



REGULAR BOARD MEETING

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

MINUTES

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

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

Regrets: Rob Hill

The meeting was called to order at 4:01 by Chairperson Miller.

LAND ACKNOWLEDGEMENT

PRESENTATION: Student Leadership Team – J. Kennedy

Principal Jennifer Kennedy, accompanied by Westview Elementary students Olivia and Zoe (grade 7) and Brooks Secondary student Sophia (grade 9), shared insights into the qathet Student Council. This council brings elementary and secondary students together for a monthly meeting hosted at Westview Elementary. Facilitating transportation, school administrators accompany students from their respective schools to the meetings. With a total of 24 students involved, the council focuses on fostering communication skills to address broader student issues effectively. Students from the Partners in Education (PIE) programs are included in the council. Administrators are exploring strategies to involve Texada Elementary students, who face logistical challenges in participation.

The council has recently discussed the Student Learning Survey, emphasizing the significance of student voices and empowerment. Council objectives include enhancing school climate, fostering student-staff relationships, promoting goal-setting, strategic thinking, communication proficiency, and boosting student engagement and motivation. The inclusion of both elementary and secondary students has facilitated intergenerational learning and mentorship opportunities.

Olivia, Zoe, and Sophia reflected on their experiences within the council, expressing gratitude for the opportunity to voice opinions, share ideas, contribute to decisions, and interact with peers from different schools, gaining insights into district-wide activities. Trustees echoed their enthusiasm for student engagement and participation within the council.

QUESTION PERIOD

There were no questions.

CHAIRPERSON'S REMARKS

"I'd like to start with a long-awaited update regarding the expansion of daycares – the modular delivery and installation of the daycare at Edgehill Elementary happened in early March – please look for the video on our social media channels! We are one step closer to creating more spaces, and support for families, with childcare.

As you know, the forest behind Edgehill Elementary, known as the Treaty Settlement Land, is part of the Tla'amin Territory. The Nation generously permits our school to use outdoor classrooms on their land, accessed through the trails located at the back of the school's field. Last year, Thichum Forestry, a company committed to the sustainable management of natural forestry resources for all ƛaʔamin Nation members, logged a large portion of this forest because it was considered unhealthy. The time has arrived for them to replant the trees, and Thichum extended the invitation to our Edgehill students to help with their silviculture experiment (plant a bunch of seeds to see which ones grow). Tomorrow, our students will participate in replanting a variety of trees with the forestry company on the Treaty Settlement Lands. Some specific areas will be marked as tree measurement plots, providing our students with the opportunity to monitor progress over time and continue learning about forestry, silviculture, and climate change.

Looking forward, April 5th is Tla'amin Day, which recognizes the effective date of the Tla'amin Treaty. It is a day when we should all reflect on our reconciliation journey with the Nation, acknowledging the steps that we have taken to move forward, and those that are still needed. In September 2023, we announced the change of name for our School District to qathet School District. A commitment to truth and reconciliation as well as a priority to support self-determination is woven throughout our strategic plan as we work to make our schools more welcoming and inclusive places of learning.

I'd like to quickly highlight two exciting programs that are currently running in the District:

First, the GIJE (Guided Indigenized Journey to Excellence) Academy is a land-based, experiential, and culturally immersive program. It honours Indigenous knowledge and ways of being and doing to provide students with a safe, holistic, and identity affirming education while offering credits towards their graduation.

Secondly, the ʔayʔajuθəm Immersion program offered at Cousin's House for kindergarten and grade one students to learn the ʔayʔajuθəm language.

These are two exciting programs that highlight our collaboration with the Tla'amin Nation Education Department, and our commitment to creating the conditions that will provide a high-quality education for every student to succeed in school and in life."

1. ADOPTION OF AGENDA

MOVED: M. MASON

SECONDED: K. VAN'T SCHIP

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

STATUS: CARRIED

2. ADOPTION OF MINUTES

MOVED: M. MASON

SECONDED: K. VAN'T SCHIP

THAT the Regular meeting minutes of February 21, 2024, be adopted as amended.

STATUS: CARRIED

A correction was noted to the attendance (Trustee Mason was not in attendance) and to the seconder in item 2 (D. Lawson).

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

MOVED: D. LAWSON

SECONDED: M. MASON

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

STATUS: CARRIED

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)

K. Payne shared stakeholder feedback that helped to inform directional sketches for the school district logo by Tla'amin Nation artist Kobe Galligos. These early sketches have also been shared with stakeholder groups for additional feedback.

The sketches incorporate integrated animals, chosen for their symbolic significance, such as the hummingbird, which represents forward movement while acknowledging the past. Other concepts emphasize collaboration and integrity, with elements working together to convey inclusivity.

Feedback from stakeholders highlighted preferences for certain elements, such as the incorporation of alive elements like hands, representing a human touch and connection. There's a consensus on favoring designs that tell a story, embrace simplicity, and maintain a balance between intricate details and scalability for smaller applications.

Trustees expressed appreciation for designs featuring elements like the hummingbird and killer whale, along with the concept of big and small elements representing connection and inclusivity. They support the direction taken by the team and anticipate further evolution of the logo.

Overall, the initiative is guided by the goal of creating a logo that reflects the district's identity, fosters a sense of connection, and resonates with stakeholders, with ongoing opportunities for consultation and refinement as the project progresses.

6.b) qathet Regional Cycling Association Survey

J. Yule presented the findings of a survey conducted by the qathet Regional Cycling Association regarding a proposed bicycle path from the Westview Recreation Complex to Brooks Secondary. The association expresses optimism about the potential of this path to enhance active transportation options for students, staff, and the public.

The City of Powell River initially proposed the path to the previous board in March 2022, as part of a phased initiative to improve active transportation infrastructure. Subsequently, the board endorsed the proposal by issuing a letter of support. S. Hopkins raised a concern regarding potential increased traffic of riders on school property, as users may traverse to other destinations beyond the school.

Further, S. Hopkins highlighted that plans for enhanced covered bike storage for students and staff at the school site have been approved. The planning phase has been completed, with development expected to commence in late spring or summer. Additionally, existing security cameras will monitor the new bike parking area.

6.c) Framework for Enhancing Student Learning (FESL) – Feedback

A. Burt delivered an overview of the Framework for Enhancing Student Learning, highlighting its role as a continuous improvement cycle for school districts, serving as a roadmap to enhance student outcomes. The framework emphasizes equity and parity, with a focus on strategies and interventions aimed at improving outcomes for all students, and in particular students in care, indigenous learners, and students with diverse abilities.

The ministry is actively supporting districts through facilitated sessions, responsive feedback mechanisms, and collaborative working sessions to advance the educational objectives of continuous improvement. J. Yule and A. Burt shared feedback provided by the ministry regarding the district's recent Enhancing Student Learning report:

- Provide clear evidence of the monitoring cycle and demonstrate how data informs practice.
- Conduct deeper data analysis and ongoing interpretation. Staff will strive to develop two mid-year reports aligned with the planning and reporting cycle.
- Enhance the description of engagement processes, focusing on intentional engagement with various stakeholders at different stages. Staff will draft a plan for ongoing engagement with stakeholders.
- Evidence alignment with Administrative Procedure 100

Staff will work to ensure feedback received is incorporated into reporting cycles, in and in particular the upcoming ESL report.

- 6.d) Suspension, Exclusion, and Seclusion Report – September 5, 2022, to February 29, 2024
The report was provided as written.

MOVED: M. MASON

SECONDED: K. VAN'T SCHIP

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

STATUS: CARRIED

7. SECRETARY-TREASURER'S REPORT

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

S. Hopkins delivered an update on the 2024/25 budget development process, indicating that interim grants are anticipated to be announced this week. Following spring break, administrators will commence the staffing and planning cycle for the upcoming school year. The district's budget for 2024/2025 is scheduled to be drafted by May, with current service levels expected to be maintained. The current year's budget has been influenced by the strategic planning cycle, and it is anticipated that the starting point for the new budget will be status quo, with the monetary value of services remaining roughly the same.

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

A capital bylaw is required to approve the amended capital funding which includes emergent funding required to replace a school bus.

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

The monthly report has been revised to incorporate the amended budget. The allocation of 39% of the available budget at the end of February remains consistent with previous years.

MOVED: D. LAWSON

SECONDED: M. MASON

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

STATUS: CARRIED

MOVED: K. VAN'T SCHIP

SECONDED: D. LAWSON

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

STATUS: CARRIED

8. OTHER BUSINESS

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

K. Van't Schip and J. Miller attended the BCSTA South Coast Branch Leadership series in Gibsons alongside K. Brach and A. Burt. The series centered around monitoring data on children in care, indigenous students, and students with disabilities. Trustees expressed appreciation for the opportunity to convene as a branch and engage in a full day of learning.

QUESTION PERIOD

I. Loveluck inquired about whether the district would require teachers to gather supplementary data for the Enhanced Student Learning report. J. Yule responded that administration would first assess the existing data being collected and reported before contemplating any additional requirements. I. Loveluck proposed elementary classroom reviews as a potential data source and noted ongoing discussions regarding numeracy assessments for elementary students.

A. O'Keefe sought clarification on the development of the district logo. K. Payne provided a response.

MEDIA QUESTION PERIOD

There was no media present.

ADJOURNMENT

MOVED: D. LAWSON

THAT the Regular Board Meeting be adjourned at 5:33 p.m.

STATUS: CARRIED



J. Miller
Chairperson



S. Hopkins
Secretary-Treasurer