from manson extension to the poleline would help out a lot pedal bikes can go anywhere dirtikes cant please consider this

Make the path wide, enough for 2 bikes to be able to pass each other, and add trail markers so nobody gets lost

Great innovation

More paved and more light to make it easier to see

My route is pretty safe and good.

Idk.

A better path

I think it's fine

Less crazy drivers

I am scared my bike will get stolen.

Make sure there are no bears

A smoother path for my hybrid. I don't have a mountain bike.

Concrete path

I think it is the most important two points in town that are not connected with a proper bike route, and it will be so very useful to me personally.

I think that it's a good option for a safer way to get to school so that students don't have to walk/ride their bikes around traffic.

My house is too far away to walk to school but it might be useful if I'm going to the complex after school for some reason

My house is too far to walk or ride too school since I live in westview but I might try is this works out

Lights on the power line path for me to walk home after I am finished swimming at night

Cool (i dont really care)

I have no answer

People will just use it to skip classes

I think it's a good idea. If less people go in a car to school, it could help climate change

Make sure to regularly check for potholes and bumps, because I don't think that I want to come to school wet and bloody.

I think it's a good idea for people who ride/walk to school. Even if I wouldn't use it I know a lot of other people would.

Its alright it doesnt like totally affect me but if its helping thats cool

FRAMEWORK FOR ENHANCING STUDENT LEARNING

ENHANCING STUDENT LEARNING REPORT

An Enhancing Student Learning Report (ESLR) is written annually by each school district as part of the continuous improvement cycle. ESLRs offer districts the opportunity to reflect on and adjust practices and to share progress with the public. ECC reviews school district ESLRs and provides feedback and supports based on Annual Review results.

Support from ECC for 2023/2024 includes the [Framework website](#), [Student Success website](#), Power BI, FESL Team check ins, and voluntary ESLR Community of Practice options. qSD senior leadership team is participating in the *Strategic Engagement Community of Practice*.

FOCUS AREAS

- approach to continuous improvement.
 - provide clear evidence of monitoring cycle, show how data informs practice.
- data and evidence (qualitative and quantitative data)
 - deeper data analysis and interpretation ongoing
- ongoing engagement (qualitative evidence)
 - better description of engagement processes and how it informs strategies
- alignment and adaptations
 - evidence of alignment with [AP100](#)
- improving equity of learning outcomes

FUTURE CONSIDERATIONS

- provide detailed information regarding decision making processes used during the continuous improvement cycle
- publish monitoring cycle updates/reports on the website
- provide public one-pager reports in June and January aligned with [AP 100](#)
- list engagement processes and techniques used explicitly
- describe decision making model and strategies used
- create a year-long engagement plan
- publish school growth plans and operational plans alongside ESLR report
- provide public one-pager reports in June and January aligned with [AP 100](#)
- describe strategies and practices used to improve equity of learning outcomes for students with disabilities/diverse abilities, children and youth in care, and Indigenous students in more detail

STRENGTHS

- The report shows evidence of alignment with the overall strategic plan through resource allocation and business functions.
- The report shows evidence of some focus on Indigenous students through some targeted strategies.

- The report shows some focus on students with disabilities or diverse abilities.
- ʔayʔaʔuθəm Immersion Program for students in K-1, developed in partnership with Tla’amin First Nation, noted as an innovative/promising practice.

MINISTRY DISCUSSION POINTS

- The Enhancing Student Learning Report (ESLR) is a snapshot and does not encompass all documents and processes within the District.
- ECC recognized that many of the comments and discussion about the report revealed that the information, data, and strategies are present in the district but not necessarily expected in the ESLR (i.e., children in care wrap around services).
- This year was foundational to the process and still needs revisions (i.e., compliance vs continuous improvements, requirements for the document to be more explicit).
- How does this document fit into the overall strategic process of the district?
- Our senior team is taking part in a ministry initiative (*Strategic Engagement Community of Practice*) with a few other Districts to review and devise best practices around meaningful stakeholder engagement which aligns with our strategic direction.

SCHOOL DISTRICT 47 - SUSPENSION, EXCLUSION AND SECLUSION REPORT YEAR TO DATE 2023-2024

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)	2	1	1	3	2	6					15
10 days or less (violent)		2	1		3	3					9
11-20 days (non-violent)					1						1
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)					1						1
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)		2	2		1	4					9
Less than 20 days (second + drug/alcohol offence)											0
20 + days (first drug offence)											0
20 + days (second + drug offence)											0
Indefinite (second + drug/alcohol offence)											0
In-school suspension											0
TOTAL SUSPENSIONS	2	5	4	3	8	13	0	0	0	0	35
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)*

**CAPITAL BYLAW NO. 2023/24-CPSD47-03
CAPITAL PLAN 2023/24**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 47 (*Powell River*) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2023/24 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *February 22, 2024*, is hereby adopted.
- 2. This Capital Bylaw may be cited as *School District 47 (Powell River) Capital Bylaw No. 2023/24-CPSD47-03*.

READ A FIRST TIME THE *13th DAY OF March, 2024*;
READ A SECOND TIME THE *13th DAY OF March, 2024*;
READ A THIRD TIME, PASSED THE *13th DAY OF March 2024*.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *School District 47 (Powell River) Capital Bylaw No. 2023/24-CPSD47-03* adopted by the Board on the *13th day of March 2024*.

Secretary-Treasurer

REPORT TO TRUSTEES
FOR THE PERIOD ENDING: Februray 29, 2024

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
INSTRUCTION						
100 Salaries	16,319,588	0	16,319,588	26,736,501	10,416,913	39
200 Employee Benefits And Allowances	3,578,783	0	3,578,783	5,973,340	2,394,557	40
300 Services Purchased	2,183,316	2,288	2,185,604	3,399,700	1,214,096	36
500 Supplies And Materials	1,393,622	0	1,393,622	2,372,876	979,254	41
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Total For INSTRUCTION	23,475,309	2,288	23,477,597	38,482,417	15,004,820	39
DISTRICT ADMINISTRATION						
100 Salaries	927,883	0	927,883	1,437,924	510,041	35
200 Employee Benefits And Allowances	170,669	0	170,669	307,334	136,665	44
300 Services Purchased	316,029	0	316,029	427,550	111,521	26
500 Supplies And Materials	20,576	0	20,576	45,959	25,383	55
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Total For DISTRICT ADMINISTRATION	1,435,157	0	1,435,157	2,218,767	783,610	35
OPERATIONS AND MAINTENANCE						
100 Salaries	1,012,598	0	1,012,598	1,852,576	839,978	45
200 Employee Benefits And Allowances	207,392	0	207,392	403,341	195,949	49
300 Services Purchased	667,151	0	667,151	1,014,254	347,103	34
500 Supplies And Materials	676,184	0	676,184	1,163,802	487,618	42
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Total For OPERATIONS AND MAINTENANCE	2,563,325	0	2,563,325	4,433,973	1,870,648	42
TRANSPORTATION & HOUSING						
100 Salaries	428,932	0	428,932	659,709	230,777	35
200 Employee Benefits And Allowances	99,292	0	99,292	148,172	48,880	33
300 Services Purchased	94,729	0	94,729	109,500	14,771	13
500 Supplies And Materials	244,992	0	244,992	362,500	117,508	32
	-----	-----	-----	-----	-----	-----
Total For TRANSPORTATION & HOUSING	867,945	0	867,945	1,279,881	411,936	32
	-----	-----	-----	-----	-----	-----
Grand Total	28,341,736	2,288	28,344,024	46,415,038	18,071,014	39