

## **REGULAR BOARD MEETING**

**4:00 pm, Wednesday, April 23, 2025**  
**School Board Office**

### **A G E N D A**

#### **LAND ACKNOWLEDGEMENT**

**OATH OF OFFICE:** Trustee Gretchen Conti

**PRESENTATIONS:** Kelly Creek Elementary School Growth Plan – M. Hilleren  
Foundry qathet Presentation – D. Harper

#### **QUESTION PERIOD**

#### **CHAIRPERSON'S REMARKS**

**1. ADOPTION OF AGENDA**

**MOTION:** "THAT the Regular meeting agenda of April 23, 2025, be adopted as circulated."

**2. ADOPTION OF MINUTES**

**MOTION:** "THAT the Regular meeting minutes of March 12, 2025, be adopted as circulated."

**3. REPORT OF CLOSED MEETINGS**

3.a) March 12, 2025 – The Board met in-camera to discuss items which include legal and personnel.

**4. INCOMING CORRESPONDENCE**

4.a) N/A

**5. OUTGOING CORRESPONDENCE**

5.a) Board to PRISMA – PRISMA Partnership 2025

5.b) Board to JT PAC - Request for Proper Reporting Policies

**6. SUPERINTENDENT OF SCHOOLS' REPORT**

6.a) Program Review - Inclusive Education Services / Sexual Health

- Appendix A: Inclusive Education Program PowerPoint Presentation
- Appendix B: Program Review Cycle
- Appendix C: Administrative Procedure 280 – Program Review

**MOTION:** “THAT The Board of Education receive the Inclusive Education Program Review (Level 2), as attached and presented.”

- 6.b) Administrative Procedure Updates
- Appendix A: Administrative Procedure 404 – Employee Conflict of Interest
  - Appendix B: Administrative Procedure 420 – Employee Code of Conduct
  - Appendix C: Administrative Procedure 425 – Long-Term Personal Leaves for Teachers
- 6.c) Suspension, Exclusion, and Seclusion Report – September 3, 2024, to March 31, 2025

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

## 7. **SECRETARY-TREASURER’S REPORT**

- 7.a) 2025 School Trustee By-Election

**MOTION:** “THAT the Chief Election Officer’s Report for the April 12, 2025, By-Election to elect one School Trustee, be received by the Board.

- 7.b) Government Grant Information Review
- 7.c) 2025/2026 Capital Plan Response Letter and Bylaw

**MOTION:** “THAT Capital Bylaw No. 2025/2026-CPSD47-01 be adopted in support of the projects as outlined.”

- 7.d) Quarterly Fiscal Accountability Report

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

## 8. **COMMITTEE REPORTS**

- 8.a) Committee of the Whole Report – No meeting in April

## 9. **OTHER BUSINESS**

- 9.a) N/A

## **QUESTION PERIOD**

## **MEDIA QUESTION PERIOD**

## **ADJOURNMENT**



# Kelly Creek Community School metokomen

School Growth Plan

# Territorial acknowledgment

čēčēhašt kʷ łaʔamin qaymɪxʷ. ʔəsna tɛʔe gʷjɛ.

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.





# District, School and Personal Goals

## Strategic Plan

1. Cultivating an Ethic of Learning
2. Cultivating Curiosity
3. Cultivating Connection
4. Supporting Self determination
5. Cultivating Truth and reconciliation
6. Cultivating integrity/responsibility

## School Goals

1. To improve literacy achievement for all learners.  
**2A** More students and families are connected and engaged in the school community (*people*).  
**2B** More students and families are connected and engaged in the school community (*place*).

## Personal Goals

1. I want to build and grow connections with staff, students, and families.
2. To continue to grow my knowledge of My Ed, the admin procedures and our handbook.
3. I would also like to try and maintain some balance in my life (Family, mentally, and physically).

# To improve literacy achievement for all learners

## What have we been doing?

- ☐ Dibles assessment and clas reviews
- ☐ Support teachers with the rollout and implication of the district's "Literacy Tool Kit."
- ☐ Scheduled group and community-invited reading: family reading times in the pod/school, school wide reading events, assemblies
- ☐ Litereacy week
- ☐ Open Library times
- ☐ Reading Intervention daily
- ☐ DEAR and buddy reading opportunities
- ☐ Additional literacy-based professional learning resources for teachers through intervention teacher
- ☐ Book clubs
- ☐ Information Literacy learning in the library
- ☐ Fostering a love for reading and postive modeling

## How are we doing?

- DIBLES Lots of red... but in most cases there is improvement and trends in the right direction
- Street Data: Lots of parents attending reading and classroom events, over 200 people attended our evening book fair and BBQ, high attendance for sturuggling learners (kids want to be at school),
- Staff are modeling positive reading experiences

## What Next?

- word walls, continue intervention, maintain our school goal on literacy, try and spend more one-on-one time, more small group learning,
- More collaboration time with reading intervention and SPED teachers.
- Explore more program and resource options
- Increase resources in library
- Introduce digital readers
- Continue to focus on early literacy
- Community events



## Goal 2A: More students and families are connected and engaged in the school community (*people*).

What have we been doing?	How are we doing?	What Next?
<ul style="list-style-type: none"><li><input type="checkbox"/> Cross-grade (buddy) activities</li><li><input type="checkbox"/> More parents joining field trips</li><li><input type="checkbox"/> Open day PAC coffee “meet and greet” , book fair BBQ, movie nights</li><li><input type="checkbox"/> Community invited to assemblies</li><li><input type="checkbox"/> Intermediate student council to increase student voice</li><li><input type="checkbox"/> Students doing announcements</li><li><input type="checkbox"/> Open library to families more than one afternoon per week</li><li><input type="checkbox"/> Increase number of community experts and diverse individuals coming into our spaces</li><li><input type="checkbox"/> Having an opportunity for students to showcase their learning or lesson their peers (Learning Fairs, continue, Rockin’ the Creek, Music Market, Winter Concert, etc)</li><li><input type="checkbox"/> Improvement in social media sharing, including adding Facebook and instagram platform for content sharing</li></ul>	<ul style="list-style-type: none"><li>*Attendance for student council is up... students want to help and be a part of initiatives</li><li>*Improved parent/community participation in classroom or school-based events, including learning fairs and concerts</li><li>*Street data - regular conversations with parents: mornings, after school, open door policy</li><li>*Parent/community via PAC meetings, informal conversations and surveys</li><li>*Improvement in school social media engagement (follower numbers are up, lots of positive comments, people are enjoying seeing what is happening)</li></ul>	<ul style="list-style-type: none"><li>- Release time to collaborate to enrich Explore days</li><li>- Fall/ winter "market"</li><li>- Continue to open school events to our community</li><li>- Guest speakers from the community</li><li>- Book clubs</li><li>- Work with the nation and our Indigenous Culture and Support worker</li><li>- Community survey</li><li>- Continue to grow/ revitalize our connection with the KCCSA</li><li>- Parent Survey</li></ul>

**Goal 2B:** More students and families are connected and engaged in the school community (*place*).

What have we been doing?	How are we Doing?	What Next?
<ul style="list-style-type: none"> <li>•Increased utilization of the outdoor classrooms</li> <li>•“Explore Days” intentionally taking students off campus for rich project-based, land-based learning</li> <li>•Visual space dedicated to indigenous ways of knowing and being with learning component</li> <li>•Visual space dedicated to Pride flag and SOGI with learning component</li> <li>•Expand upon the good work already done with respect to land acknowledgements (classroom-based)</li> <li>•Increased use of ʔayʔaʔuθəm on announcements, in assemblies and in signage around the school</li> <li>•Continue to inquire about out “Welcome Pole.”</li> </ul>	<ul style="list-style-type: none"> <li>*Classroom assessments</li> <li>*Increased meaningful use of outdoor classroom</li> <li>*Increased authentic use of school garden</li> <li>*Ability to tie the increased use of outdoor education with relevant classroom learning and curriculum</li> <li>*Improved parent/community participation in cultural events</li> <li>*Improved parent/community participation in outdoor events</li> <li>*Street data</li> <li>*Student via class conversations and student council feedback</li> <li>*Parent/community via PAC meetings, informal conversations and surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the nation and our Indigenous Culture and Support worker to grow out connection to our land.</li> <li>• Look at ways to enrich our Explore Days</li> <li>• Our welcome pole</li> <li>• Student centered art and pictures in halls</li> <li>• mural</li> <li>• Collaboration and release time</li> <li>• More garden boxes</li> <li>• Sensory gardens at every entrance to the school</li> <li>• Interactive wall Map of our area</li> </ul>

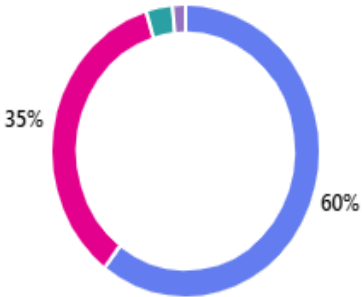


1. How many people can you name at Kelly Creek that are available to help you with your work? (0 point)

Reflection on Learning Success

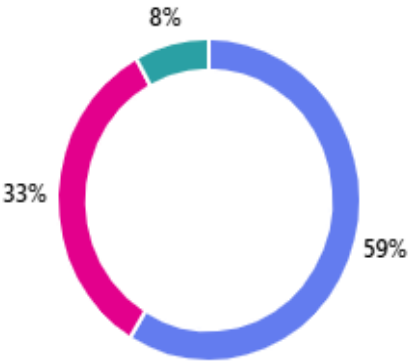
Student Survey

more than 4 people	38
3-4 people	22
1-2 people	2
I can't think of someone	1

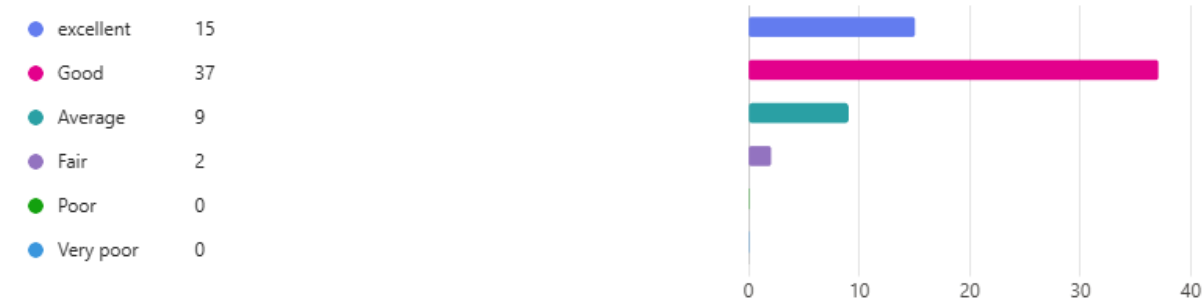


2. How many people can you name at Kelly Creek that are available to help you when you have a problem? (0 point)

more than 4	37
3-4 people	21
1-2 people	5
I can't think of anyone	0



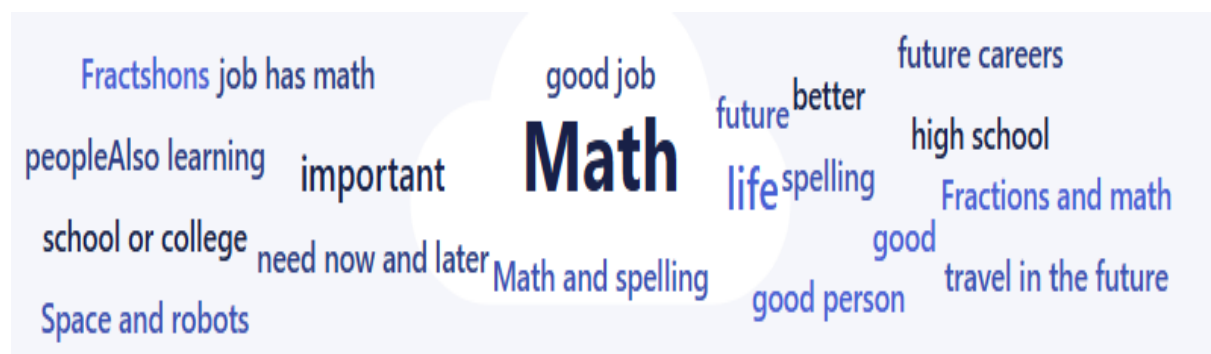
4. How is it going for your learning? (0 point)



3. How do you feel when you're at school? (0 point)

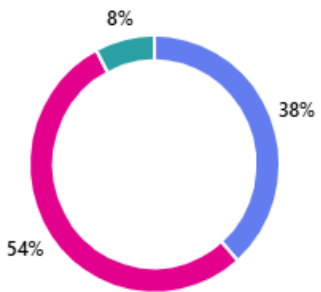


What are you learning?



# How are the Staff Feeling?

1. I feel valued and respected as a member of the staff team (0 point)



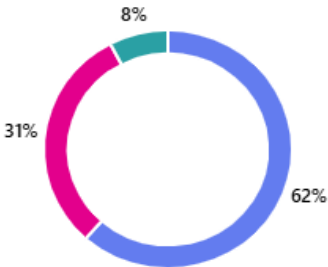
2. Admin is supportive towards me (0 point)

strongly agree	6
Agree	7
Neutral	0
Disagree	0
Strongly disagree	0



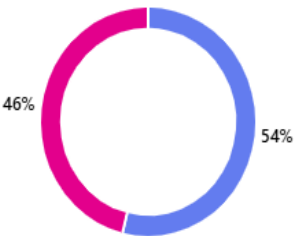
strongly agree	5
agree	7
Neutral	1
disagree	0
Strongly disagree	0

3. Adults treat students kindly and fairly at Kelly Creek (0 point)



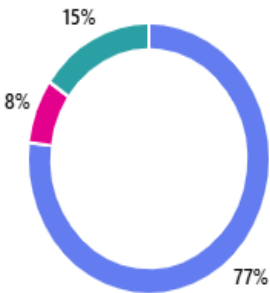
4. I feel like I belong in the Kelly Creek school community (0 point)

strongly agree	7
Agree	6
Neutral	0
Disagree	0
Strongly disagree	0



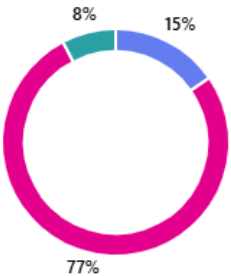
strongly agree	8
Agree	4
Neutral	1
Disagree	0
Strongly disagree	0

6. Do you feel there is a strong sense of teamwork and collaboration among staff at our school? (0 point)



8. Communication at our school is clear, timely, and helps me do my job effectively. (0 point)

Strongly agree	2
Agree	10
Disagree	1
Strongly disagree	0
Neutral	0



Yes	10
No	1
Maybe	2



# Student Engagment – Spotlight on Div 2





# Student Engagement

## Success stories

- New students – attendance (Student a and b)
- A – 2023, 100 days missed, 2024, 84 days missed, since being at KC – 6 ex. absences
- B – missed 56 days this year at previous school, since moving to KC has only missed 1
- IEP's – 7 + 3 on waiting list – 1 at risk (attendance)
- High attendance rates across the board
- Zero office referrals

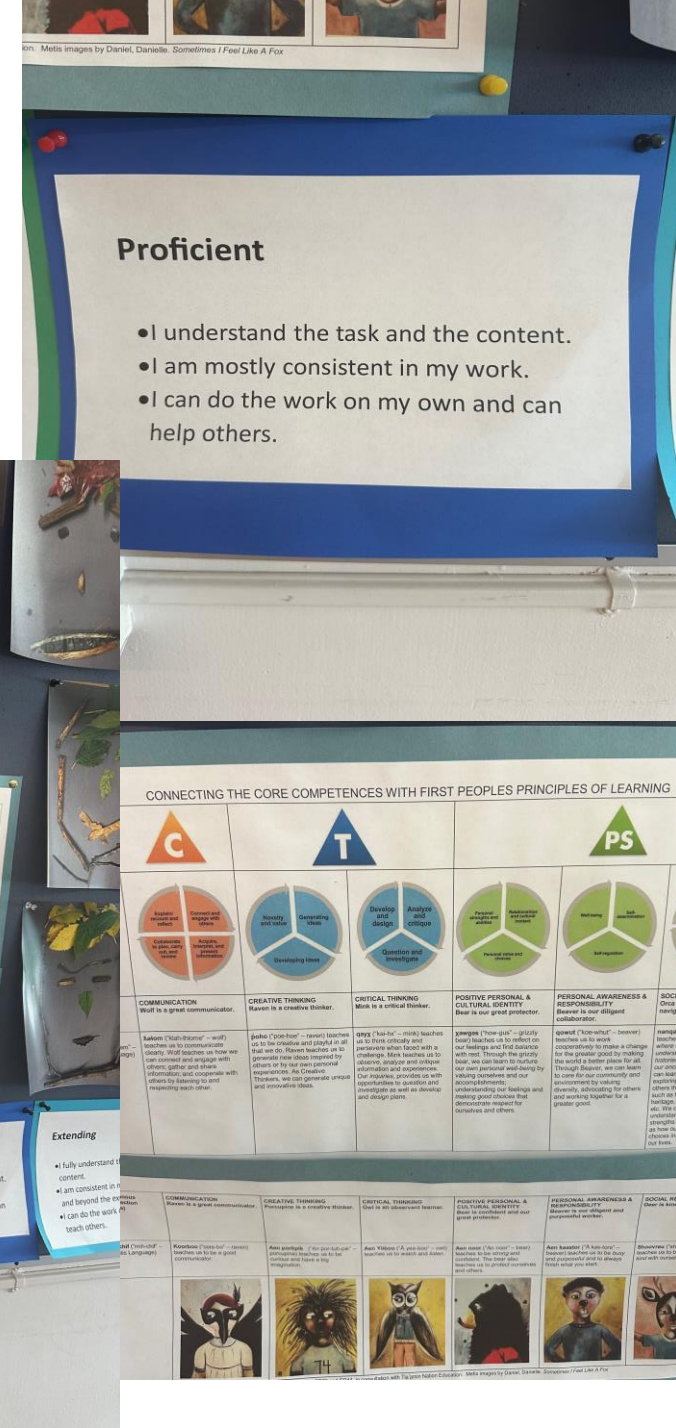
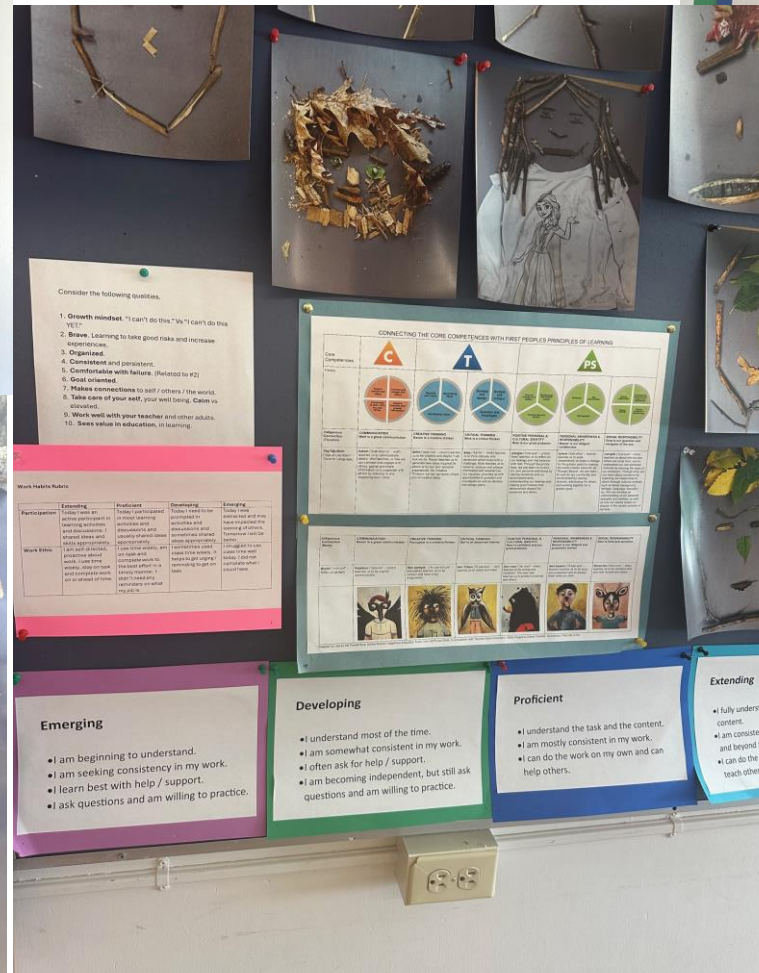




# Assessment

## • Assessment for Learning

## Connecting the Core competencies with the First Peoples Principles of Learning





# What do you remember from your school experience?

- Who was a positive person you can think about from your school experience?
- Who is a "not so positive" person?
- Who do you want to be? How do you want to be remembered?

Message of engagement...

Div 2 snapshot Video: Video link  
[https://youtu.be/6LvCyY\\_nKrg](https://youtu.be/6LvCyY_nKrg)



# What's next for Kelly Creek?

**Numeracy** – currently developing a goal

Data from our numeracy assessment has shown that we are low in numeracy.

Staff want to see improvement, Pro D rep. has started to look at options, SPED teacher is already taking small groups, staff is making a push, school wide numeracy initiatives etc...

**Continue with Literacy:** staff is clear that it wants to continue with literacy. We have had success, but there is still room to improve. Looking at more community initiatives to promote literacy outside of school

**Looking at Goal 2 a and b.** Do we need it? Can we tweak them to make it "more Kelly Creek?" How can we make it one clear goal?

- **2A** More students and families are connected and engaged in the school community (*people*).
- **2B** More students and families are connected and engaged in the school community (*place*).

**Safety:** Highway, parking lot, road coming in and out of Kelly Creek.

Grow what we have...



• FOUNDRY •

qathet



## Youth & Family

- Who we are
- What we do

## Foundry

- What is Foundry?
- Why do we need Foundry in our community?
- Our plans and progress to date

Delyth Harper, Foundry qathet Project Manager

Collette Sinkewicz, Executive Director of Youth & Family

Rowan Welp & Katherine Isert Youth Advisory Committee members



## Who we are

Youth & Family is the host agency for Foundry qathet. Our offices are located on the traditional territory of the Tla'amin Nation. We are a non-profit organization and registered charity. Youth & Family is the leading service provider for youth in our community and our services will integrate well with Foundry programming. Last year our Youth Resource Centre recorded more than 800 visits and our counsellors provided one on one support to 94 youth.

Our legal name is Powell River Child, Youth & Family Services Society.

Learn more about us at [youthandfamily.ca](https://youthandfamily.ca)





Now, more than ever,  
we know that youth  
need support.

Foundry's mission is to  
support young people in  
living a good life and to  
transform access to  
services for young people  
ages 12–24 in BC.





# What the numbers tell us



Source Foundry BC

## What the numbers tell Us.

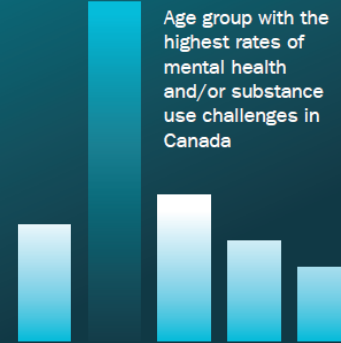


**1 IN 4**

Canadian youth affected by mental health or substance use challenges

**12-24**

Age group with the highest rates of mental health and/or substance use challenges in Canada



**70%**

of mental health concerns in Canada begin in childhood or teen years



**200,000**

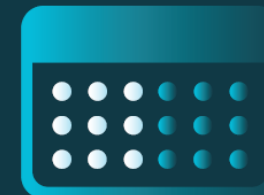
and more young people in BC struggle with mental health every year

**<25%**

of youth are currently receiving the mental health services they need

**#1**

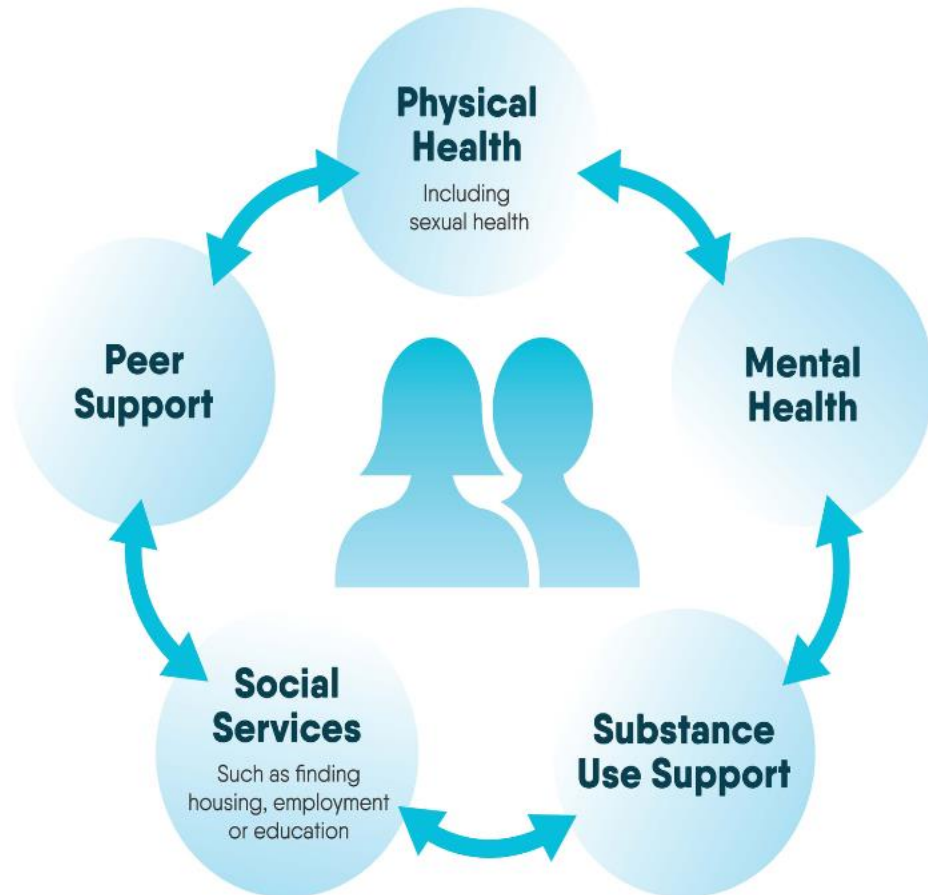
toxic drug overdoses are the leading cause of death of British Columbian children aged 10-19



**50%**

of youth coming to Foundry have thought about suicide in the past 90 days

# Foundry qathet is an integrated approach to youth health and wellness



Foundry is a province-wide network of integrated health and wellness services for young people ages 12-24.



At Foundry young people can access five core services at one youth-friendly location.

These are:

- 1) Mental health care
- 2) Substance use services
- 3) Physical and sexual health care
- 4) Youth and family peer supports
- 5) Social services





Using the “stepped care model” Foundry provides the right support at the right time. Each person receives unique, flexible service, not a one size fits all approach.

If needs increase, the level of support increases. If things improve, the level of support can decrease.

That way, Foundry is reaching young people where they’re at, and using resources in the most efficient and effective way possible.





**We want to reach young people early so that we can help address small problems before they become bigger ones.**



At Foundry you can access services without needing a referral and on a drop-in basis.

This means no waitlists and it's free. You won't be turned away because your problems aren't considered serious enough.





# Removing barriers. Building futures.

Between 2018 and 2023, the entire Foundry network supported over 37,000 unique youth, through more than 210,000 in-person visits and over 15,000 virtual appointments, across BC.



## At the time of a young person's first visit:

**Distressed**

**82%**

are experiencing high levels of distress, including youth who are not accessing mental health or substance use services.

**Suicidal thoughts**

**50%**

have thought about suicide in the past 90 days.

**Poor mental health**

**76%**

rate their mental health as fair or poor.

**Witness violence**

**36%**

have seen or experienced violence in the last 3 months.

## After accessing Foundry services, youth report:

**Satisfied**

**95%**

were satisfied with Foundry and its services.

**Easy access**

**95%**

agreed that having services in one place at Foundry made it easier to get help.

**Tell a friend**

**97%**

would suggest Foundry to a friend.

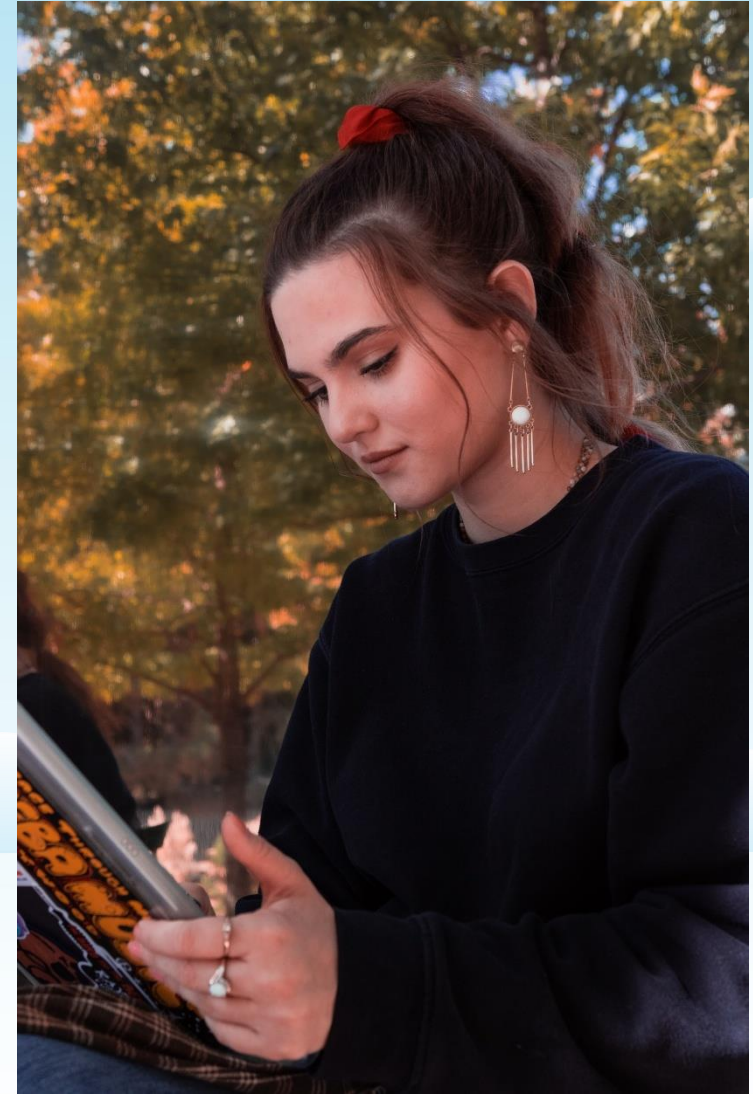
**Well-equipped**

**91%**

feel well-equipped to manage their health situation because of Foundry.



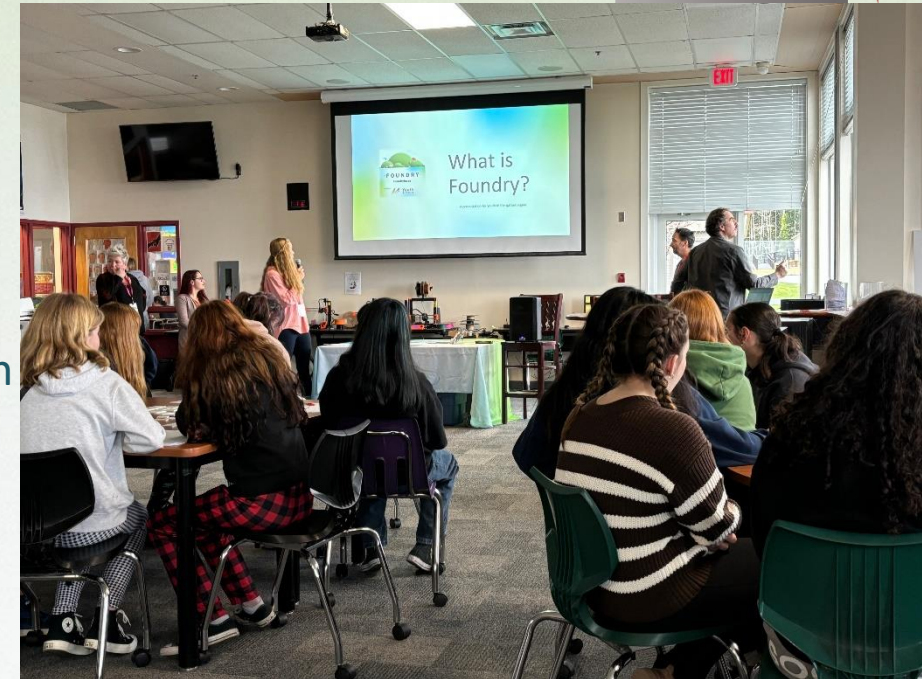
Whether a young person needs support for anxiety or depression, wants to see a family doctor, or is struggling with a stressful situation, Foundry qathet will help get them the services they need.





# Progress Report. Where are we right now?

- We have performed a feasibility study and signed the lease proposal on a 12,495 sq ft centrally located space
- We have hired a designer who is working on the schematic design in collaboration with our Youth and Family Advisory Committees and community partners
- We have hired an architect to ensure all space plans are to code
- We have had the space reviewed by structural, mechanical, and electrical engineers
- We have reached out to existing community services to see how they envision utilizing Foundry qathet
- We have formed our Youth and Family Advisory Committees to ensure youth remain centre to all of Foundry qathet's priorities
- We have continually engaged with youth and the community on the design of the space





# Progress Report continued...

- We have formed a Leadership Advisory Table and Anchor Table with local and regional representation
- We have started our capital fundraising campaign and set our target on \$5 million for the renovation of the space
- We have completed a number of grant applications and are awaiting responses
- We are developing and structuring service delivery and ensuring that services will reflect and address the specific needs, strengths, and gaps of our community
- Mapped out our project timeline and set an approximate opening date





# Future plans and what's next

- Our collective task is to launch Foundry qathet in roughly two years
- We need to raise 5 million for the renovation and outfitting of the space
- Confirm what services and programs community partners will offer within Foundry qathet
- Focus on service and operations planning, while continuing to build community partnerships
- Involve the youth and community in the overall development and design of Foundry qathet









Foundry qathet will be a culturally safe, inclusive and youth-friendly space





Foundry qathet will be  
welcoming and accessible



Foundry qathet conducted a community engagement survey. Youth stated that they want a safe space to hang out, gather, and connect.

75% of responses highlighted that as the most important addition to Foundry qathet besides their core services already offered.





# Foundry is created and developed with youth engagement. Youth are key!

Youth are encouraged to participate, and give input that will inform decision-making around service delivery and programs.



# • FOUNDRY •

We are excited about our current progress on this initiative and the future is even more promising. When the doors open, young people and their families in our community will no longer have to ask **“Where can we go for help?”** because **Foundry qathet** will be the answer.



Find updates here:

<http://youthandfamily.ca>

<https://foundrybc.ca/qathet/>

Access virtual services here:

<https://foundrybc.ca/virtual>

Join our Facebook page:

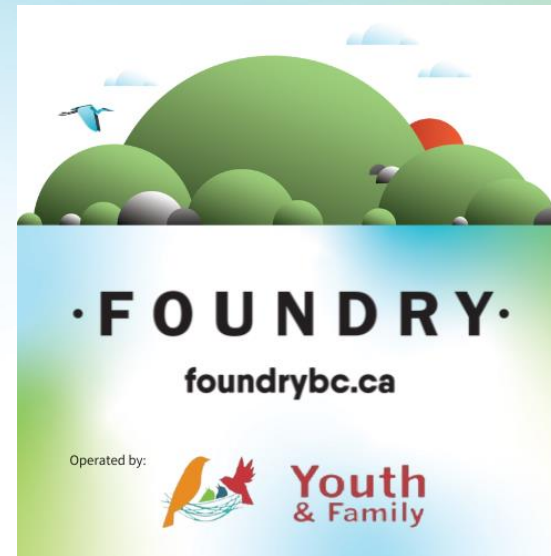
<https://www.facebook.com/foundryqathet>

Talk to Delyth at 604-223-7047

[dharper@youthandfamily.ca](mailto:dharper@youthandfamily.ca)

Follow our Instagram

[@foundryqathet](#)





## **REGULAR BOARD MEETING**

**4:00 pm, Wednesday, March 12, 2025**

**School Board Office**

### **MINUTES**

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Present: Jaclyn Miller, Dale Lawson, Maureen Mason

Also in attendance: Vianne Kintzinger (Interim Superintendent), Steve Hopkins (Secretary-Treasurer)

Regrets: Kirsten Van't Schip

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The meeting was called to order at 4:02 pm by Chairperson Miller.

### **PRESENTATIONS**

#### Texada Elementary School Growth Plan – A. Bella

Principal A. Bella shared information on their school growth plan, focusing on two key goals: social-emotional learning (SEL) and literacy.

The SEL goal centers on cultivating connection, empathy, and emotional intelligence. After a previous cohort of older students transitioned to Brooks Secondary, the school now works with a younger demographic and has shifted its focus accordingly. Strategies include the use of the Zones of Regulation, restorative justice practices, and creating a designated calm space for escalated students. Over time, the school has moved away from token-based reward systems and now emphasizes authentic celebration of kindness and positive behaviors. Staff have noted fewer outbursts, successful de-escalation, and increased self-advocacy among students. An SEL core competency survey conducted in both November and May will help measure growth, and school leaders are engaging in *Spirals of Inquiry* to deepen their understanding of student needs.

Teachers are focusing on core competencies such as self-advocacy, self-regulation, and personal well-being, using a mix of student-friendly tools—like thumbs-up/down for younger children—to gather data. Though positive feedback is high, the team acknowledges not all students consistently respond positively, indicating areas for continued attention. The next steps include integrating the CASEL Framework, utilizing “Everyday Speech” resources, expanding professional development, and sharing strategies with parents to foster consistent language and support between home and school. A. Bella emphasized the value of both qualitative and quantitative data, and trustees were invited to reach out for further engagement or information.

## Edgehill Expansion Project Update – J. Formosa

J. Formosa provided the board with a quarterly update on the Edgehill Elementary School expansion project. The project remains in the pre-construction phase, with tendering planned soon—though potential adjustments may be needed due to tariff implications. The \$16.5 million expansion includes five new classrooms, a media/technology space, and revised plans that add additional storage for the school. An additional \$1.2 million in funding (pending approval) is allocated for HVAC and LED lighting upgrades to the existing building. Work is being done to repurpose relatively new boilers from the school (installed in 2017/18), with one intended for use at the bus garage and another potentially at Brooks, contributing to future energy efficiency upgrades.

Construction milestones remain on track, with a March 17 groundbreaking planned. Fencing is being delivered, and machinery is on-site, with the site office being established over spring break. Demolition work began with the removal of the existing covered porch area. Wherever possible, local contractors are being used to keep investment within the community. A temporary classroom layout has been designed to ensure minimal disruption to learning, and seismic upgrades are included in the renovation. The construction area will be safely separated with floor-to-ceiling hoarding to ensure student safety.

While the existing library space will be converted into a classroom, a new library will be part of the renovated building. Intermediate students will be moved into the current library space to reduce disruption from construction noise. The school has taken steps to limit the impact on student transportation and nearby residents, including sending letters to neighbours with timelines and contact details. Communication with the PAC is ongoing, and further engagement is planned for the fall. Although some growing pains are expected, the school community has been well-informed, and overall support for the project remains positive. The project is scheduled for completion by September 2026.

## **QUESTION PERIOD**

Aileen asked about staff awareness with respect to what's taking place at EH. JF met with Jamie, have held 1 staff meeting, 2 staff updates. Optional attendance but 8 people attended. Plan to do another one at the end of the year. Work with Darlene for custodial over the summer.

## **CHAIRPERSON'S REMARKS**

"Good afternoon and welcome. Here we are convening with only 2 more days left of school until our students and staff start spring break. This time of year always seems to sneak up on us but also feels like the perfect time to step away, rest, reflect and reset before we begin the year end home stretch.

Last week, I had the opportunity to attend the BC Trustees Association's Board Chair's meeting and the Partner Liaison meeting with the Ministry. We engaged in meaningful discussions with other districts, understanding their challenges and successes and sharing our own. A key topic was a discussion around the Ministry's mandate letter priorities, specifically: increasing Indigenous graduation rates; expanding access to affordable childcare; strengthening before- and after-school care programs; ensuring strong early interventions in numeracy and literacy; and continuing our commitment to inclusive education. It was an invaluable opportunity to exchange ideas and

reaffirm that our existing programs are well-positioned to support these provincial objectives as well as inform ways to continuously enhance.

On a related note, throughout the year, you may have noticed our Principals have been sharing updates on their school growth plans to the Board, providing valuable insights into how they are progressing toward key educational goals. These updates showcase the thoughtful planning and ongoing efforts by school teams to enhance student learning outcomes. We appreciate the dedication of our educators in continuously refining their strategies to support student success.

This month the district held its second Justice, Equity, Diversity, and Inclusion (JEDI) Committee meeting of the year. The committee plays a crucial role in supporting policy and procedure reviews, recommending educational programming, and developing proactive strategies to address human rights and discrimination concerns. This work is ongoing with built-in accountability measures, to ensure that our schools remain inclusive, welcoming spaces for all.

Last week several schools in the district participated in a province-wide initiative titled “The Great Big Crunch” - a fun annual event that encourages healthy eating and food literacy. Many students and staff contributed their “crunches” to apples, carrots, celery – even pickles! A special thank you to the Powell River Firefighters for their continued support of our school food programs and for joining the event. All year, with support from the province’s Feeding Futures funding and other community partners, food access is provided at 9 school sites through 11 programs.

A reminder that our by-election is fast approaching. Two candidates have stepped forward. General voting day is scheduled for April 12, with advance voting available on April 2 and April 9. We encourage all eligible voters to participate in this important process.

Upon our return from spring break, we will be hosting our long service recognition event – a chance to acknowledge and celebrate the dedication of our staff, whose commitment to education makes a lasting impact on our students and community.

Our first week back will also see our district recognizing Tla’amin Day on April 5<sup>th</sup> – a day that marks the signing of the Tla’amin Nation treaty in 2016, which provided the Tla’amin Nation with rights and benefits regarding land and resources, and self-government over its lands, resources, and its members.

And with that...as we head into the break, I want to extend my sincere appreciation to all staff for their dedication and hard work. Your commitment to student success and well-being is recognized and valued. I hope everyone enjoys a well-earned break.”

**1. ADOPTION OF AGENDA**

**MOVED: M. MASON**

**SECONDED: D. LAWSON**

**THAT the Regular meeting agenda of March 12, 2025, be adopted as circulated.**

**STATUS: CARRIED**



**2. ADOPTION OF MINUTES**

**MOVED: D. LAWSON**

**SECONDED: M. MASON**

**THAT the Regular meeting minutes of February 19, 2025, be adopted as circulated.**

**STATUS: CARRIED**

**3. REPORT OF CLOSED MEETINGS**

- 3.a) February 19, 2025 – The Board met in-camera to discuss items which include legal and personnel.

**4. INCOMING CORRESPONDENCE**

- 4.a) James Thomson PAC to K. Van't Schip - Request for Proper Reporting Policies

Secretary-Treasurer S. Hopkins reported that staff are in the process of drafting a response on behalf of the board. The issue raised by the James Thomson PAC relates to a parent concern about a bus stop, and broader concerns that existing administrative procedures (APs) do not clearly outline how to express concerns. It appears the PAC may be unaware of the existing *AP 152 – Complaints*, which outlines the proper process for addressing concerns, including working with those directly involved and escalating as needed. The response will highlight this AP as well as relevant board policies related to appeals.

- 4.b) PRISMA to qSD – 2025 Partnership

A request was received from PRISMA for funding and in-kind support for the 2025 season, consistent with previous annual requests since the program's inception. The funding supports the PRISMA for Kids initiative, which provides direct services to qSD students. It was clarified that this is not corporate sponsorship but a purchase of services. The current contribution amount, which was increased to \$5,000 two to three years ago, remains unchanged.

The board expressed support for continuing the partnership. It was noted that the district office facilitates the connection between PRISMA and schools, typically beginning with meetings with principals to coordinate scheduling of spring visits. There was interest in ensuring that school outreach continues to be thoughtful and collaborative. Staff will follow up with PRISMA to confirm and clarify the services being provided in 2025. A letter of support will be issued accordingly.

- 4.c) MOECC to Board Chairs – Funding for Child Care Pilot Programs on School Grounds

Superintendent Kintzinger reported that the Ministry of Education and Child Care's communication does not announce new funding, but rather a continuation of

existing support for Seamless Day child care programs. The district is grateful for the ongoing funding, which allows for continued on-site early learning opportunities.

**MOVED: M. MASON**

**SECONDED: D. LAWSON**

**THAT the correspondence in items 4.a) to 4.c) be received.**

**STATUS: CARRIED**

**5. OUTGOING CORRESPONDENCE**

5.a) N/A

**6. SUPERINTENDENT OF SCHOOLS' REPORT**

6.a) 2025/2026 and 2026/2027 School Calendar Amendments

V. Kintzinger reported that discussions have taken place regarding a proposed amendment to move the June professional development day to the Friday before the May long weekend. The district has consulted with both the qTA and CUPE, and agreement has been reached to proceed with the change.

**MOVED: D. LAWSON**

**SECONDED: M. MASON**

**THAT the amended 2025/2026 and 2026/2027 School Calendars be approved.**

**STATUS: CARRIED**

6.b) 2027/2028 School Calendar Submission

The proposed 2027/2028 school calendar is being submitted as part of the district's regular three-year planning cycle and will be shared with the Ministry of Education and Child Care. The calendar is consistent with the structure and scheduling of the previous two years.

**MOVED: M. MASON**

**SECONDED: D. LAWSON**

**THAT the 2027/2028 School Calendar be approved.**

**STATUS: CARRIED**

6.c) Summer Learning Program Offerings (oral)

V. Kintzinger provided an update on the upcoming Summer Learning Program. For 2025, the program will shift its focus back to foundational literacy and numeracy skills, with a particular emphasis on students in K–3. Transportation will continue to be provided. Due to planned lighting upgrades at Westview, the elementary program will be held at Henderson Elementary, which received a significant HVAC upgrade last summer, while the secondary program will remain at Brooks. The secondary offerings will prioritize course completion and include both humanities and STEM options, with the goal of supporting student graduation. The program will also continue to be offered at Tla’amin Nation.

The LEAP program is currently being advertised, and enrollment numbers will be reviewed after course selections in May. While there has been external interest, the district will prioritize spaces for qathet students. Last year saw participation from several out-of-district students, but moving forward, the focus will be on serving local students first.

In response to questions about program changes and parent feedback, VK noted a shift in the original intent of summer learning. While the program had increasingly come to function as supplemental child care, the district is refocusing on academic goals—particularly in literacy and numeracy. The approach will remain play-based but capped at 100 students (down slightly from 108 last year) to ensure quality of instruction.

6.d) Suspension, Exclusion, and Seclusion Report – September 3, 2024, to February 28, 2025

A total of three suspensions were reported during this period. Staff are continuing to disaggregate the data to better understand trends and underlying factors.

An extension has been granted for the Office of the Ombudsperson's request for exclusion data, with the new deadline set for June 30.

**MOVED: D. LAWSON**

**SECONDED: M. MASON**

**THAT the Superintendent of Schools’ Report be received as presented.**

**STATUS: CARRIED**

**7. SECRETARY-TREASURER’S REPORT**

7.a) Election Update (oral)



S. Hopkins reported that three individuals initially expressed interest in the upcoming trustee election, with two officially submitting their names by the deadline. Barring any withdrawals by the end of the week, the district will proceed with a by-election. The first mail ballot application was received earlier today.

The qathet Teachers' Association (qTA) is exploring the possibility of hosting a community forum. They plan to coordinate with CUPE to prepare a list of questions.

**MOVED: D. LAWSON**

**SECONDED: M. MASON**

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

**STATUS: CARRIED**

**8. COMMITTEE REPORTS**

- 8.a) Committee of the Whole Report – No meeting in March

**9. OTHER BUSINESS**

- 9.a) April Committee of the Whole (oral)

S. Hopkins noted that the Chief Election Officer overseeing the by-election process, has recommended cancelling the April Committee of the Whole meeting, as it falls in the middle of the campaign period. The swearing-in of the newly elected trustee will take place at the Regular Board Meeting later in April, following the conclusion of the election.

**MOVED: M. MASON**

**SECONDED: D. LAWSON**

**THAT the April Committee of the Whole Meeting be cancelled.**

**STATUS: CARRIED**

- 9.b) Review Board Work Plan

A quarterly review of the Board Work Plan was conducted, with the upcoming June review serving as the starting point for planning the year ahead.

S. Hopkins noted that a placeholder has been added in February for the annual school calendar review process. Additionally, two items have been added to the May agenda: the Board Development Plan for the following year and a Community Connections Report. The report will highlight strategic plan initiatives that

demonstrate engagement beyond social media, showcasing meaningful connections with the broader community. A full report will be presented to the Board to illustrate these efforts.

**MOVED: M. MASON**

**SECONDED: D. LAWSON**

**THAT the 2024-2025 Board Work Plan be amended as presented.**

**STATUS: CARRIED**

9.c) Report back on Partner Liaison Meeting (J. Miller) (oral)

J. Miller provided an update on recent liaison meetings and events. At the BCSTA Board Chairs meeting, attendees participated in a conflict resolution session, followed by a discussion on the board's role in bargaining. The meeting concluded with a networking session connecting new board chairs with more experienced counterparts.

During the liaison meeting with the Ministry of Education and Child Care, several key topics were discussed, including school safety, cybersecurity, and recent childcare announcements—such as the extension of Seamless Day and Junior Kindergarten (JB4) funding. Updates were also provided on the federal school food program and a renewed provincial focus on literacy and numeracy. Additional items included the potential introduction of AED (automated external defibrillator) training in all schools and a discussion on graduation rates for Indigenous students. It was also noted that a new Ministry of Infrastructure has been established, with \$8 billion allocated to public schools across the province.

### **QUESTION PERIOD**

CUPE President, A. O'Keefe, in response to the PAC letter, noted that bus drivers take great care in their work and regularly communicate concerns with administrative teams. She requested that this commitment and communication be acknowledged and reinforced in the letter being prepared.

### **MEDIA QUESTION PERIOD**

The media was not present at the meeting.

### **ADJOURNMENT**

**MOVED: D. LAWSON**

**SECONDED: M. MASON**

**THAT the Regular Meeting of March 12, 2025 be adjourned.**

**STATUS: CARRIED**

The meeting adjourned at 5:17 p.m.

---

J. Miller  
Chairperson

---

S. Hopkins  
Secretary-Treasurer

SH/attachments



April 8, 2025

PRISMA

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

**Delivered Via Email**

Dear Ms. Munroe,

On behalf of the Board of Education, I am pleased to confirm our continued support for the PRISMA Festival and the PRISMA for Kids initiative for the 2025 season.

We value the longstanding partnership between PRISMA and the qathet School District and recognize the important role your organization plays in enriching the educational experience for our students through engagement with the arts. This partnership continues to support access to high-quality musical experiences that align with our educational goals.

As in previous years, we are pleased to offer the following supports for the 2025 season:

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

We appreciate the opportunity to support this valuable initiative and understand that this partnership reflects a purchase of services rather than a donation or sponsorship.

Thank you again for your collaboration and dedication to fostering creativity and connection through music. We look forward to another successful season.

Sincerely,



Jaclyn Miller  
Chairperson  
Board of Education

CC: V. Kintzinger, Interim Superintendent



March 14<sup>th</sup>, 2025

James Thomson PAC

**Via Email**

Dear James Thomson PAC,

**Re: Request for Proper Reporting Policies**

On behalf of the Board of Trustees, I am responding to your letter emailed on March 3<sup>rd</sup> by Rachel Harriman on behalf of the James Thomson PAC. (Letter was not dated or signed.)

Administrative Procedure 152 ("Complaints") outlines the procedure for any complaints by parents/guardians, students, and the public. This procedure is relevant to all departments within the district and includes information regarding appeals.

Administrative Procedure 560 ("Student Transportation Services") is a procedure that outlines the details of the bussing service provided by the district, including the supervision of students. Per above, if a student or guardian feels unsafe while in the care of Transportation, Administrative Procedure 152 ("Complaints") should be followed.

Management has briefed the Board of Trustees regarding the bus stop/safety complaint that was sent by James Thomson PAC members to the Director of Operations. Our understanding is that the complaint was acknowledged, investigated, and that a decision to adapt a Route 7 bus stop was made. We also understand that there continues to be two bus stop options for families within that area.

I hope this clarifies our process for reporting.

Sincerely,



Jaclyn Miller

Chairperson, Board of Education  
qathet School District

CC: Vianne Kintzinger, Superintendent of Schools  
DPAC



# MEMORANDUM



**Date:** April 23, 2025  
**To:** Board of Education  
**From:** Vianne Kintzinger, Interim Superintendent  
**Prepared by:** Tawnie Gaudreau, Director of Student Support Services  
**Re:** **Inclusive Education/Sexual Health Program Review**

---

## 1.0 BACKGROUND

Administrative Procedure 280 states that,

*“Programs may be reviewed and evaluated for the purpose of ensuring that program goals and objectives are being pursued and achieved in an effective and efficient manner.”*

## 2.0 INFORMATION

The Board of Education recognizes that timely and relevant information determined through a review process that evaluates the quality of programs and services offered to the students in the qathet School District, will enable the Board to make decisions on:

- 1) The maintenance, modification or discontinuation of existing programs
- 2) The need for the development and implementation of other programs
- 3) The ways in which existing or proposed objectives can be achieved in a more efficient manner.

To further support this work, the Board of Education approved a review cycle on the programs and services offered to support the teaching and learning within qathet School District at the Regular Board Meeting of October 23, 2024.

## 3.0 PROGRAM RATIONALE

“British Columbia promotes an inclusive education system in which students with disabilities or diverse abilities are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with others.”

“Inclusive education programs and services enable students with disabilities or diverse abilities to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs.”

- Ministry of Education and Child Care



#### **4.0 OPTIONS FOR ACTION**

- (A)** Accept the review as presented
- (B)** Request further information regarding the Inclusive Education Program in the qathet School District

#### **5.0 STAFF RECOMMENDATION**

**THAT:** The Board of Education accept the Inclusive Education Program Review (Level 2), as attached and presented.

#### **6.0 APPENDICES**

- (A)** Inclusive Education Program PowerPoint Presentation
- (B)** Program Review Cycle
- (C)** Administrative Procedure 280 – Program Review



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# Sexual Health Education (SHE)

2024-2025 Level 1 Program Review  
by Willow Dunlop, K-12 SHE Coordinator

---

# Workshop Delivery

**152+ workshops delivered,  
reaching approximately 672 qSD students this year**

- Grade 5\*: 6 sessions x 12 groups
- Grade 7 Conference: 5 sessions
- Grade 9: 6 sessions x 7 groups
- CALM: 10 sessions
- Explore: 9 sessions
- Tla'amin General Assembly: parent session
- Tla'amin Girls' Conference: 3 sessions
- PIE - May, 2025

\*includes 4-6 splits



# Staff & District Resources

## Public Communications (available to families):

- District web pages
- SHE scope & sequence
- Draft letters home & FAQ
- Alternative Delivery Information
- PHE CSL tools

## Teacher Resources (internal):

- Staff resource hub (portal)
  - Suggested lesson plans, videos, and texts sorted by grade and topic
- K-3 JMC collaboration
- Pro-D Session & Display
- PHE Assessment tools
- Modelling of lesson delivery (eg. inclusive language)

# Resources to Support Staff

## Public Communications (for families):

- District web pages
- SHE scope & sequence
- Draft letters home & FAQ
- PHE CSL tools

## Teacher Resources (internal):

- Staff resource hub (portal)
  - lessons, videos, teaching tools, texts, sorted by grade and topic
- K-3 JMC collaboration
- Pro-D Session & Display
- PHE Assessment tools
- Modelling of lesson delivery (eg. inclusive language)

# What teachers are saying

“As a district coordinator, the information she provides is up to date. (I’m even learning new things in her sessions!)”

“I definitely appreciated the modelling in regards to using gender neutral language, when I had discussions about sexual health topics.”

Anonymous teacher survey, April 2025





# INCLUSIVE EDUCATION

Program Review 2025



# Land Acknowledgement



č̣əč̣əhašt kʷ ɬaʔamin qaymɪxʷ.  
ʔəсна тɛʔɛ ɡɪʃɛ.

We would like to express our respect for and gratitude to the ɬaʔamin 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.



# *Table of Contents*

- |   |   |   |   |
|---|---|---|---|
| 1 | Definitions of Inclusion                              | 4 | School, District and Provincial Resources |
| 2 | Student Support Services Model                        | 5 | Student Success Data                      |
| 3 | Student Support Services Process and Designation Data | 6 | Feedback and next steps                   |



# Strategic Priorities

Cultivating an Ethic of Learning (titłwšɛm ʔəms taʔow)

Cultivating Curiosity (payot gagayɛłtən)

Cultivating Connection (paʔa kʷɔms qʷayigən)

Cultivating Integrity/Responsibility (hays qayumɪxʷ ʔayʔaytawθ)

Cultivating Truth and Reconciliation (gɔnaʔxʷuθs)

Supporting Self-Determination (ʔaʔjɪnxʷegəs)

Continue to focus on ensuring Indigenous students, children/youth in care, and students with disabilities/ diverse abilities show growth that is consistent with students in the general population, by finding ways to eliminate inequities



# Inclusion: Ministry Definition

Defined as the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.





# Inclusion: Inclusion BC Definition

Defined as the principle that “all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute, and participate in all aspects of the life of the school. Inclusive education is about how we develop and design our schools, classrooms programs and activities so that all students learn and participate together.”





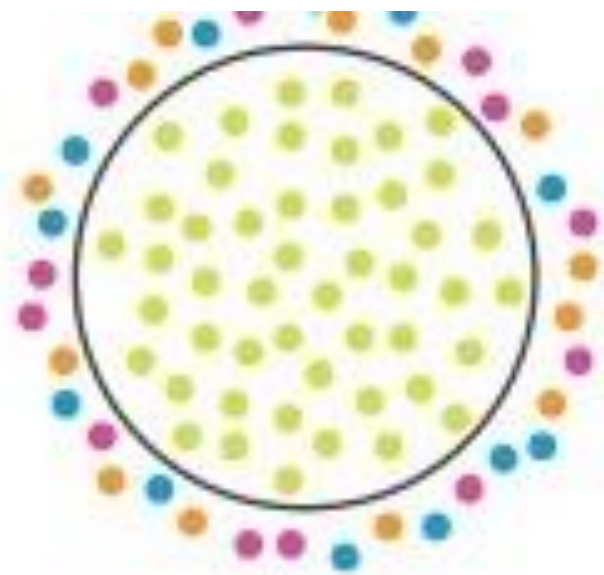


**Meaningful inclusion goes beyond simply placing students in mainstream classrooms and involves creating environments and programs that cater to individual needs, foster a sense of belonging, and allow students to contribute their unique skills and perspectives.**

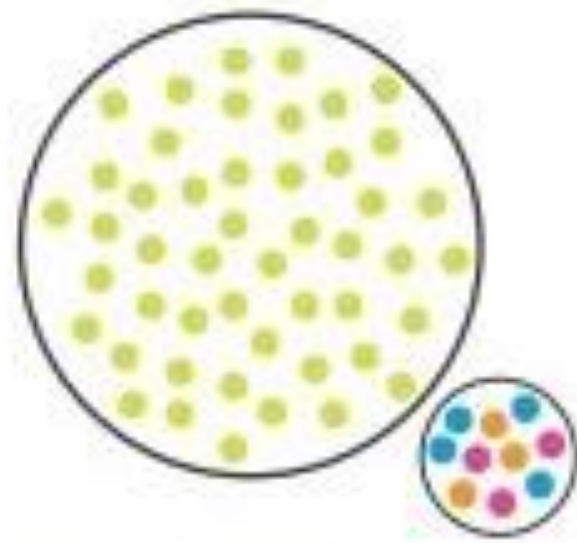




# ” The Evolution of Inclusion



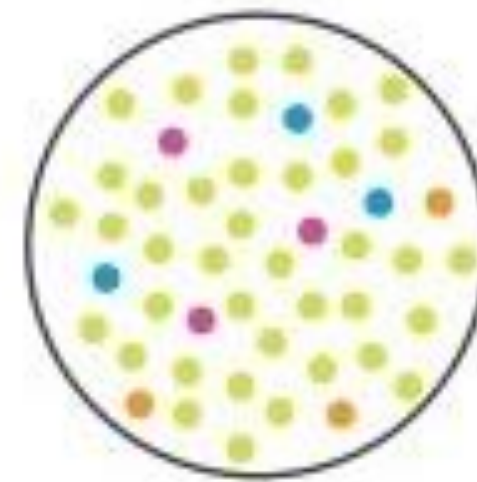
exclusion



segregation



integration



inclusion



teaching to  
diversity



RED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



© 2012 MICHAEL F. GIANGRECO, ILLUSTRATION BY KEVIN RUELLE



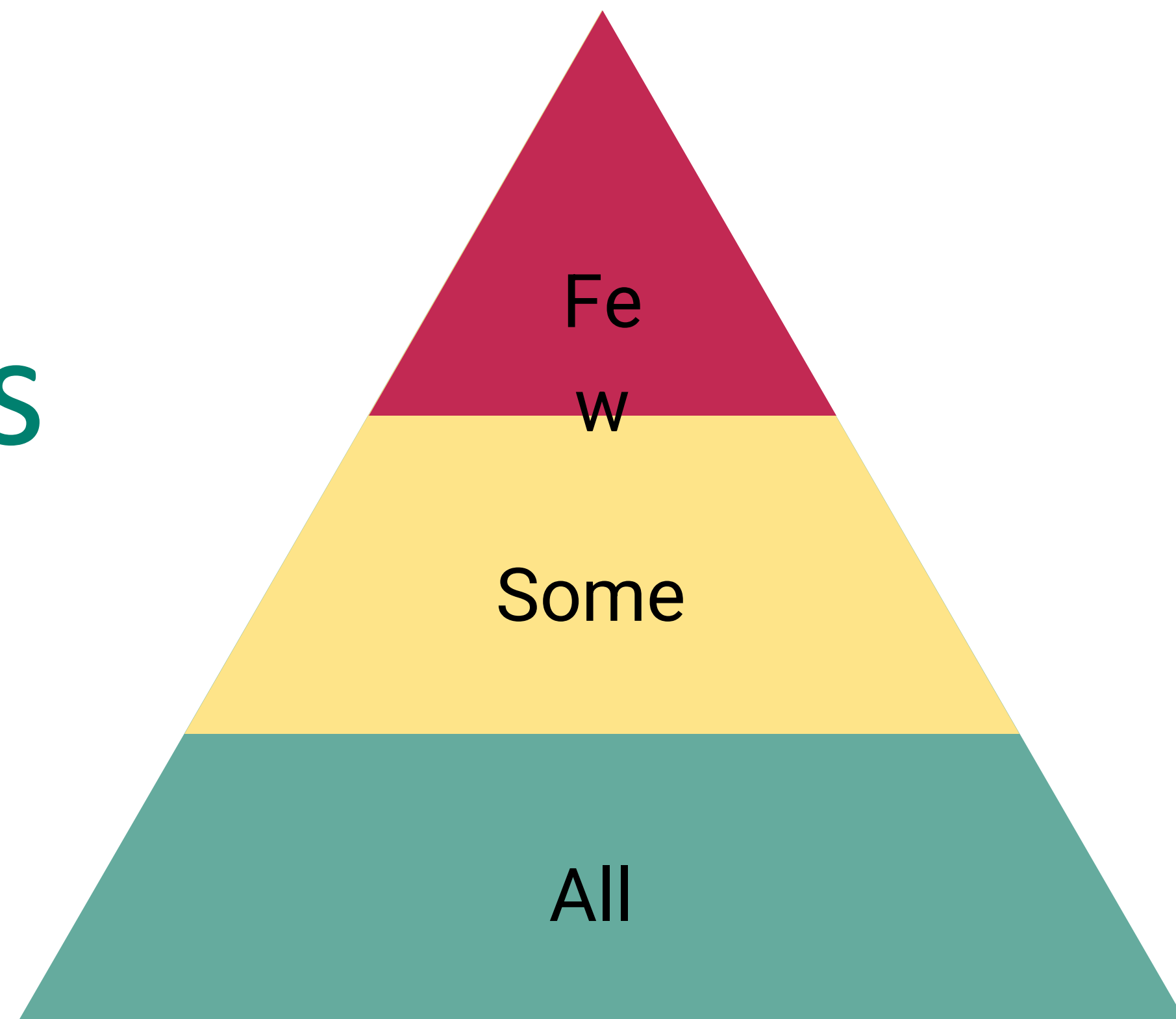
## Inclusive Education

# Student Supports

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Inclusive Education supports and services are based on the Multi-tier Systems of Support (MTSS) and Response to Intervention (RTI) models.

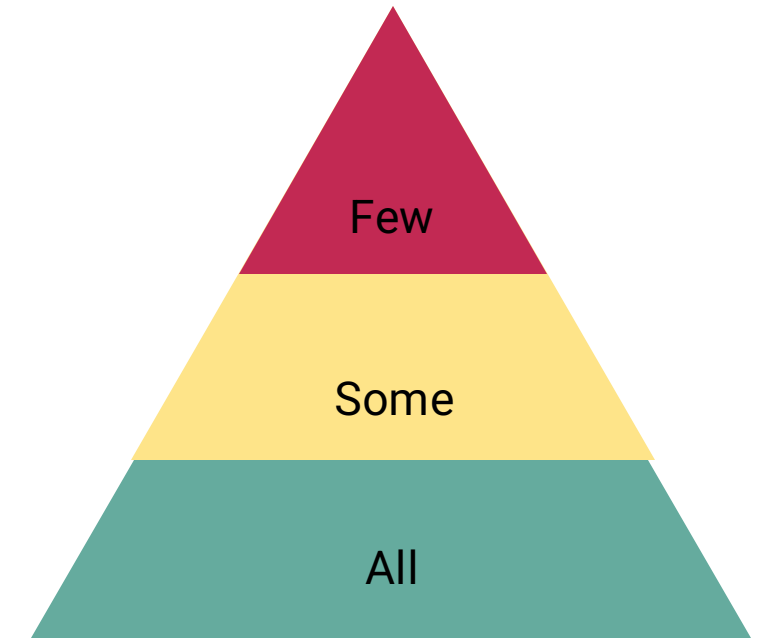
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# Students with disabilities and diverse abilities:



All

- Will be engaged in quality tier 1 instruction
- Will have an IEP (unless parent declines IEP)
- Will have a case manager to help support their learning needs
- Will be meaningfully included in their classroom with their peers

Some

- Will receive supplementary supports (SLP/ PT/OT/ Learning Assistance / Intervention (Tier 2)
- May require additional planning meetings (SBT )to support their needs
- May require supports from the school counsellor

Few

- May require additional transition time to school
- May have a Positive Behavior Support plan and/ or a Risk Reduction Plan
- May require supplementary supports from community partners

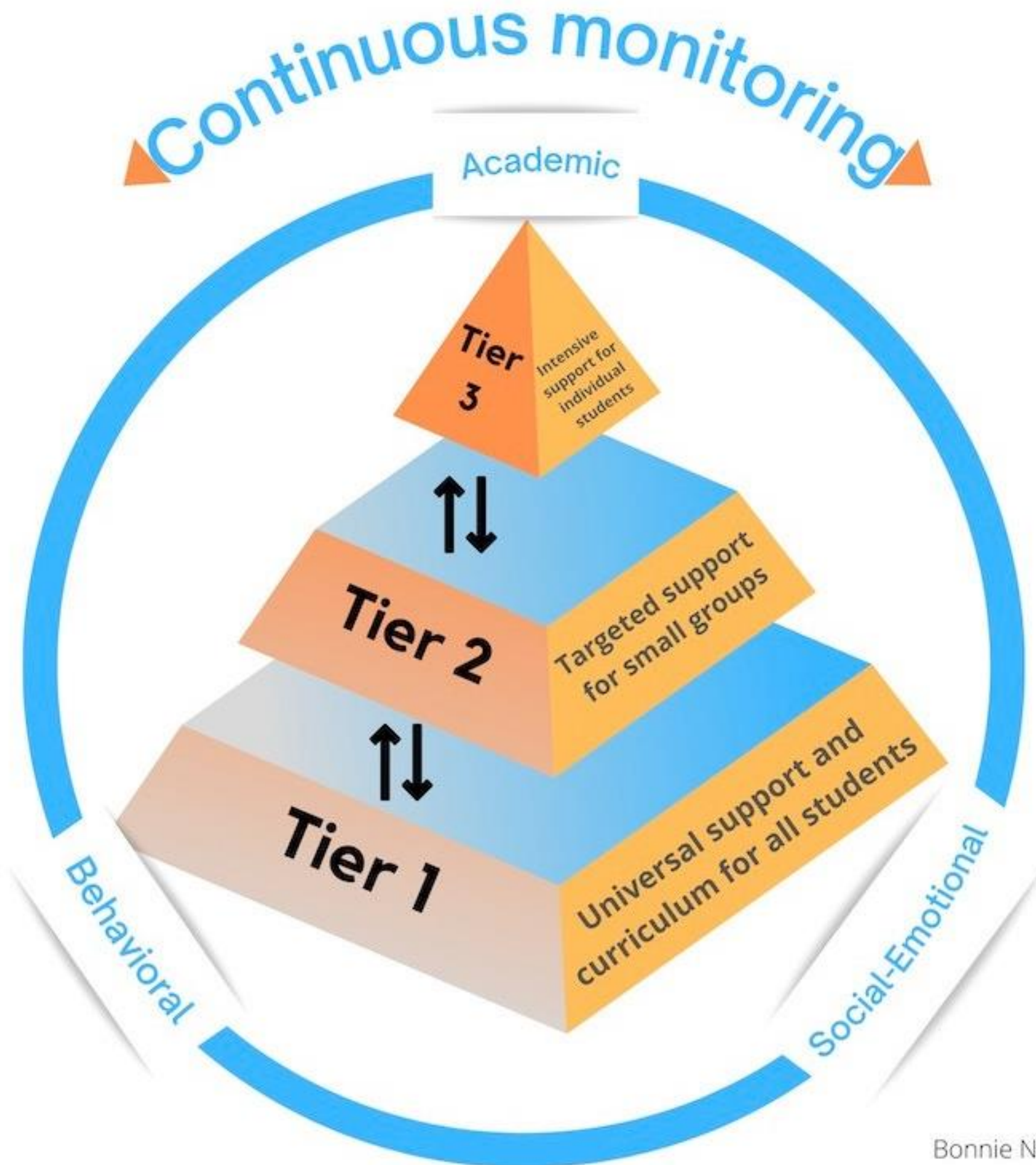
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# Multi-Tier System of Support (MTSS)



## MTSS

A Multi-Tiered System of Supports (MTSS) is a framework that provides different levels of support for students, based on their individual needs. It aims to ensure all students receive the right level of instruction and support, whether that's universal support, targeted interventions, or intensive support. MTSS is a proactive and preventative model, focusing on early identification of needs and providing timely interventions.



Bonnie Nieves

# Multi-Tier Systems of Support

## Universal Support (Tier 1):

- This is the foundation of the system and is provided to all students. It includes high-quality instruction, effective classroom management, and a positive learning environment.

## Targeted Interventions (Tier 2):

- Students who need additional support beyond Tier 1 receive targeted, data-driven interventions in small groups. These interventions are often focused on specific skills or behaviors.

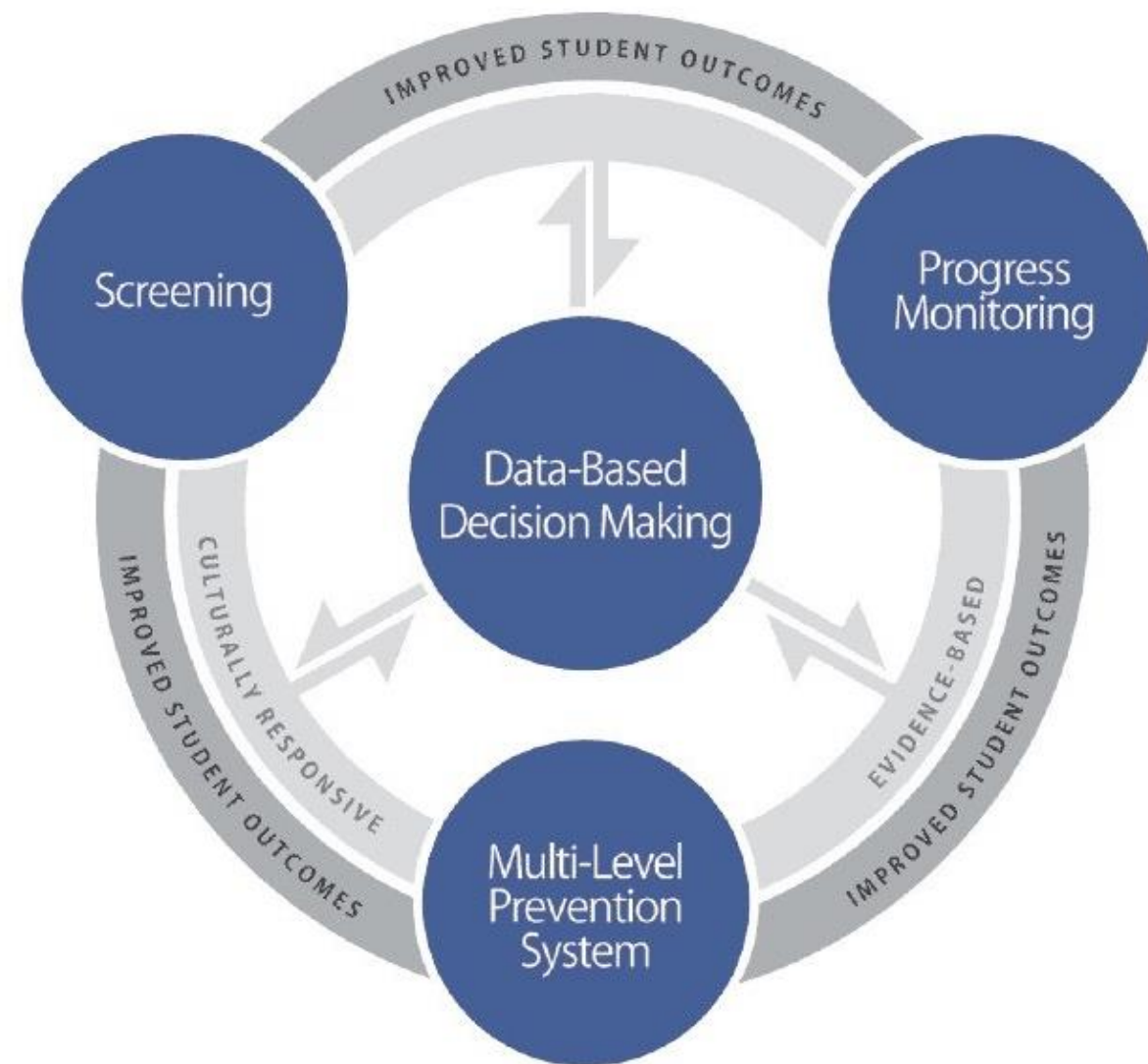
## Intensive Interventions (Tier 3):

- For students who require even more intensive support, individualized interventions are provided in small groups or one-on-one.





# Response to Intervention



## RTI

Response to Intervention (RTI) is a multi-tiered approach that schools use to help students who are having difficulty with academics or behavior. The goal of RTI is to screen early and deliver supports to students quickly. The supports are used to help all students, including struggling learners.

# *Differentiated Instruction*

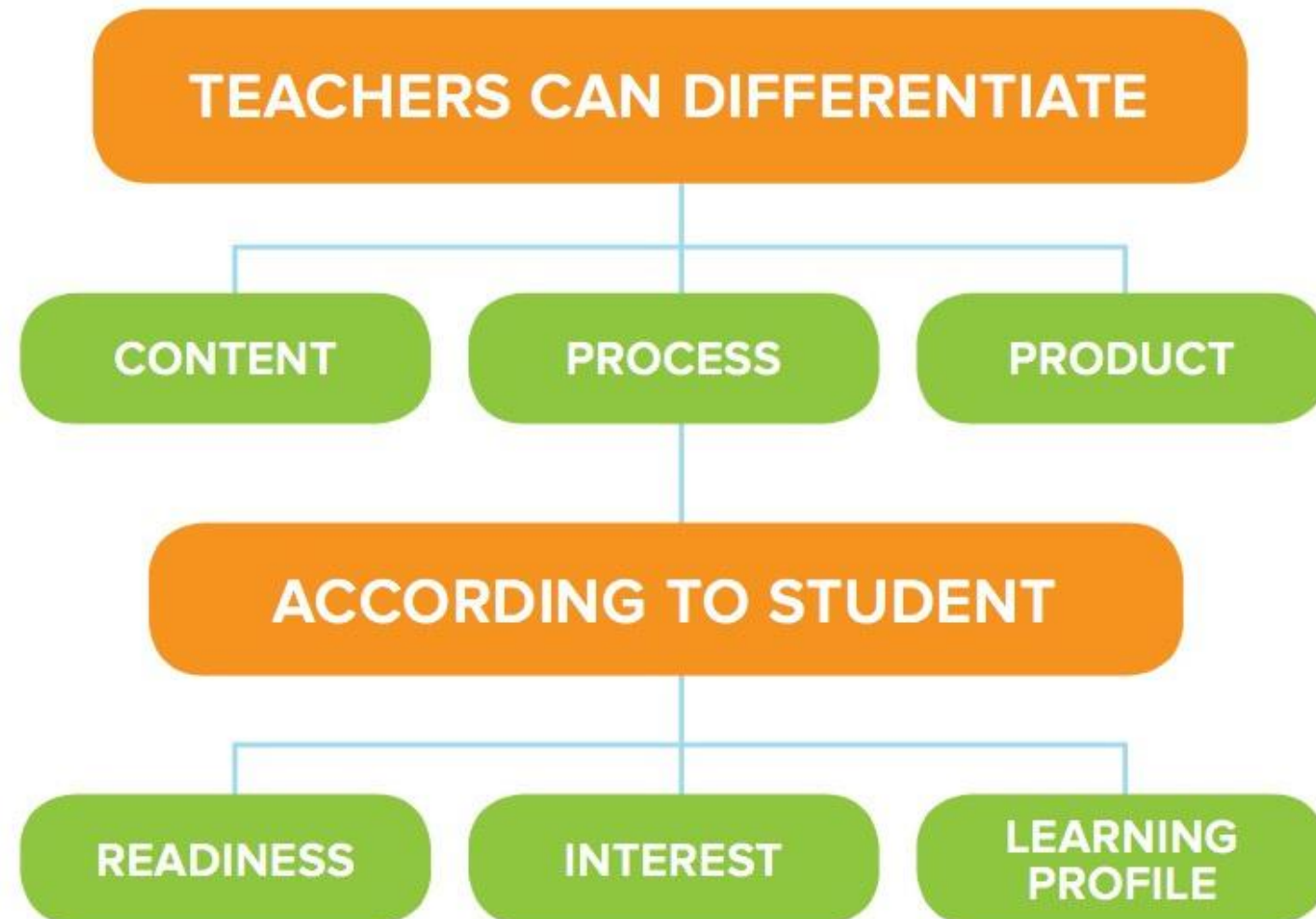
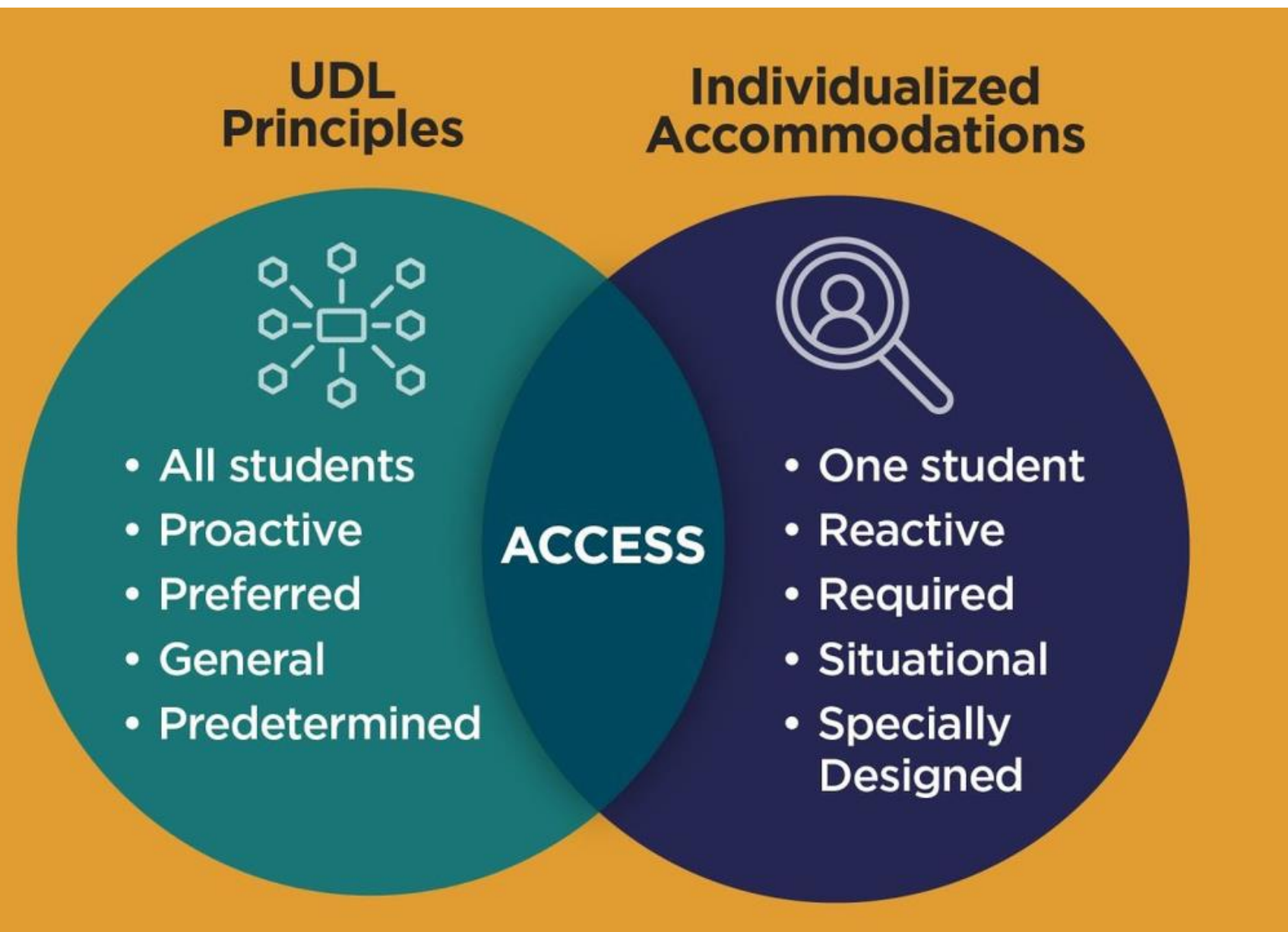


FIGURE 1: DIFFERENTIATED INSTRUCTION GRAPHIC ORGANIZER (TOMLINSON & IMBEAU, 2010)

## Differentiated Instruction

Differentiated instruction is a teaching approach that acknowledges and supports individual differences in learning by tailoring instruction and assessment to students' interests, learning preferences, and readiness levels. It moves away from a "one-size-fits-all" approach to create more personalized learning experiences.

# Universal Design for Learning



## UDL

Universal Design for Learning (UDL) is a framework for designing curriculum and learning environments that are accessible and effective for all students, including those with disabilities. It aims to reduce barriers to learning by providing flexible options for engagement, representation, and action and expression. UDL focuses on proactively designing instruction to meet diverse learner needs, rather than making accommodations after the fact.



## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

# Remove BARRIERS





# STUDENT SUPPORT SERVICES PROCESS:



## Identification

Teacher notes an area for further investigation: file review, call home, talk to last years' teacher

01



## School Based Team Meeting

School Base Team referral is submitted, and a meeting is scheduled. Ideas for interventions and strategies are generated

02



## Implementation

Ideas and interventions are implemented. Teacher monitors progress and determines if interventions are successful

03



## School Based Team Reconvenes

Another team meeting may be scheduled to review plan implementation and progress. If concerns (academic, behavioral of emotional) still exist

04



## Assessment

Assessment of learning and behaviors may occur. This may lead to a Ministry designation and the development of an IEP.

05

# SUPPORTED TRANSITIONS

- Preschool Transition Committee Meetings
- Referral for service
- School Based transition meetings

- Transitional IEP meetings
- School Tours
- Additional school visits (1:1)
- Grade 7 classroom visits
- Grade 7 Wellness Conference

- CLBC eligibility
- Re-assessment as required
- Transitional team meetings
- Connection to adult service
- WEST Program
- Community partners

**PRESCHOOL -  
KINDERGARTEN**

**ELEMENTARY- HIGH  
SCHOOL**

**HIGH SCHOOL -  
ADULTHOOD**



# Inclusive Education Funding

## Level 1 Funding

**A:** Physical Disability  
**B:** Deaf and Blind

## Level 2 Funding

**Moderate** to Profound  
Intellectual Disability  
**D:** Chronic Health  
**E:** Visual Impairment  
**F:** Hearing Impairment  
**G:** Autism Spectrum

## Level 3 Funding

**H:** Moderate to Severe  
Behavior or Profound  
Mental illness

## Unfunded Designations:

**K:** Mild Intellectual  
Disability  
**P:** Gifted  
**Q:** Learning  
Disabled  
**R:** Mild Behavior/  
Mental Illness

2024  
Data

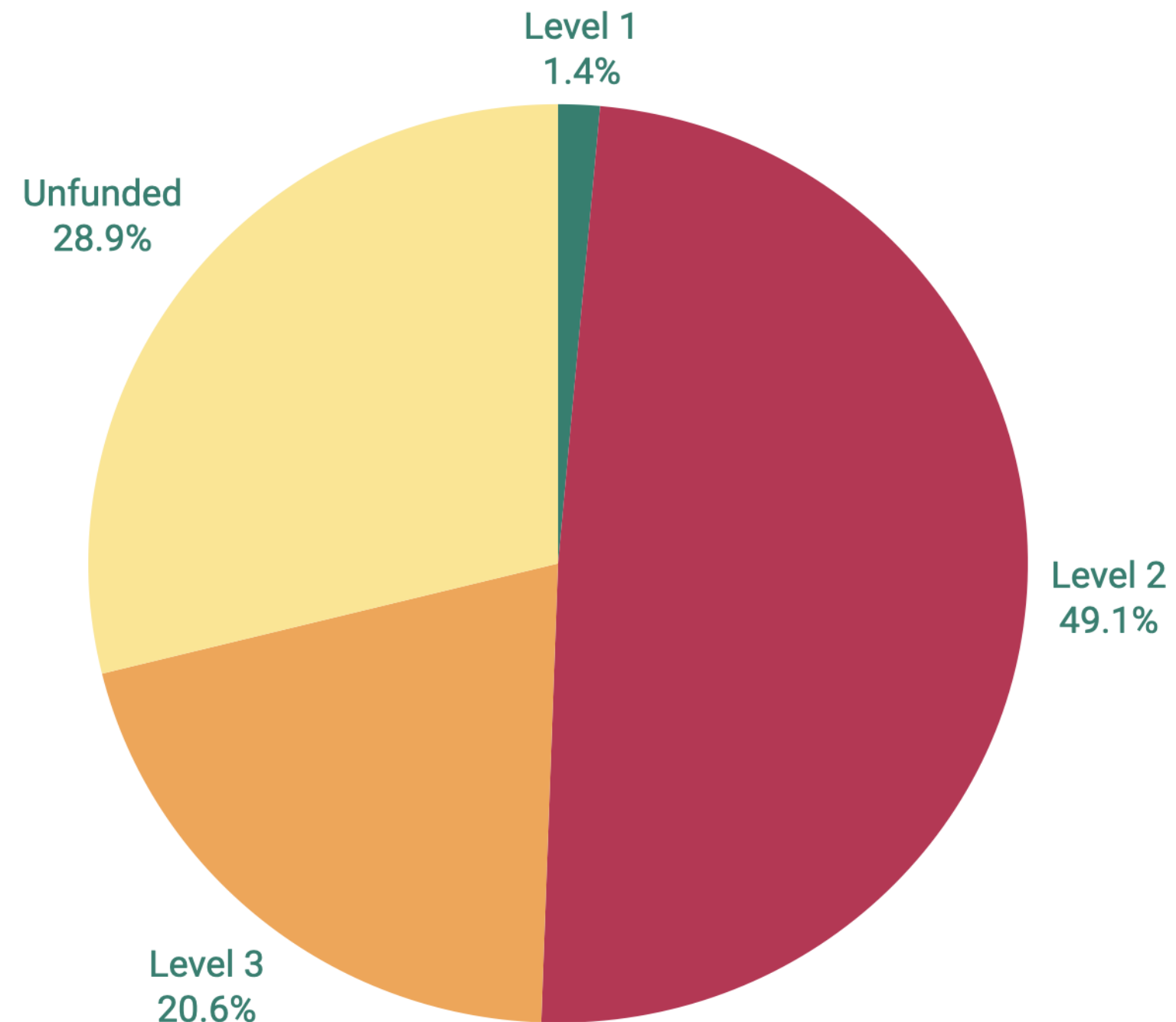
## Designated Students

Level 1 Funding  
Designations A and B

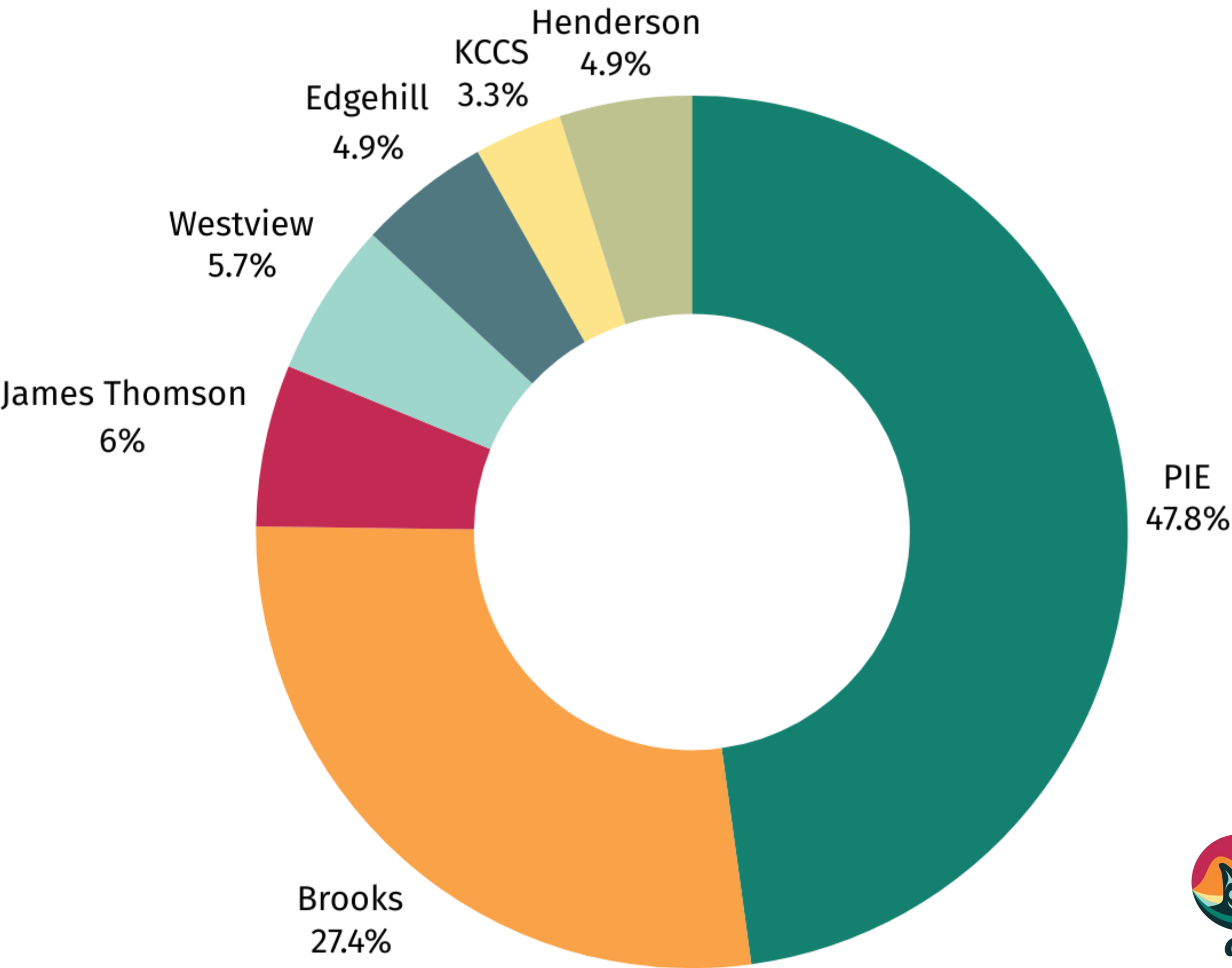
Level 2 Funding  
Designations C,D,E,F,G

Level 3 Funding  
Designation H

Unfunded  
Designations K, P, Q, R

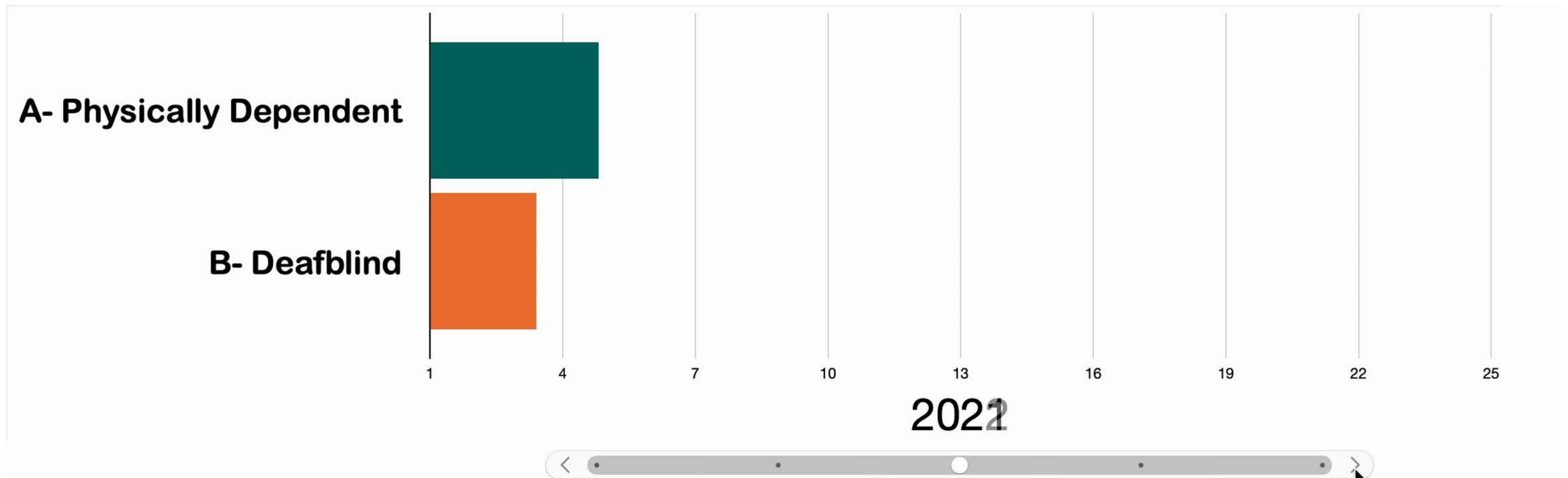


Ministry Designations  
by School  
2024 -1701 Data

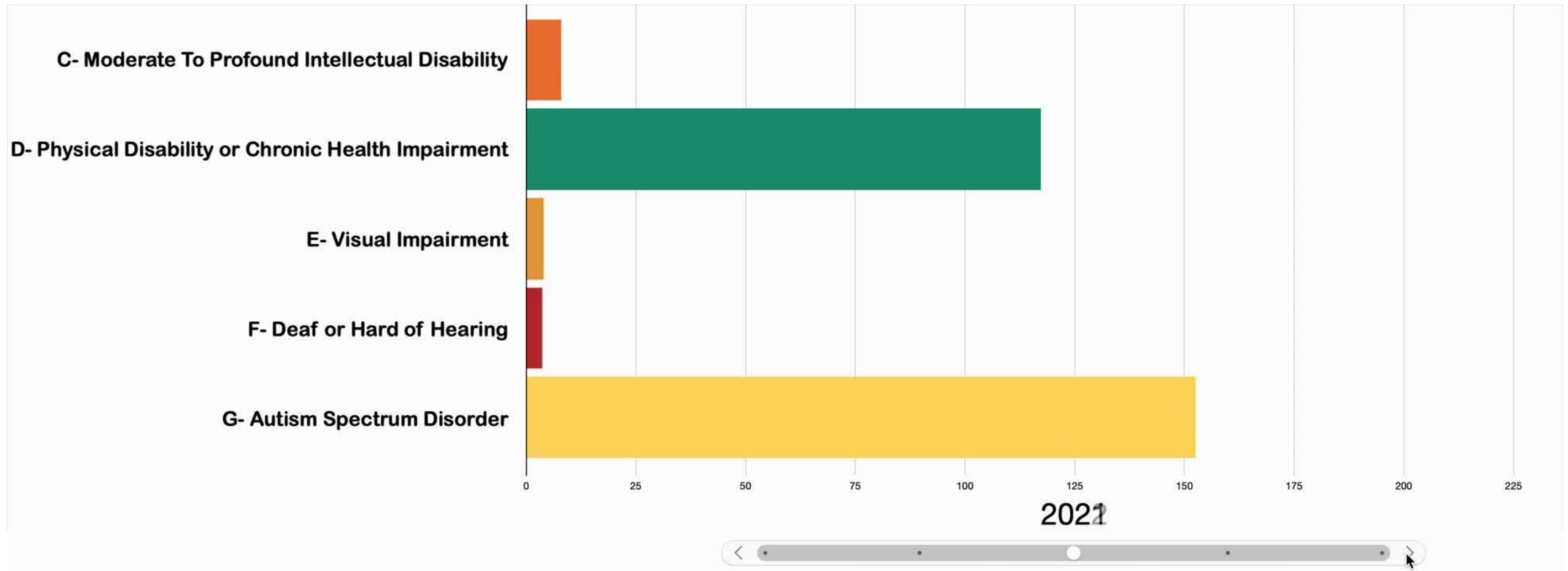




# Level 1 Funding - 5 year trend

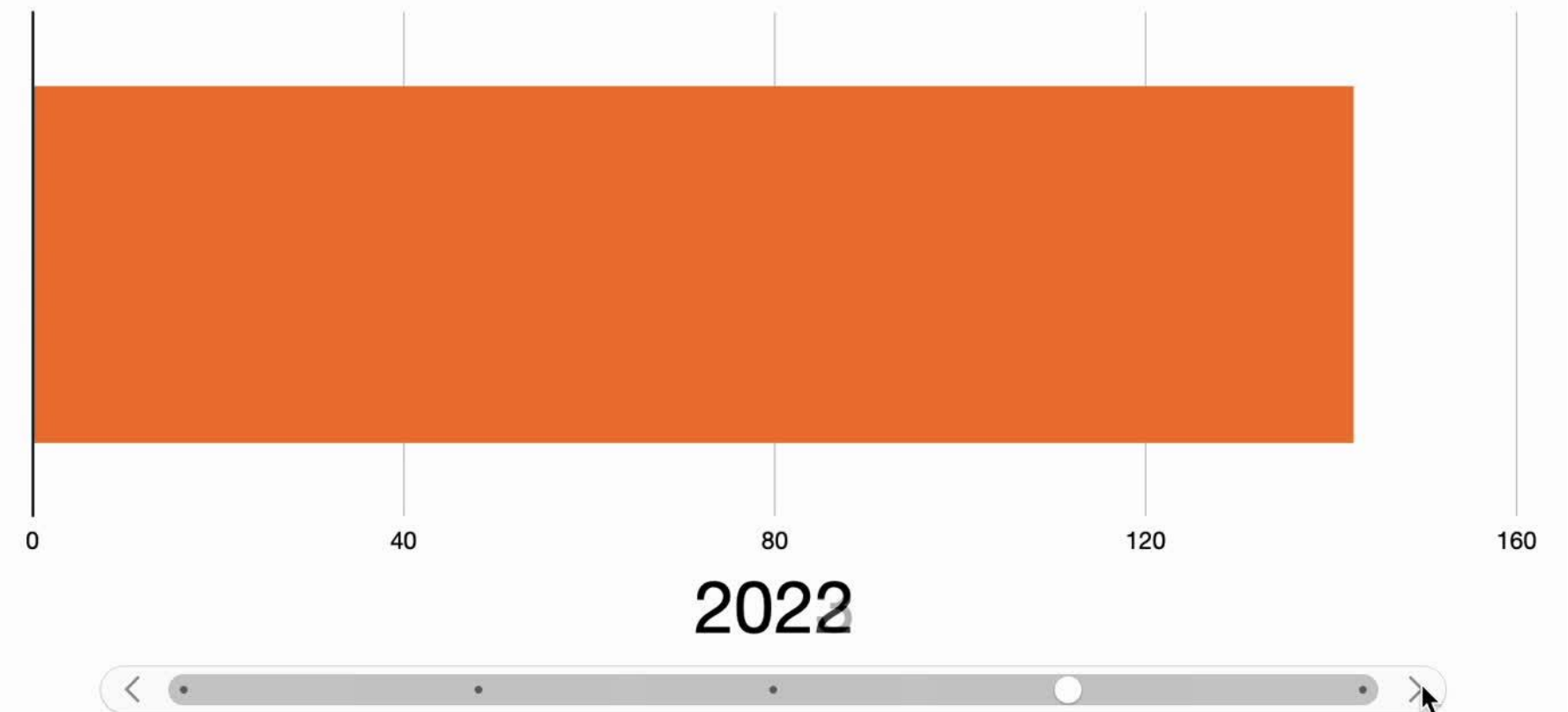


# Level 2 Funding - 5 year trend



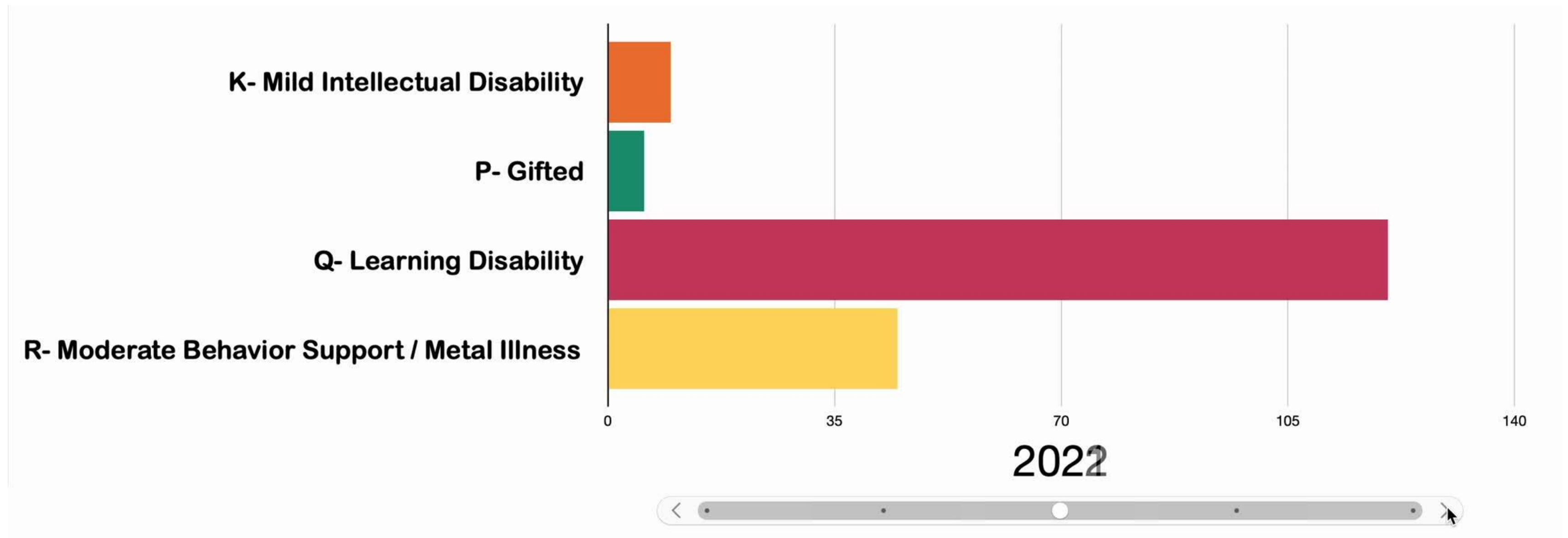
# Level 3 Funding - 5 year trend

H- Intensive Behavior Interventions or Serious Mental Illness





# Unfunded - 5 year trend



# School Based Resources:

**Classroom Teacher**

**Intervention  
Teacher**

**Inclusive Education  
Teacher/ Case  
Manager**

**Educational  
Assistant**

**ELL Teacher**

**School Counsellor /  
Family School  
Liaison Worker**

# District Resources:

Speech Language  
Pathologist

School Psychologist

School  
Physiotherapist

Teacher for the  
Deaf and Hard of  
Hearing

Teacher for the  
Visually Impaired  
Orientation and  
Mobility Specialist

Occupational  
Therapy  
(Community Based)





# Provincial Resources:



Provincial  
School  
Outreach

“The FSLW is a life preserver for a drowning student”  
Brooks Administrator

# The Family School Liaison Worker:

- Supports students to identify barriers to attendance and school success
- Facilitate engagement in education
- Scaffold support to develop skills
- Meet students where they are at
- Collaborate with families and service providers

Without your support, many youth would have too many obstacles to overcome to access CYMH or attend school or other essential community supports like the Youth Clinic at Public Health.  
CYMH Clinician

“The FSLW role meets a vital, and previously unmet, need in our community for vulnerable youth to have a trusted and available adult professional on their care/planning team who can “work among the silos’ to facilitate effective, wrap-around supports for themselves and their caregivers”

*Local Family Physician*

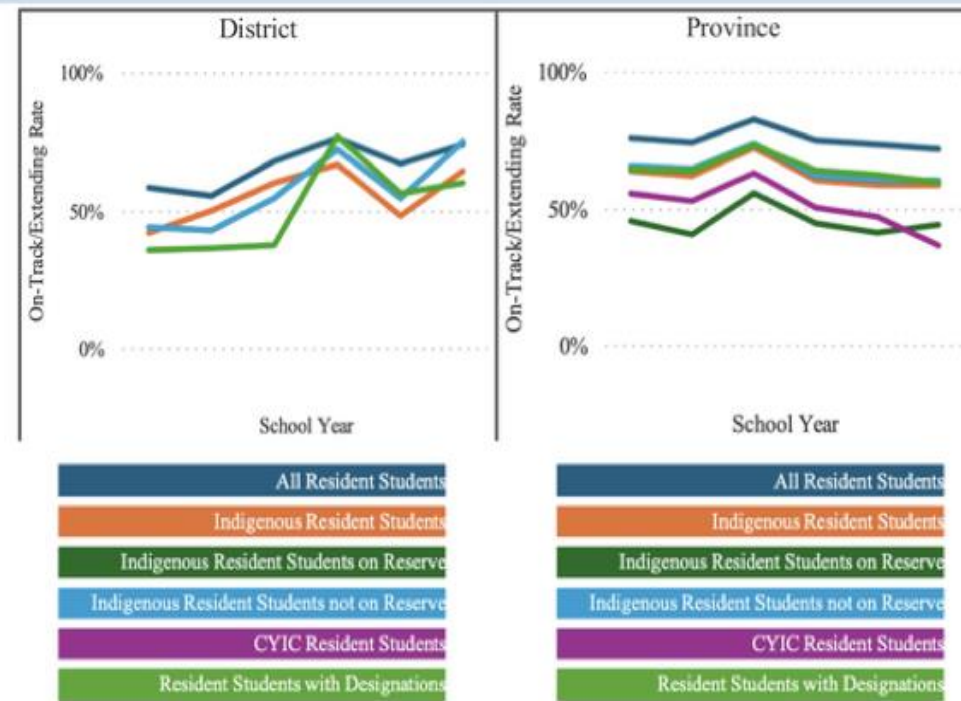
They have been instrumental in engaging students with school and sustaining their involvement. Their work has been an essential support for youth to connect with services both in school and in the community.

*Brooks Teacher*

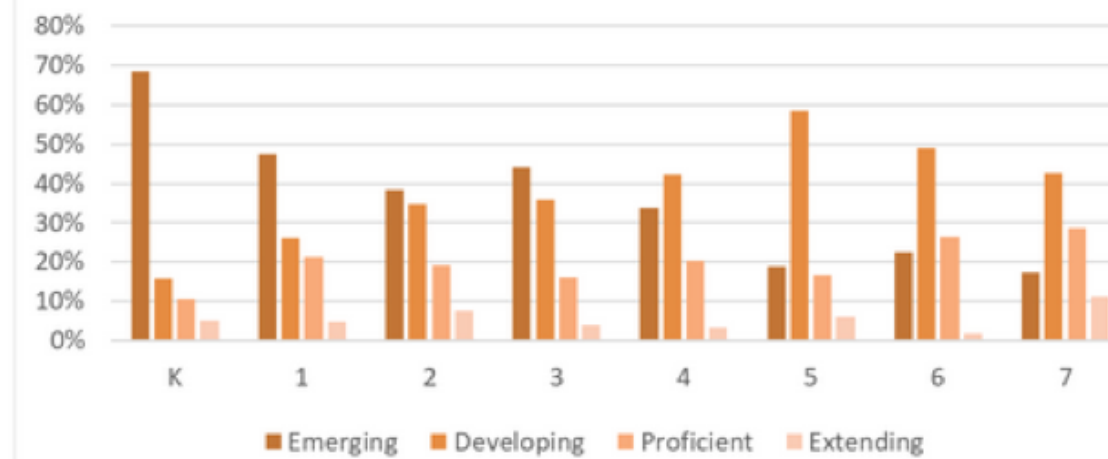


# FSA Data: Literacy

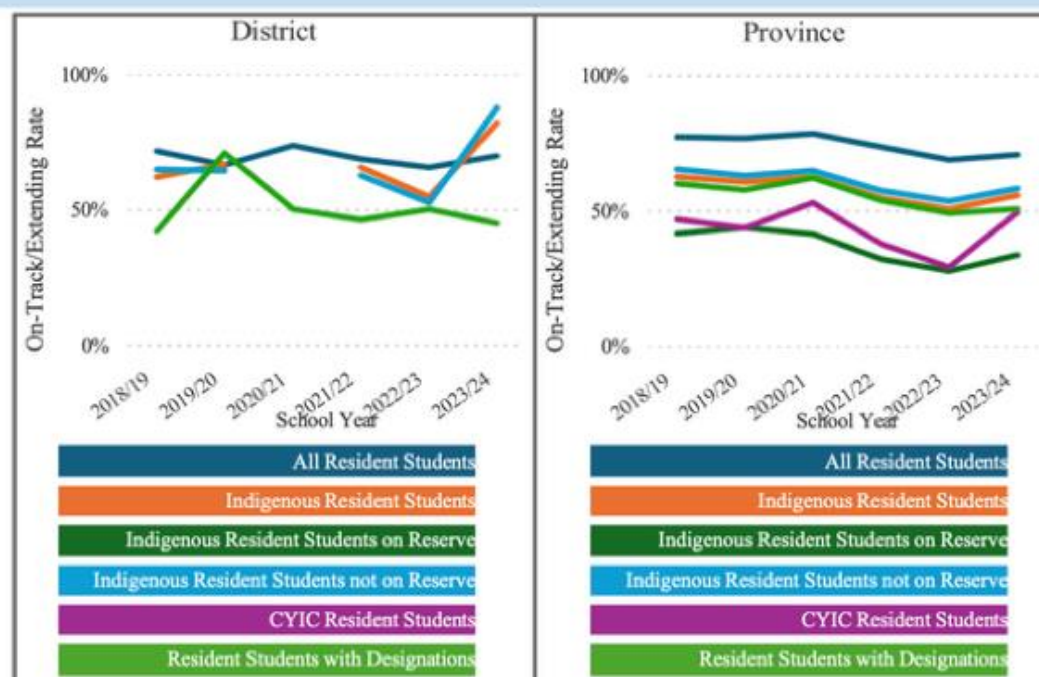
Grade 4 FSA Literacy/Reading (On-Track / Extending Rate)



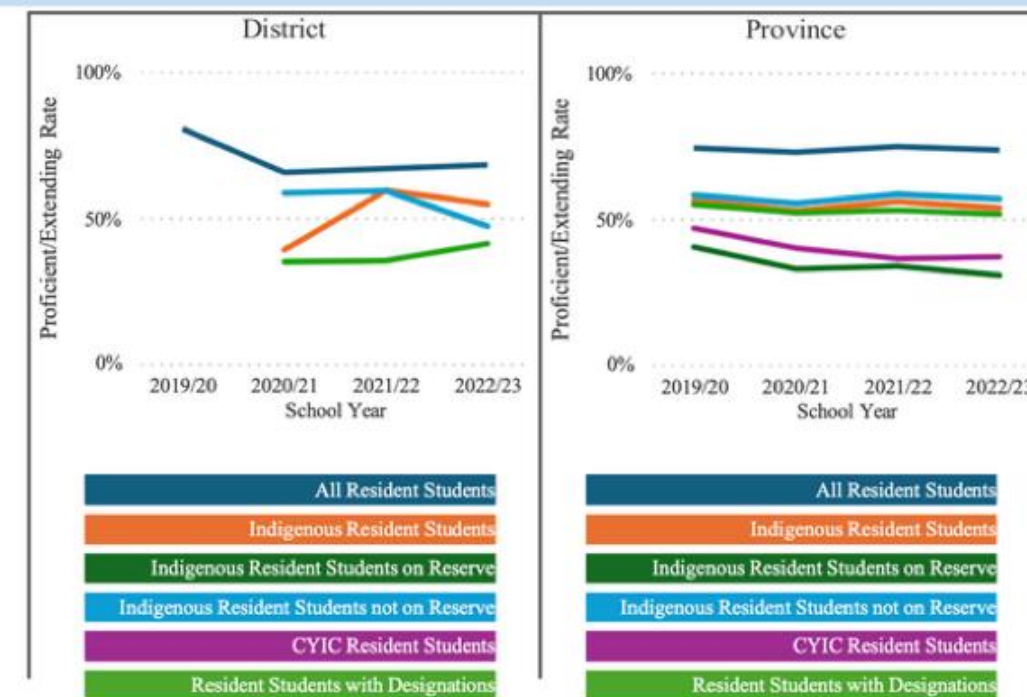
English Language Arts Final Progress Report  
Students with Disabilities or Diverse Abilities K-7  
2023/2024



Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



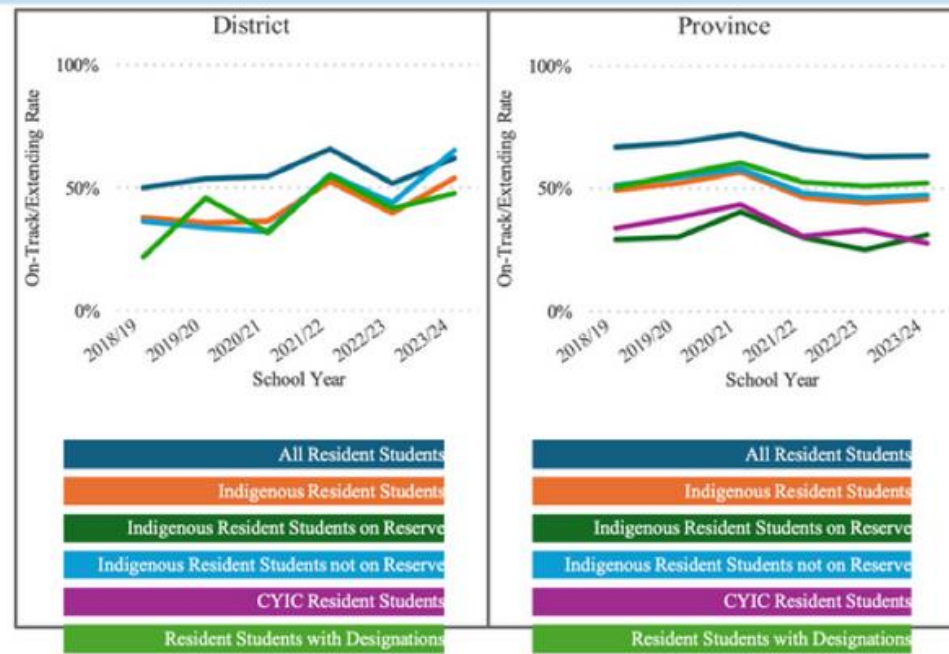
Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



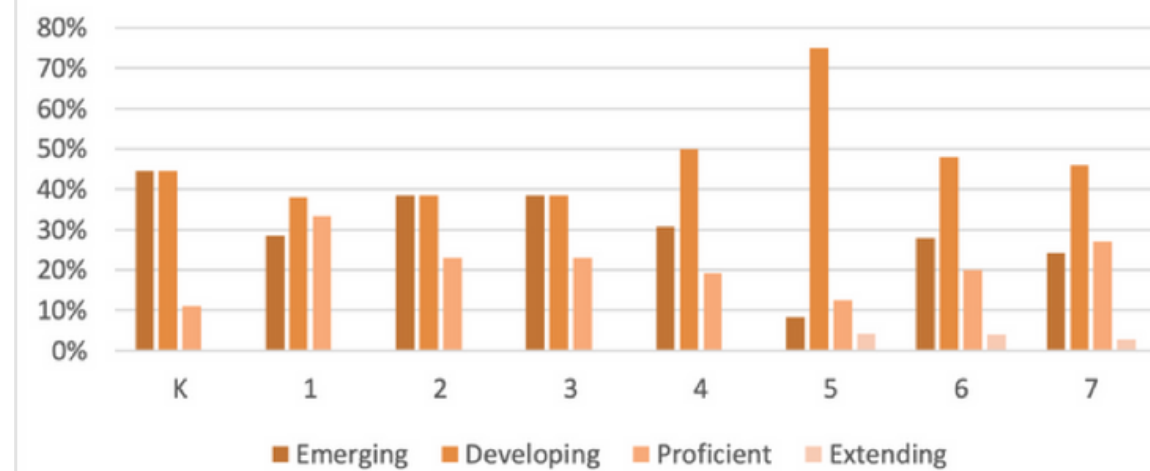


# FSA Data: Numeracy

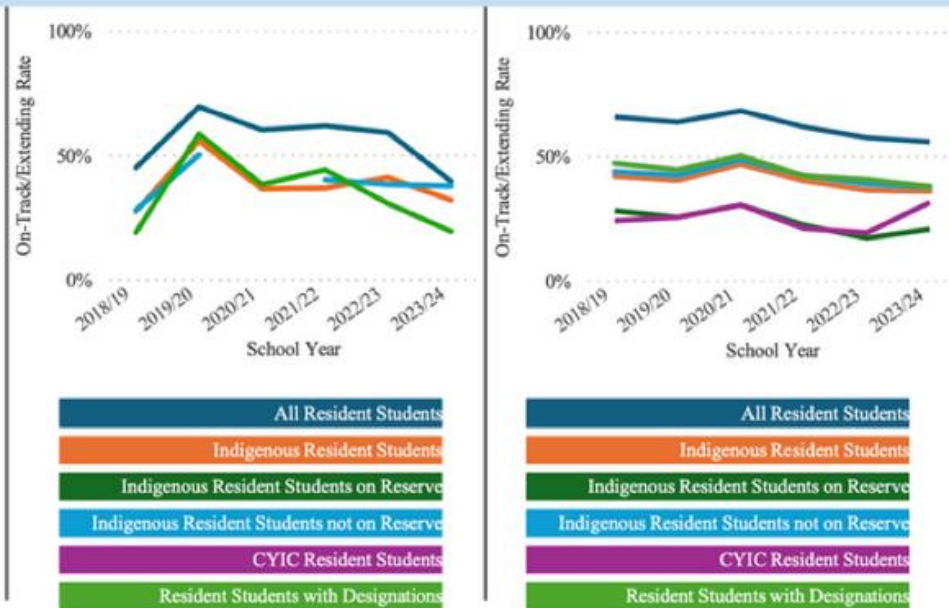
Grade 4 FSA Numeracy (On-Track / Extending Rate)



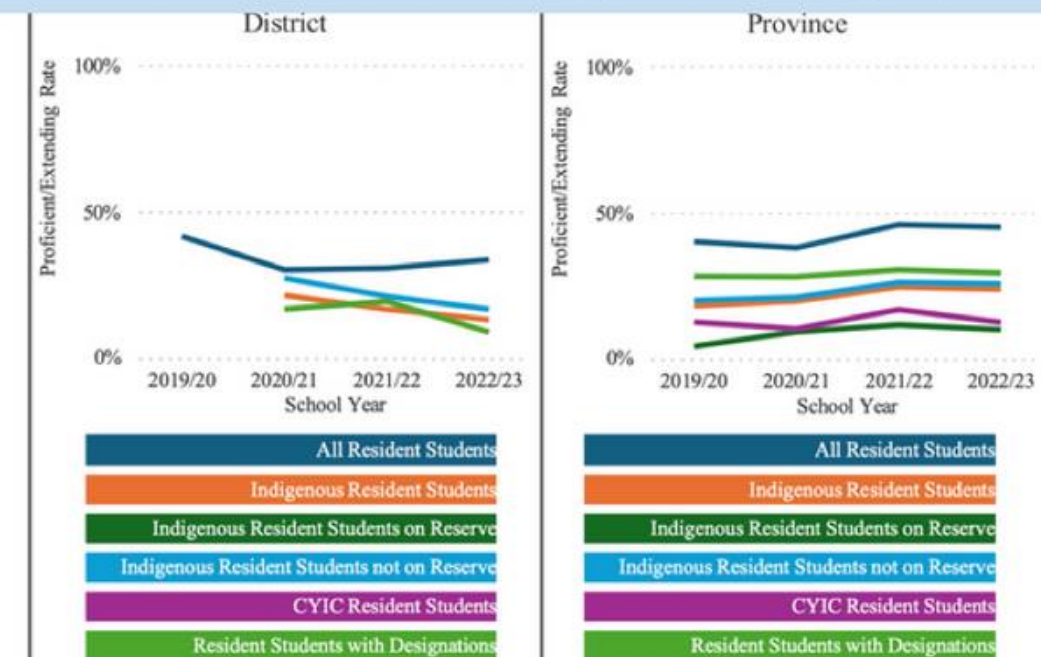
Mathematics Final Grades  
Students with Disabilities or Diverse Abilities K-7  
2023/2024



Grade 7 FSA Numeracy (On-Track / Extending Rate)

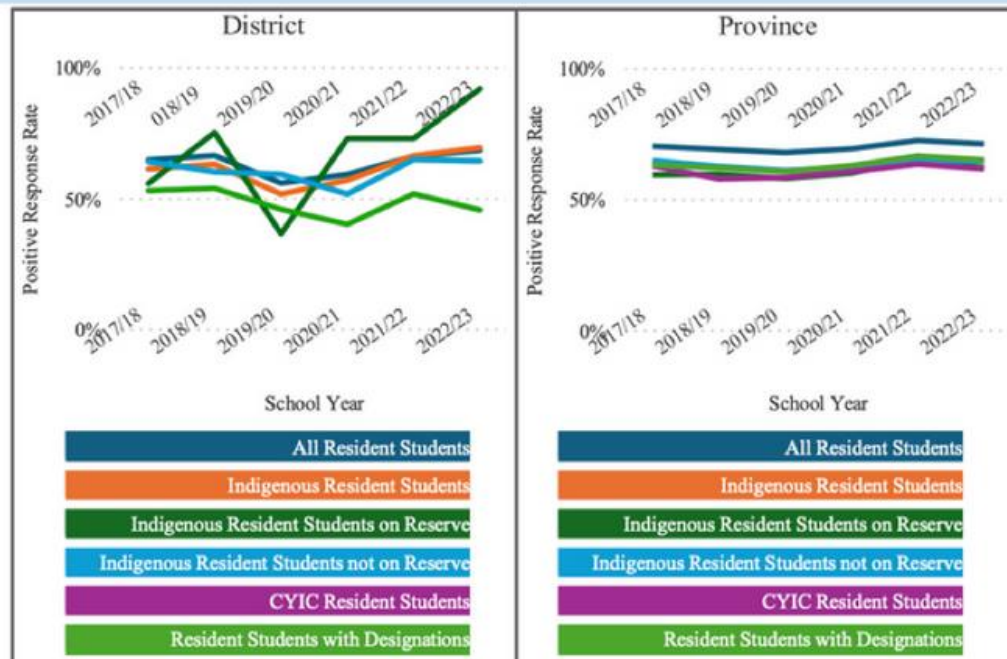


Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

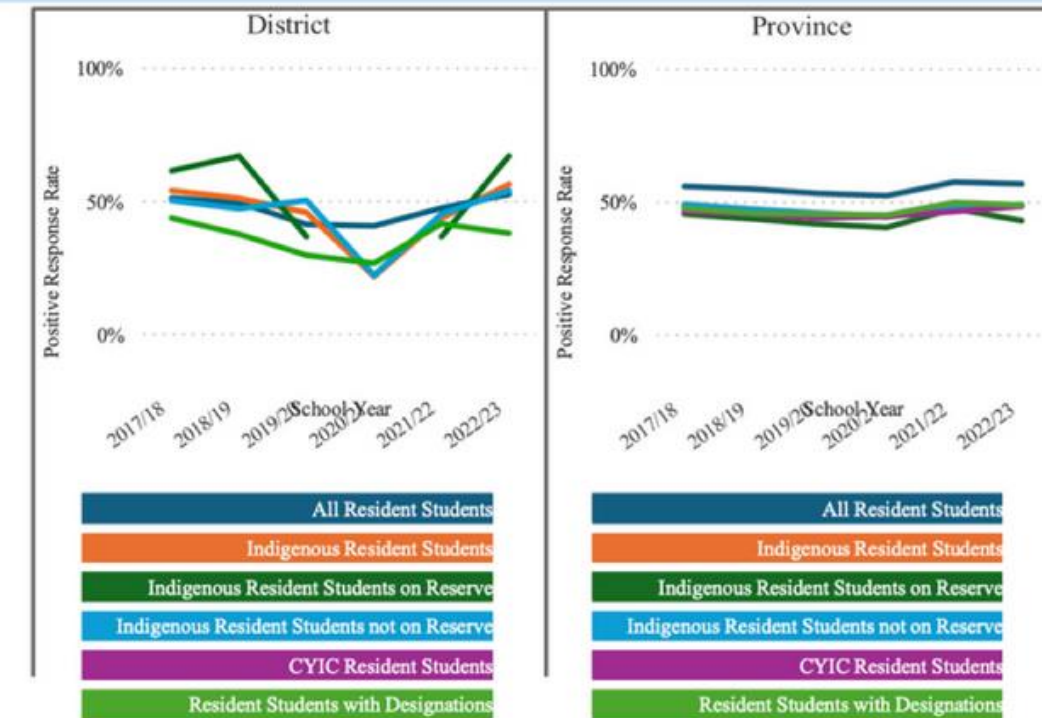


# Student Learning Survey

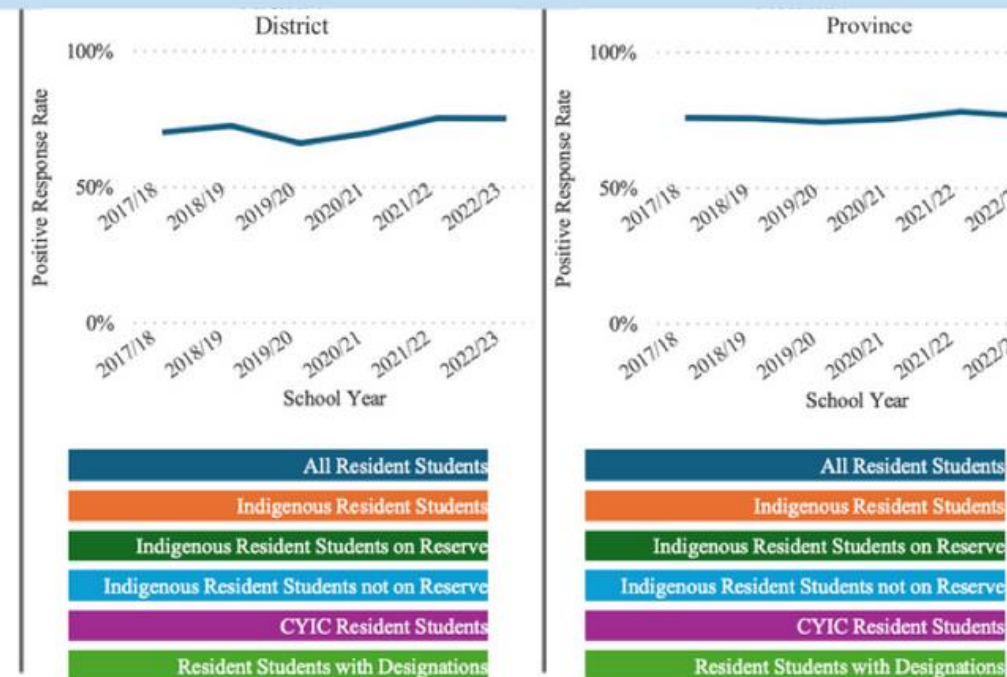
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



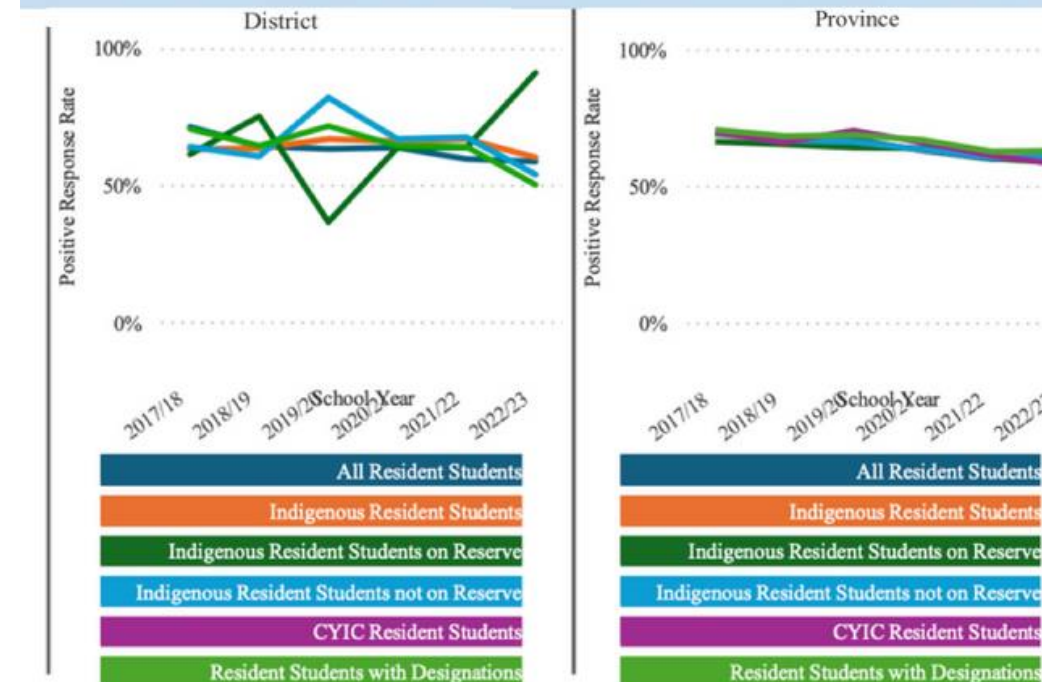
Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

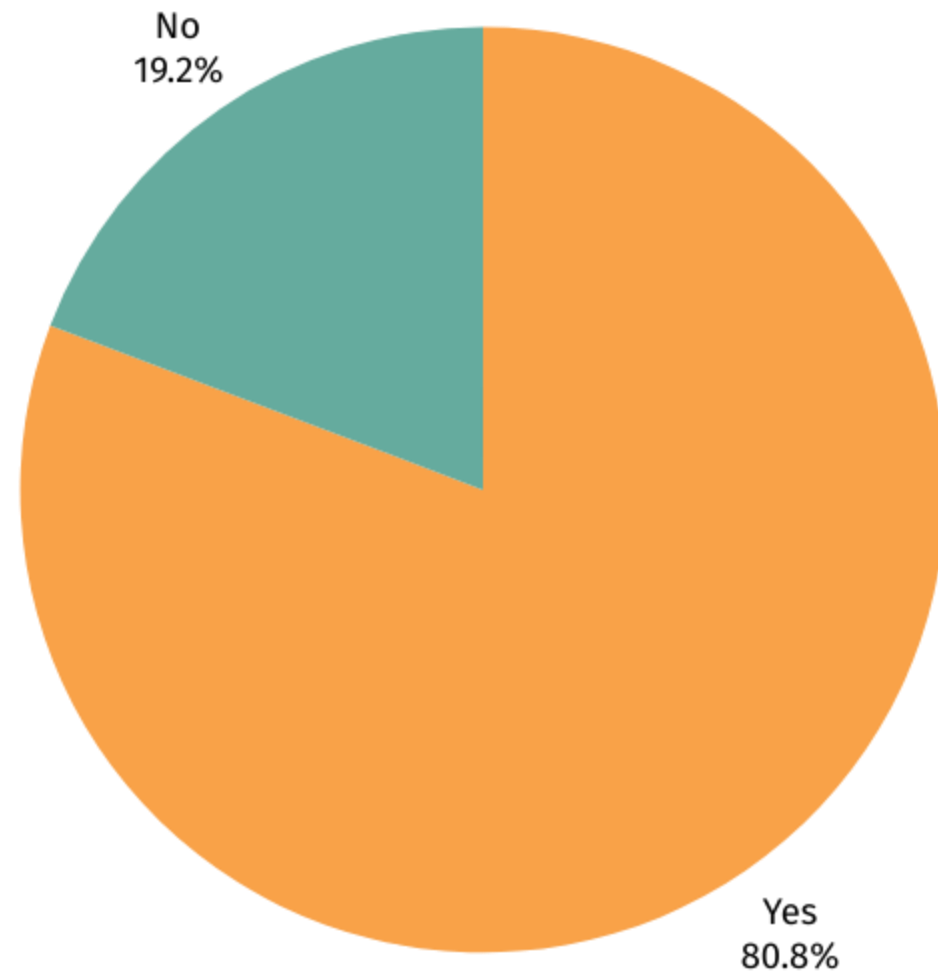


2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)

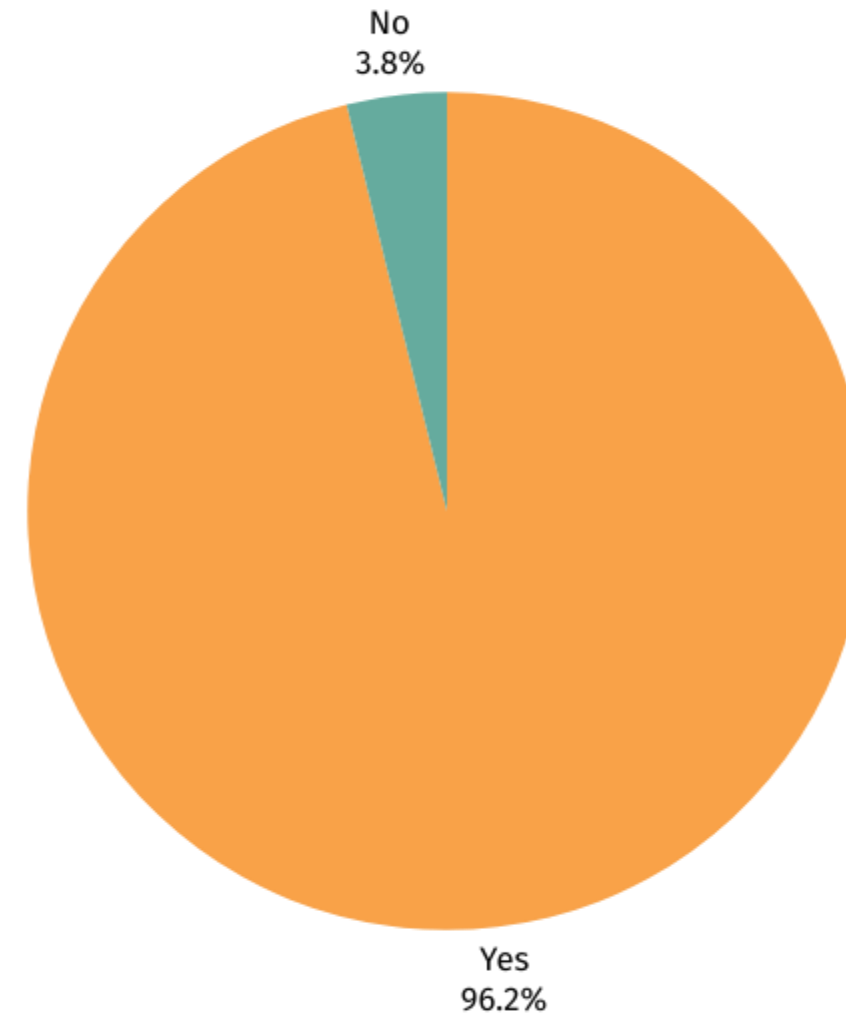




# Student Feedback



Do you feel you belong at school?



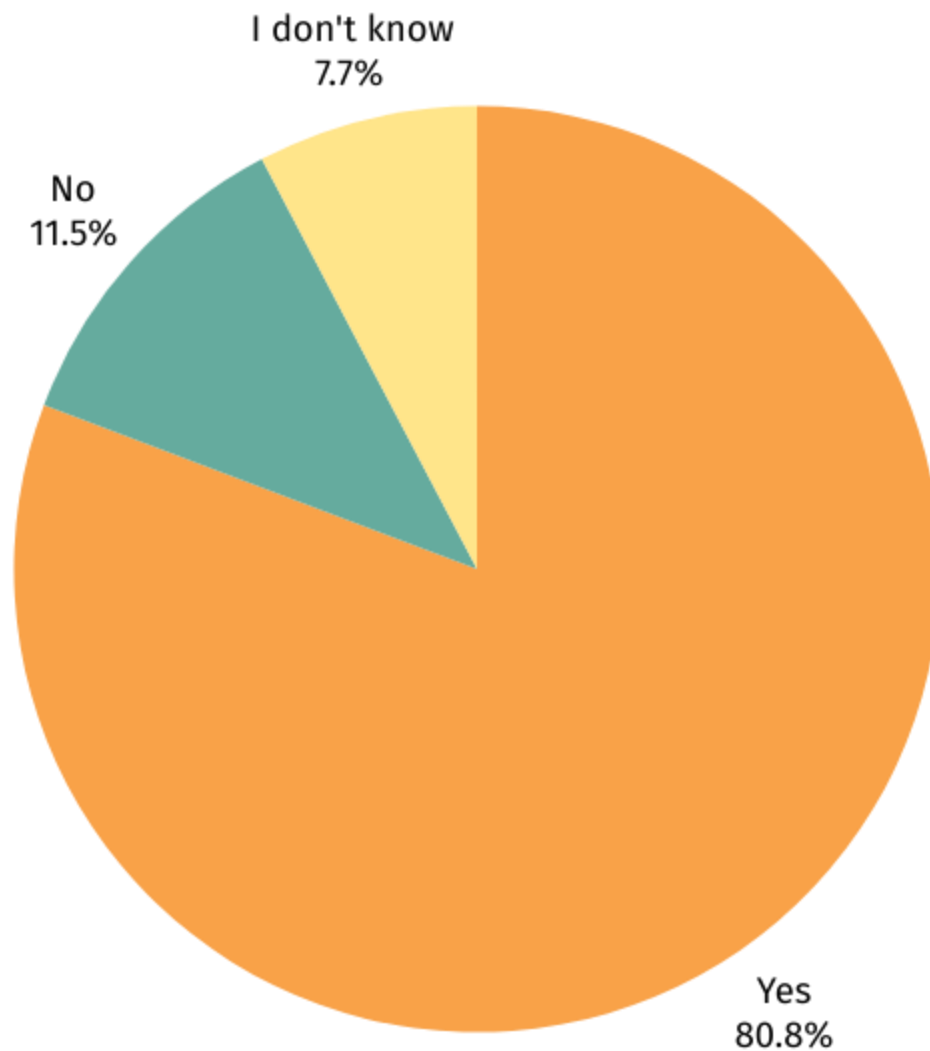
Do you feel comfortable asking for help at school?



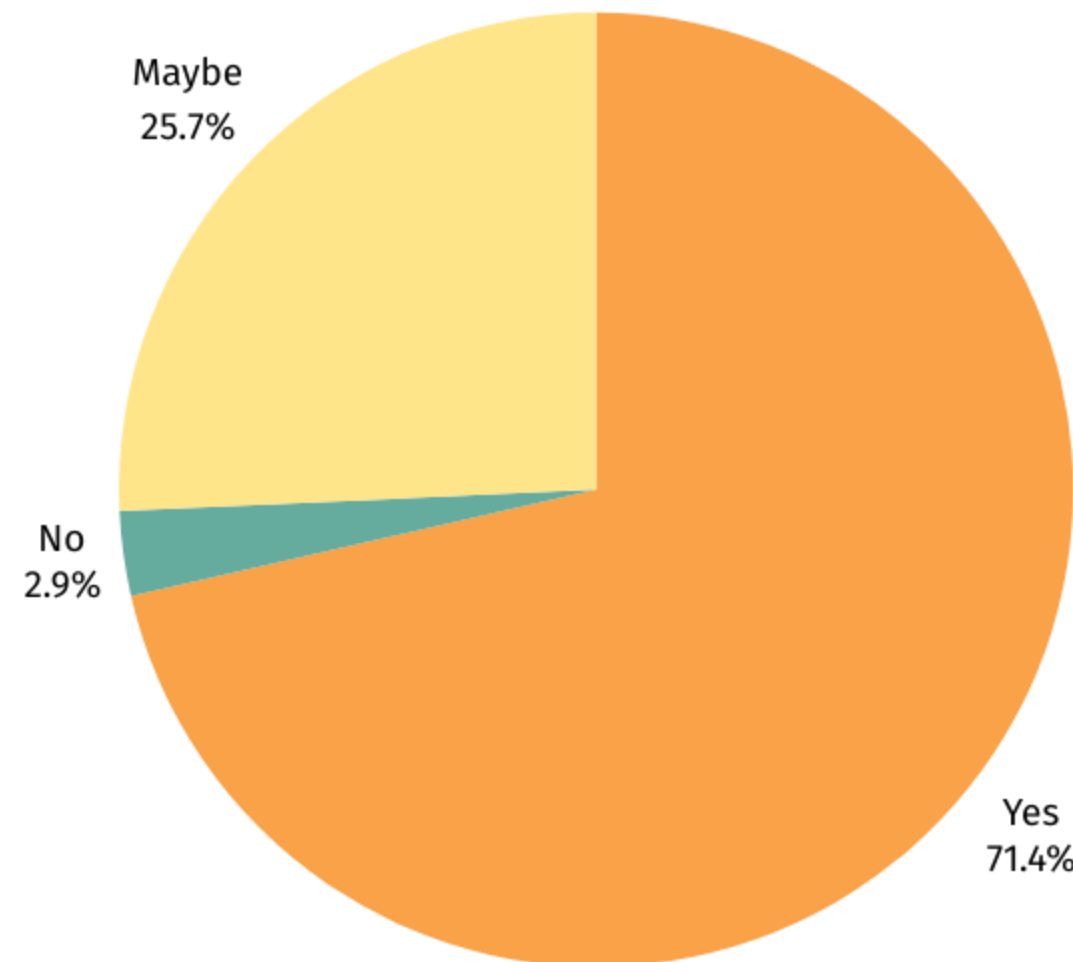
Are there two or more adults at school that care about you?



# Student Feedback



Do you feel there is enough support at school to help with your learning?



Do you feel that teachers understand what you need and how to help your learning?

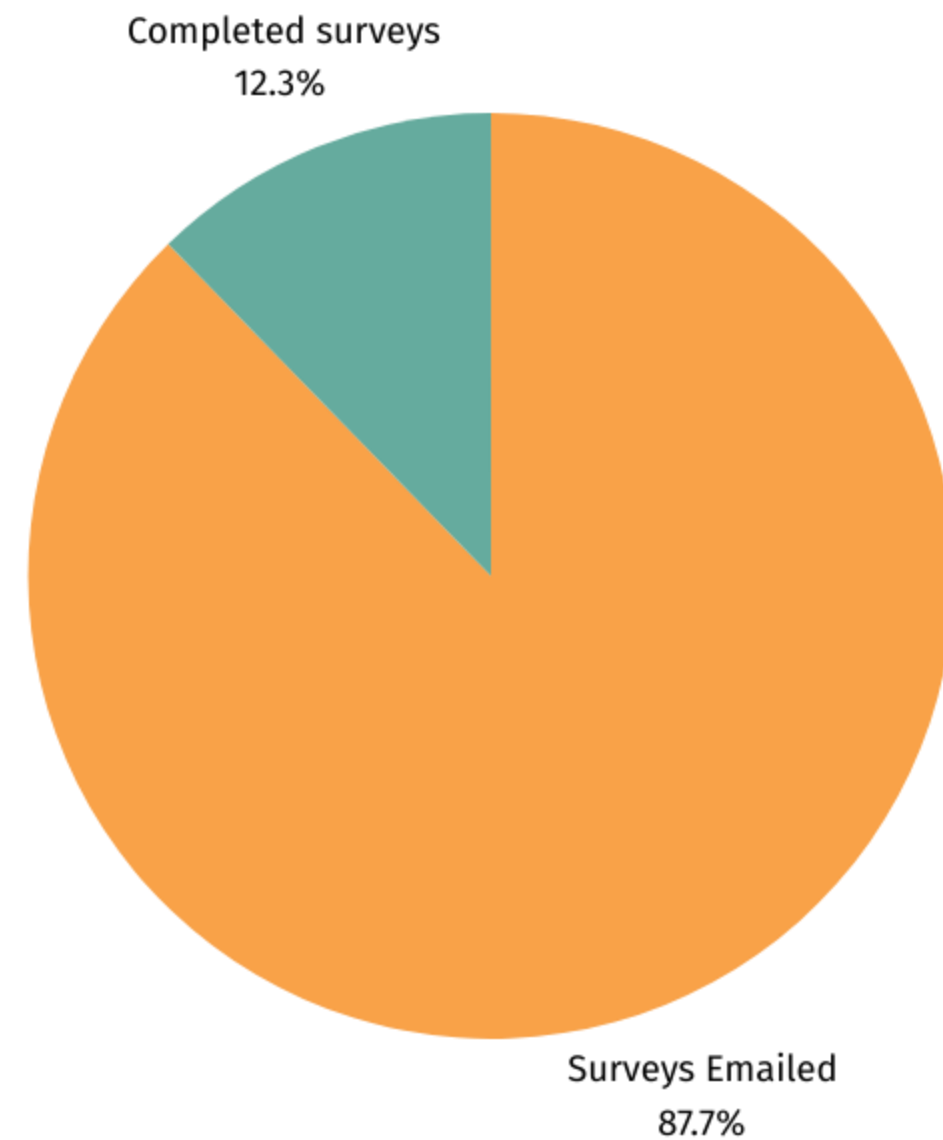
Help me more  
Use visuals  
Help me understand  
Give more breaks  
Check in with me  
Just listen to me  
Make it easier to earn rewards

What can teachers and other adults at school do to help your learning?

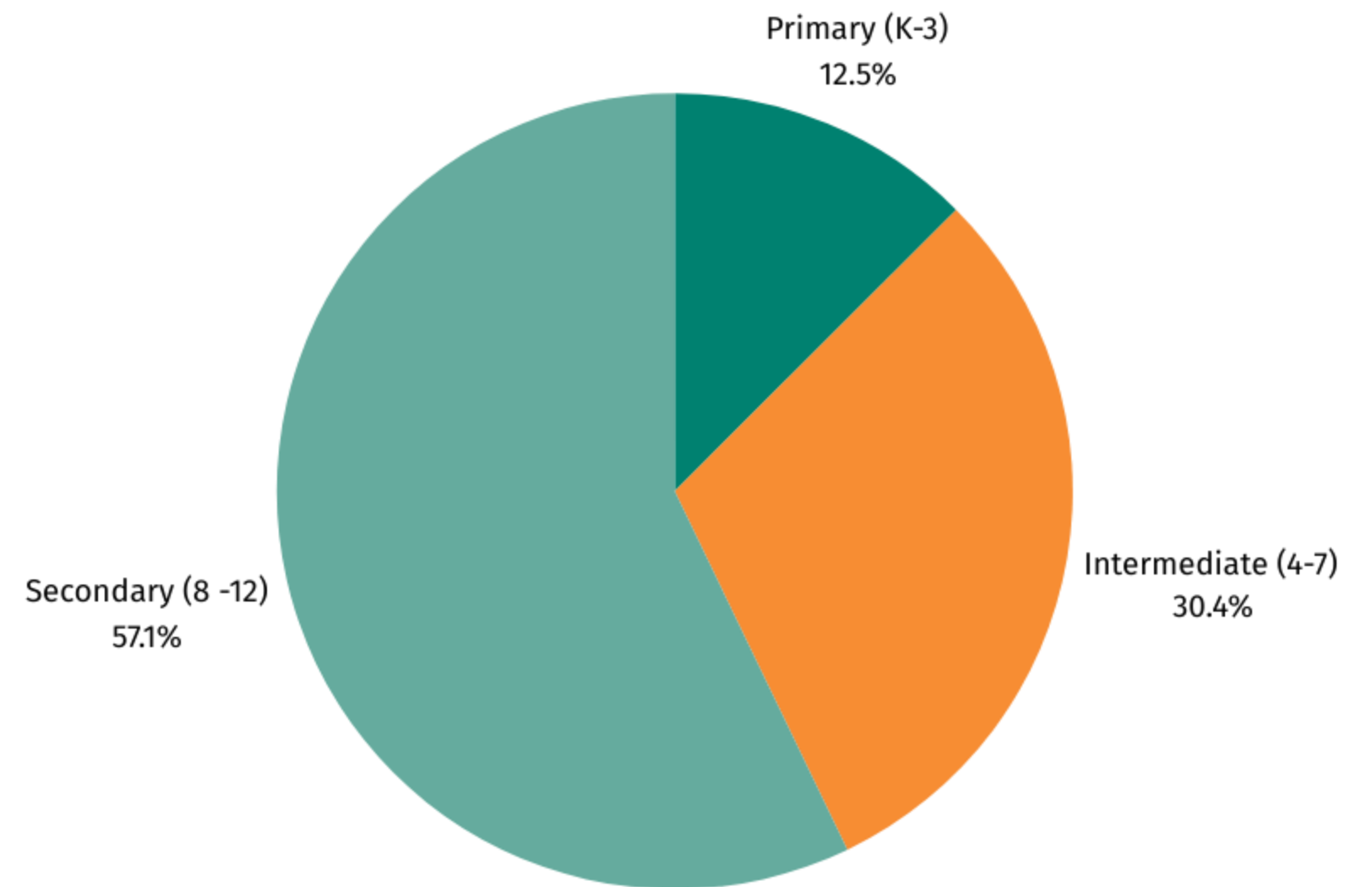
**Student With  
Disabilities /  
Diverse abilities  
Survey  
Grade 4-12**



# Parent Feedback



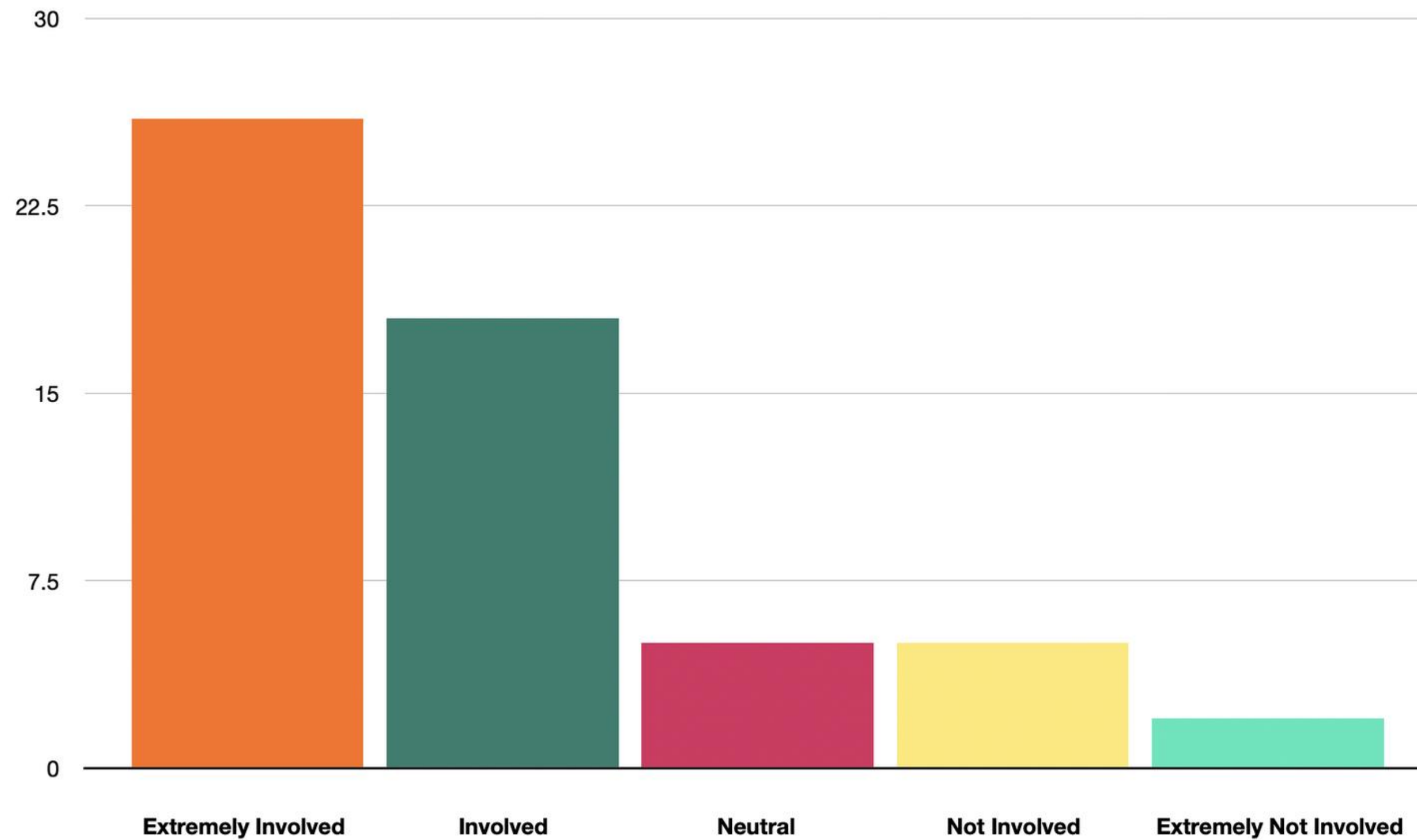
**Total Surveys Completed**



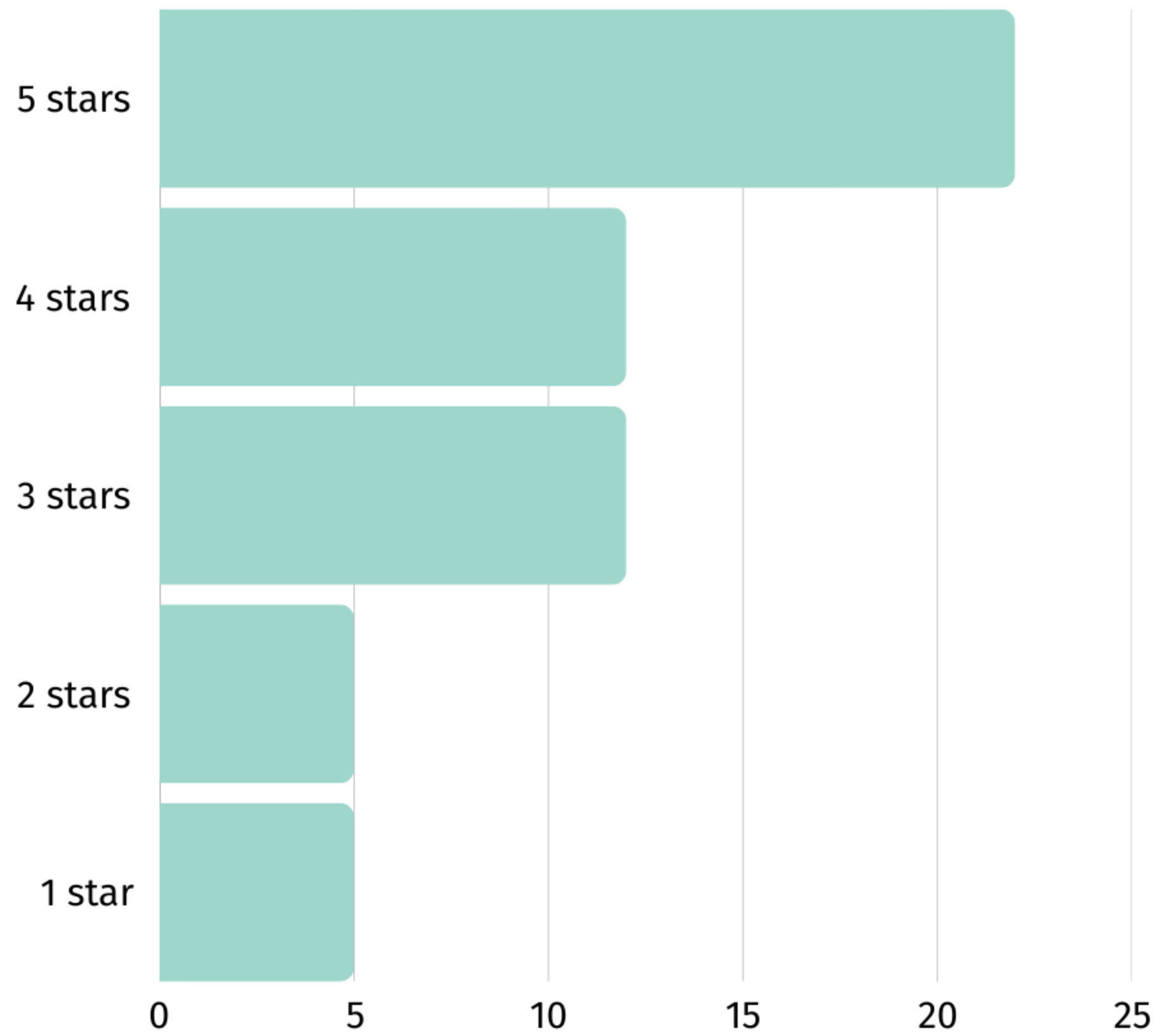
**Demographics of survey completion**



# Level of Involvement in the IEP Process



# IEP Experience



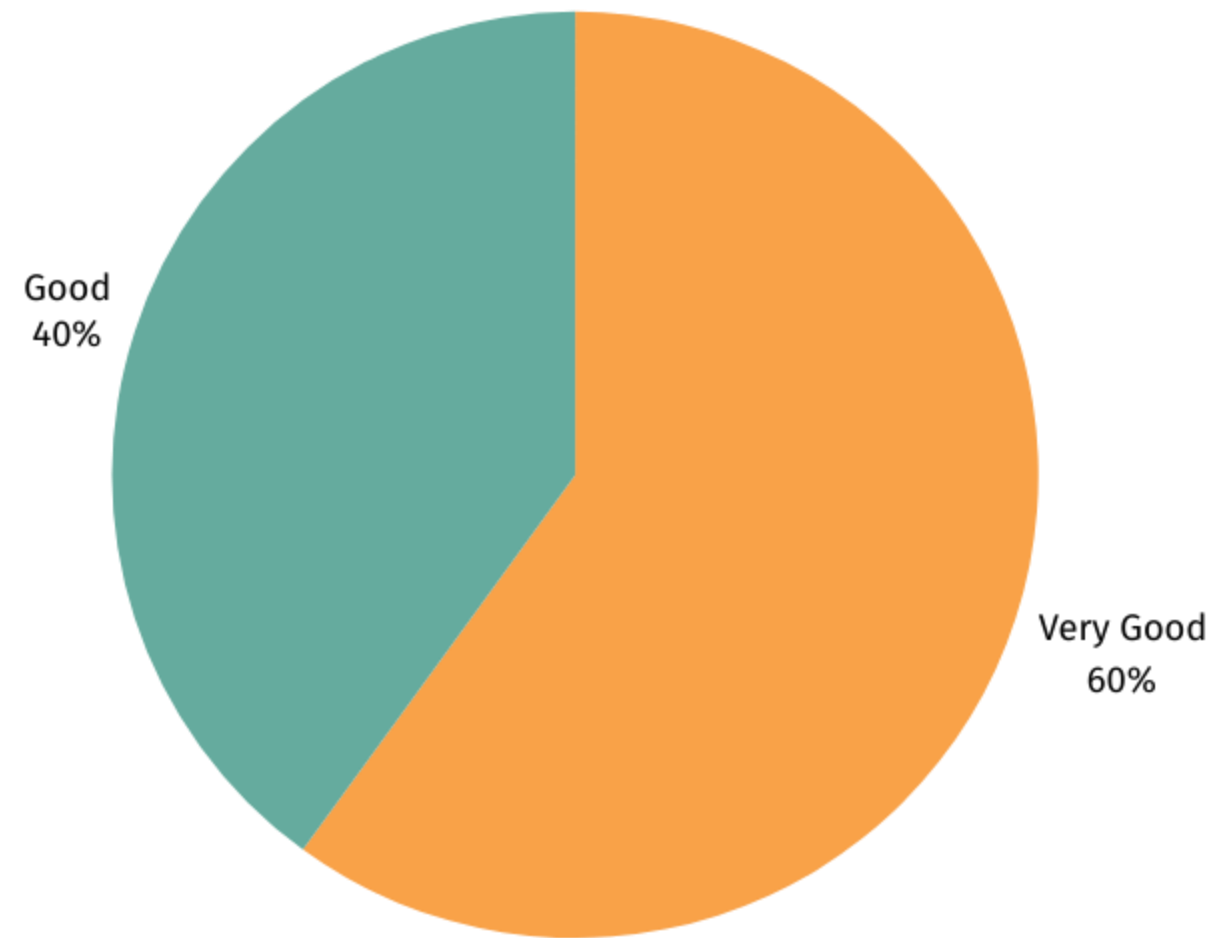
# What we Heard:



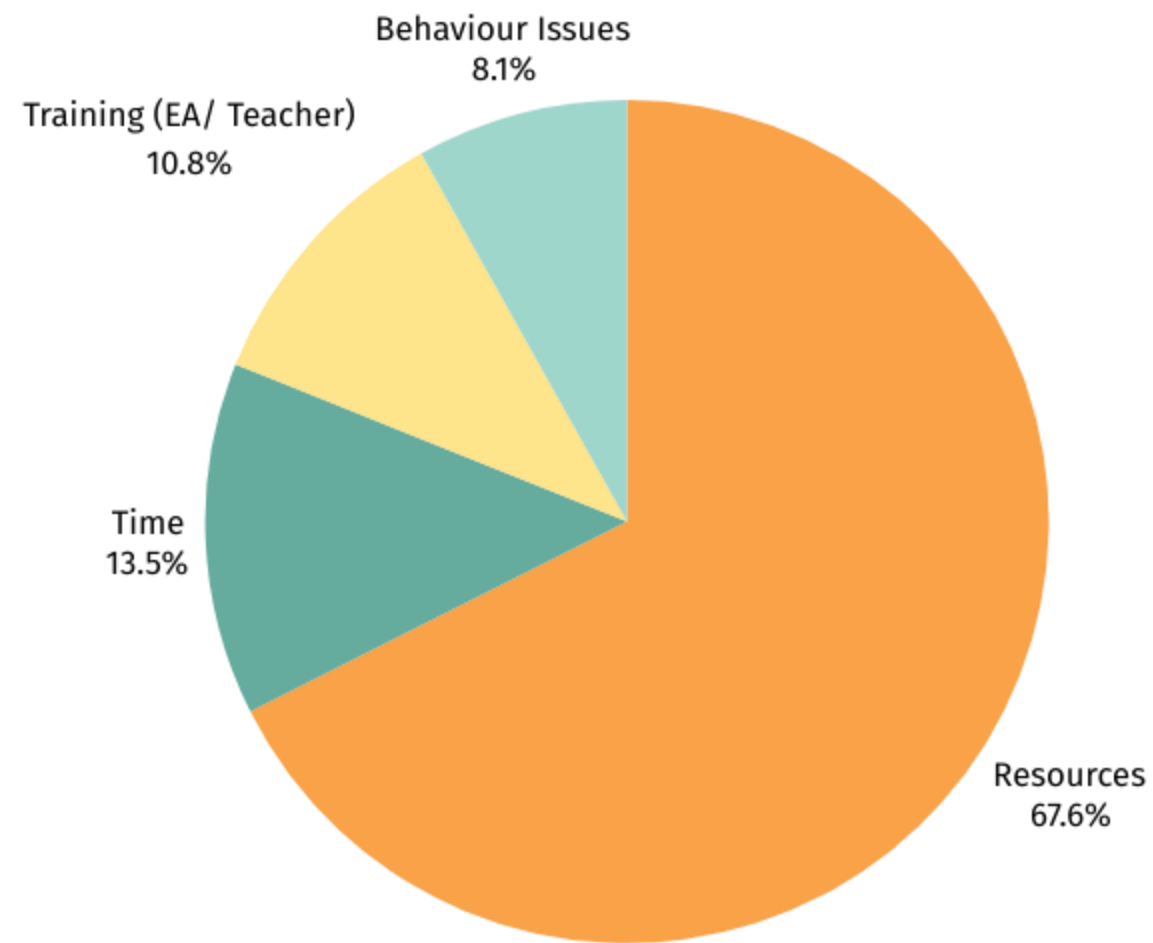
Whole Team Meetings Hear our voices  
More EA time Inclusive  
More time  
Knowing student needs Outline of next steps  
Answering questions  
Whole Team meetings  
Intimidation Welcoming  
Adaptations Check-in  
Funding More 1:1 Support  
Understanding Meetings  
Available resources  
Indigenous Education Team  
Parent Feedback  
Follow through with the IEP  
ers in  
idence  
Student Centred  
Planning  
Embrace Individuals  
Collaboration  
More EAs  
Communication  
Funding



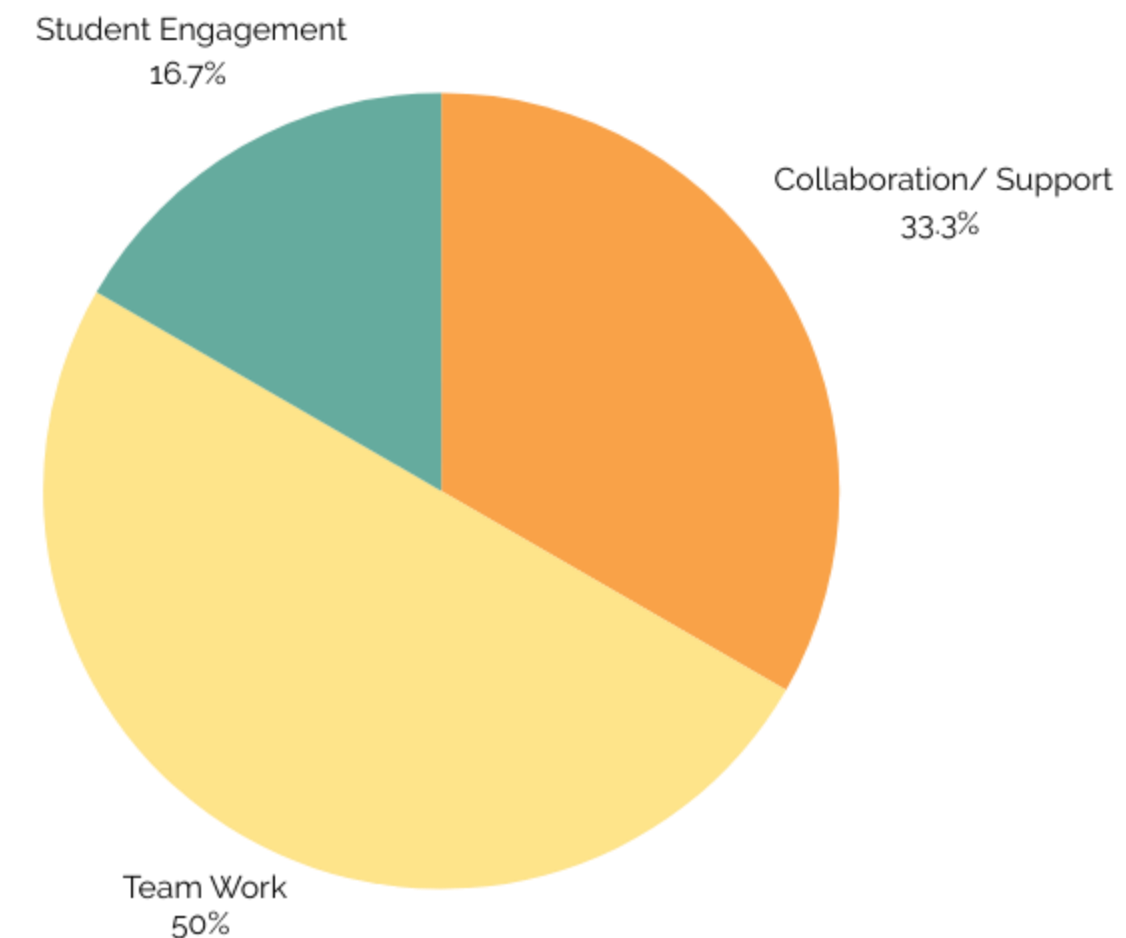
# Inclusive Ed. Teacher Feedback



How would you rate the support you receive from administration in implementing inclusive education practices?



What challenges do you face in meeting the diverse needs of students?



What is working well for you in your role?

# WHAT NEXT?...

1

Spiral of  
Inquiry

2

Rightsholder  
Feedback  
Deeper Dive

3

Clarifying  
Resources/  
Funding  
Demystify  
IEP

4

Ongoing  
Support for  
TIER 1  
Instruction

5

Informational  
Handbook for  
Parents/  
Guardians

*Thank you!*





## qathet School District - Program Review Cycle

REVIEW LEGEND
<b>Level 3 Review</b>
<ul style="list-style-type: none"> <li>District-wide surveys</li> <li>Involving all rights holders</li> <li>Focus Groups</li> <li>Interviews with key staff and clients</li> </ul>
<b>Level 2 Review</b>
<ul style="list-style-type: none"> <li>Surveys to a representative sample group of rights holders</li> <li>Optional Focus Groups and personnel interviews as appropriate</li> </ul>
<b>Level 1 Review</b>
<ul style="list-style-type: none"> <li>Limited or no surveying and/or interviews to gather informal feedback.</li> </ul>

EDUCATION PROGRAMS	23/24	24/25	25/26	26/27
Board/Authority Authorized Courses (BAA) - <i>Annual</i>	(Proposals)	(Proposals)	(Proposals)	(Proposals)
Specialty Academies (New) - <i>Annual</i>		(Proposals)	(Proposals)	(Proposals)
Career Life Programs and Dual Credit Programs <i>3 to 5 year cycle</i>		(Review)		
Sexual Health Education Program - <i>Annual</i>		(Review)	(Review)	(Review)
Indigenous Education Program <i>2 to 3 year cycle</i>				(Review)
French Immersion (FI) <i>2 to 3 year cycle</i>			(Review)	
Sustainability Program - <i>Annual</i>		(Review)	(Review)	(Review)
Online Learning <i>2 to 3 year cycle</i>			(Review)	
SUPPORT STRUCTURES AND SERVICES	23/24	24/25	25/26	26/27
Long Term Facility Plan Review - <i>By Board Directive</i>				
Transportation Review <i>3 to 5 year cycle</i>				(Review)
International Education <i>2 year cycle</i>		(Review)		(Review)
Inclusive Education Services /Alternate Education (Formerly known as Student Support Services) <i>3 to 5 year cycle</i>		(Review)		
INITIATIVES	23/24	24/25	25/26	26/27
Superintendent's Student Success Report – <i>Annual</i>		(Report)	(Report)	(Report)
Enhancing Student Learning Framework (FESL) – <i>Annual</i>	(Report)	(Report)	(Report)	(Report)
Early Learning Initiatives – Report <i>3 year cycle</i>			(Review)	
Child Care and Feeding Futures Programs <i>2 year cycle</i>		(Review-Child Care)	(Review-Feeding Futures)	
Music Program <i>2 to 3 year cycle</i>				(Review)
Literacy Support Programs <i>2 year cycle</i>			(Review)	
Numeracy Support Programs <i>2 year cycle</i>				(Review)



## **PROGRAM EVALUATIONS**

### **Background**

Programs may be reviewed and evaluated for the purpose of ensuring that program goals and objectives are being pursued and achieved in an effective and efficient manner.

### **Procedures**

1. The Principal, in consultation with the supervisor, has the primary responsibility for the evaluation of programs in the school.
2. The Superintendent may carry out program evaluations at the school or District levels.
3. Evaluations will be used to make decisions regarding:
  - 3.1 The maintenance, modification, or discontinuation of existing programs.
  - 3.2 The need for the development and implementation of other programs.
  - 3.3 The ways in which existing or proposed objectives can be achieved in a more efficient manner.

Reference: Sections 20, 22, 65, 75, 85 *School Act*

Adopted: May 18, 2022

Revised: May 18, 2022

# MEMORANDUM



**Date:** April 23, 2025  
**To:** Board of Education  
**From:** Vianne Kintzinger, Interim Superintendent  
**Re:** **Administrative Procedures 404, 420 and 425**

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## 1.0 BACKGROUND

Administrative Procedure 121 – Development and Review of Administrative Procedures, states that:

*“The Superintendent has been given responsibility for implementation and review of the Administrative Procedures Manual. Regular review of Administrative Procedures, with opportunities for input from appropriate stakeholders, leads to effective operations within the District.”*

## 2.0 INFORMATION

As part of our commitment to ensuring clarity, consistency, and alignment with current district practices, staff routinely review and update administrative procedures. This review process ensures that policies remain relevant, effectively support school operations, and address the needs of students and families.

These Administrative Procedures have been adjusted to the latest language and to provide direction that is relevant and timely.

## 3.0 APPENDICES

- (A) Appendix A: Administrative Procedure 404 – Employee Conflict of Interest
- (B) Appendix B: Administrative Procedure 420 – Employee Code of Conduct
- (C) Appendix C: Administrative Procedure 425 – Long-Term Personal Leaves for Teachers





## **EMPLOYEE CONFLICT OF INTEREST**

### **Background**

The District expects its employees to act with the highest standards of integrity in discharging their employment duties. To maintain the public's trust and confidence it is essential that employees acting on behalf of the District avoid a conflict of interest.

The District acknowledges that employee conflict of interest is a sensitive matter which needs to be addressed with care and consideration for employees while adhering to the District's obligation to maintain the public's trust and confidence.

A conflict of interest arises when an employee's private or financial interests compete with their professional duties to the District. The District expects that its employees will not engage in activities where their actions or decisions are affected by personal gain, financial or otherwise or raise a reasonable question of conflict with their duties and responsibilities.

Employees are expected to request a determination of the Superintendent before engaging in any activity which might reasonably raise questions about a possible conflict of interest. A breach of this Administrative Procedure is a serious breach of an employee's obligations that may result in discipline or dismissal.

### **Procedure**

The following conduct by an employee will be a breach of this Administrative Procedure.

1. Receiving remuneration for privately providing additional services normally provided to students for whom the school-based employee is responsible, or who are enrolled in schools where the employee is assigned.
2. Receiving remuneration for privately providing additional services normally provided to students for whom the District itinerant employee is responsible without prior approval in writing from the Superintendent.
3. Engaging in any activity outside regular related employment duties, during working hours that promotes or involves an employee's business interests or those of their immediate family.
4. Utilizing District services, premises, materials, and equipment for an employee's business or their immediate family interests or other purpose which might compromise the interests of the District.



## Administrative Procedure 404

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5. Receiving personal gain, financial or otherwise for the sale of work or materials produced for the District as part of the employee's normal duties for which the employee has been adequately compensated by the District.
6. Demanding or accepting directly or indirectly, a gift, favour, commission, benefit, or service of any value from any individual, organization, firm, or corporation which might be interested in doing business with the District or may otherwise be interested in a benefit, gain or special consideration or favour from the District.
7. Giving preferential treatment, in the performance of duties, to an individual, corporation or organization, in which the employee, trustee, or their family has an interest financial.
8. Selling or assisting in the sale of supplies or equipment, within or to the District, and furnishing lists of students or parents to anyone selling such services or material.

Reference: Sections 20, 22, 23, 65, 85 *School Act*  
*Employment Standards Act*

Adopted: May 18, 2022  
Reviewed April 23, 2025  
Revised: April 23, 2025



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## Administrative Procedure 404

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Reference: Sections 20, 22, 23, 65, 85 *School Act*  
*Employment Standards Act*

Adopted: May 18, 2022  
Reviewed: ~~May 18~~April 23, 20222025  
Revised: ~~May 18~~April 23, 20222025

## EMPLOYEE STANDARDS OF CONDUCT

### Background

The Board of Education of qathet School District No. 47 (qSD) is committed to providing an environment that supports its core values of integrity, respect, courage, curiosity, inclusivity and good relations throughout the community. The Employee Standards of Conduct are designed to cultivate our individual and collective accountability and serve to advance the vision of “Creating Brighter Tomorrows for All.”

### Expectations for Staff

The Standards of Conduct outlined in this Administrative Procedure are intended to provide guidance on the behaviours that support qSD values. All employees of qSD have the responsibility to understand and conduct themselves in accordance with the principles set out in this document as it is critical to building and maintaining the trust of the qSD community. There may be consequences including disciplinary actions for failure to comply with these Standards of Conduct. Employees with questions concerning any aspect of this Procedure are encouraged to discuss the matter with their Principal, Manager and/or direct Supervisor.

Employees who become aware of a breach of these standards must report the matter to their Principal, Manager, direct Supervisor or a representative of the Human Resources Department. qSD will use all reasonable efforts to protect the identity of employees who report their concerns under these Standards, except where disclosure is necessary to ensure a full and fair investigation or is otherwise required by law.

1. **Professional Conduct:** qSD recognizes the right of all employees to work in a safe and healthy environment, free from bullying, discrimination, and harassment. It is expected that all employees are professional and respectful in all their interactions with students, parents, co-workers, employees, contractors, and the general community. Employees are expected to conduct their employment responsibilities in an honest, trustworthy, impartial, diligent, and non-offensive manner. Employees shall adhere to the policies, practices, and procedures of the District, in addition to their governing codes of professional conduct ie. the Professional Standards for BC Educators, the BCTF Code of Ethics and the CUPE and qTA Collective Agreements.

Bullying, harassment, discriminatory conduct and violence in the workplace are serious employment offences. Employees must not make comments or engage in conduct which they know or ought to know is intimidating, humiliating, hostile, offensive, discriminatory, or violent. Everyone is responsible for upholding the Board’s responsibilities under the *Human Rights Code*. Employees must

refrain from any comments or behaviours which are known or ought to be known to discriminate on the basis of age, ancestry, colour, family status, gender identity or expression, Indigenous identity, marital status, mental or physical disability, place of origin, political belief, race, religion, sex, sexual orientation or source of income. Allegations of bullying, discrimination and harassment will be dealt with in accordance with the language in the Collective Agreements and existing District Policy.

2. Inclusion: Inclusion in qSD is based on the principles of respect, acceptance, safety, and equity. It is the recognition and honoring of diversity and valuing the contributions of all members of our school communities.

The Board of Education of the qathet School District recognizes that visible and invisible diversities exist and therefore is committed to creating an inclusive environment for all who learn and work in qSD. The Board affirms that a learning environment that reflects diversity, inclusivity, and equity is essential in supporting the highest levels of individual growth and achievement.

3. Relationships with Students: Employees are role models and need to exhibit the highest qualities of character, including honesty, integrity, trustworthiness and compassion. Employees must respect and maintain appropriate boundaries between themselves and students, always acting in a manner consistent with their obligations under these Standards and any applicable professional code of conduct. Employees must never abuse the privileged position of authority, trust and influence they hold with students.
4. Smoke-Free Environment: The Board of Education believes that a smoke-free environment is essential for its students and employees. Parents, students, staff and visitors cannot smoke, hold lit tobacco or cannabis, use chewing tobacco or electronic delivery systems (vaping) anywhere on property owned or operated by qSD at any time whether or not school is in session. There may be exceptions related to traditional, cultural or Indigenous activities.
5. Drug, Alcohol and Substance Use:
  - 5.1 The qSD prohibits:
    - 5.1.1 The use or consumption of alcohol, drugs or medication, including cannabis, that may have an impairing effect at any time when an employee is at work, during lunch or other breaks, on or off qSD premises;
    - 5.1.2 The use or consumption of alcohol, drugs or medication, including cannabis during lunch or other breaks as it undermines parent and community confidence or compromises the reputation of qSD, and;



## Administrative Procedure 420

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- 5.1.3 The possession, distribution, offering for sale or sale of, alcohol, drugs, or medication, including cannabis, that may have an impairing effect, at any time when an employee is at work on or off qSD premises.
- 5.2 Employees are responsible for their use or consumption of alcohol, drugs, and medication preceding work and must allow sufficient time for the impairing effects of those substances to have fully resolved prior to the employee's scheduled work time.
- 5.3 If an employee believes that a worker is impaired by alcohol, drugs, or medication, or observes what appears to be an unsafe or harmful condition or act, the employee must take reasonable action to prevent that worker from working and report it to their Principal, Manager, direct Supervisor or a representative of the Human Resources Department immediately.
- 5.4 When attending or hosting qSD sponsored events or events on qSD property after an employee's regular hours of work, staff are expected to model responsible and safe behaviour which does not adversely impact the reputation or operation of qSD. Cannabis and alcohol cannot be consumed on qSD property unless a license is obtained. This includes but is not limited to compliance with Section 253 of the Criminal Code of Canada, the Motor Vehicle Act of BC (impaired driving laws) as well as the BC Liquor Control and Licensing Act and the Liquor Control and Licensing Regulation.
- 5.5 Substance Use Disorders:
  - 5.5.1 qSD understands that certain individuals may develop an addiction or substance use disorder related to their use or consumption of drugs, alcohol, or medication, and recognizes its duty to accommodate employees with disabilities, including substance use disorders, to the point of undue hardship.
  - 5.5.2 Employees with addictions or substance use disorders are encouraged to obtain treatment before their use of drugs, alcohol, or medication affects the safety of their work. Where an employee has or suspects they may have an addiction or substance use disorder, they are strongly encouraged to notify the Director of Human Resources.
  - 5.5.3 qSD will work with the employee to determine what, if any, accommodation can reasonably be provided to that individual. No employee who discloses a substance use disorder will be disciplined solely because of the disclosure or their involvement in a rehabilitation effort. This does not prevent qSD from taking corrective action where the employee's substance use has already resulted in the unsafe performance of work prior to disclosure.

## Administrative Procedure 420

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6. Freedom of Information and Protection of Privacy: In the course of employment or while performing their duties, qSD staff may be given access to or become aware of confidential or proprietary information of the School District. Under the *Freedom of Information and Protection of Privacy Act*, employees working with confidential information and systems, must always follow relevant qSD protocols and take appropriate safeguards to ensure it is stored securely and protected against unauthorized access. Employees are prohibited from discussing students' personal information with their families and friends and must not discuss a student's personal information with a co-worker, unless disclosure is necessary for the co-worker's performance of their duties. If an employee is aware of any inappropriate disclosure of confidential or sensitive information, it is their responsibility to notify their Principal, Manager, and/or direct Supervisor or the Executive Director of Communications, Privacy & Community Engagements.
7. Social Media: qathet School District welcomes the responsible use of social media technologies and other forms of electronic communication to support learning and for School District business and communication purposes. However, social media usage must be undertaken in a manner that is respectful, privacy compliant and consistent with the role of School District staff within the community.
8. Appropriate Use of District Property: Employees are responsible for exercising all reasonable care to prevent abuse to excessive wear, loss or damage to qSD owned equipment or materials entrusted to their care.
  - 8.1 Board assets, whether in physical or intangible form, are intended to help employees achieve business goals. Board assets are primarily to be used for legitimate business purposes. Employees may occasionally use company resources such as a photocopier machine, telephone or e-mail for personal use if there are no measurable increased costs, and other employees or students are not distracted or inconvenienced by the use of those resources. Employee usage of qSD resources must be authorized by the site Principal, Manager, and/or direct Supervisor.
9. Off-Duty Conduct: qSD respects employee privacy and personal autonomy in activities outside of work, however, an employee's actions at work and in their personal life have the potential to negatively affect qSD operations, reputation and work environment and employees are accountable for those actions. Employees must not engage in off-duty activities which place them in a conflict of interest whether actual or perceived or which negatively affect qSD operations, reputation and work environment. Social media and online posts and discussions are governed by this section.
10. Criminal Conduct and Compliance with the Law: Employees must immediately notify the Superintendent if they are charged with a criminal offence which may be relevant to their employment, including but not limited to, a relevant or specified offence under the *Criminal Records Review Act*. Employees who are not sure whether to disclose a particular charge should err on the side of caution and seek advice from the Human Resources Department. Employees must fully



## Administrative Procedure 420

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comply at all times with all laws applicable to their job. Employees must never commit or condone an illegal act or counsel another employee to break the law. If an employee is aware of an action or practice which they think may be in violation of the law, they must raise this concern with a responsible Principal, Manager, and/or direct Supervisor without delay. See **Administrative Procedure 400 - Appendix A: Criminal Records Search** for additional information.

11. Professional Qualifications: Employees must hold and retain any qualifications and licenses required by the job description and profession. This includes keeping required qualifications and licenses current and valid.
  - 11.1 Employees who are members of a recognized profession required for the position and supported by qSD, are expected to:
    - 11.1.1 Keep abreast of professional developments in the relevant field.
    - 11.1.2 Perform their duties in accordance with the recognized standards of that profession.
    - 11.1.3 Abide by any code or standards of conduct adopted by the relevant professional association.
  - 11.2 If an employee's professional obligations or standards are in conflict with these Standards of Conduct or with qSD directions to the employee, the employee must promptly notify and seek guidance from their Principal, Manager and/or direct Supervisor.
12. Conflict of Interest: The employees of qathet School District occupy positions of great public trust and confidence. They are expected to discharge their duties and responsibilities professionally, efficiently and impartially. The onus is on each employee to anticipate and to avoid conflicts of interest. It is imperative that employees always be seen as acting in the best interests of the public they serve, and do not compromise themselves in the discharge of their duties.

An employee is expected to disclose a potential Conflict of Interest to their Superintendent before engaging in any activity that might reasonably raise questions regarding a conflict of interest.

*Employees seeking further information should consult **Administrative Procedure 404 Employee Conflict of Interest.***

Reference: Sections 20, 22, 85 *School Act*  
*Freedom of Information and Protection of Privacy Act*  
*Criminal Records Review Act*

Adopted: April 23, 2025  
Reviewed:





## Administrative Procedure 420

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Revised:

DRAFT



### LONG-TERM PERSONAL LEAVES FOR TEACHERS

#### Background

The District recognizes that long-term personal leaves, extended parental leaves and educational leaves of absence can be of benefit to teachers. Therefore, the District will consider teacher requests for such leaves according to the provisions of this Administrative Procedure.

#### Definition

Leave means, "long-term leave, personal leave, extended parental leave and educational leave" of absence for teachers.

#### Procedure

1. The Director of Human Resources, in consultation with the Superintendent, will approve teacher requests for a leave where:
  - 1.1. Director of Human Resources approval or rejection of requests for leaves under this Administrative Procedure does not contravene provisions of the contractual agreement between the Powell River and District Teachers' Association and the Board nor any Provincial agreement or contract binding upon the B.C.T.F. and school boards.
  - 1.2. A teacher with twenty months continuous service with the District requests up to two year's leave (further leaves will not be granted without exceptional circumstances).
  - 1.3. Teacher applicants have continuing appointments, have temporary status or are Teachers Teaching on Call (TTOC).
  - 1.4. The Director of Human Resources is satisfied that suitable replacements can be found for teacher applicants and that the provision of services to students will not be diminished because of the leaves.
  - 1.5. Unless there are compassionate grounds, the leave is requested no later than two months before the end of a school term. Following the 2025/26 Spring staffing process, the deadline for requesting a personal leave will be three months before the end of a school term.
  - 1.6. Unless there are compassionate grounds, the duration of the leaves are not to be less than a "school term" nor more than twenty months.
    - 1.6.1. Unless there are compassionate grounds, teachers who do not return from leave after twenty months will be deemed to have severed their employment with the District.



## Administrative Procedure 425

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- 1.7. Continuing teacher applicants accept that their employment status with the District for the duration of the leave will be that of teachers:
    - 1.7.1. Entitled to return from leave to a continuing appointment at the same F.T.E. status.
    - 1.7.2. On leave without pay.
    - 1.7.3. On leave without benefits unless paid one hundred percent by the teacher.
  - 1.8. Teachers Teaching on Call (TTOC) accept that they are entitled to return to the on-call list providing they are reasonably available for calls and their leave does not exceed twenty months.
  - 1.9. Teachers with temporary status accept that they are entitled to retain their temporary days accrued and return to the on-call list or accept a posting, providing they are reasonably available for calls and their leave does not exceed twenty months.
  - 1.10. Teacher applicants agree to notify the Superintendent of their intention to return from leave, at least two months before the beginning of the school term when they wish to return.
  - 1.11. Leaves commence and end at the beginning of a school term.
  - 1.12. Temporary teachers or TTOC's who do not accept a posting or make themselves reasonably available on the TTOC list will be deemed to be on leave and subject to the provisions of this Administrative Procedure.
2. The Director of Human Resources Will Not Approve Teacher Requests For Leave Where:
    - 2.1. Unless there are extenuating circumstances the total number of consecutive months of all leaves for any individual exceeds or will exceed twenty months.
  3. The Director of Human Resources May Approve Teacher Requests For Leave Where:
    - 3.1. The teacher applicants seek to downsize temporarily their F.T.E. status and seek to teach part-time in the District during their leave.
    - 3.2. In the opinion of the Director of Human Resources, teachers' applications have merit and can be accommodated.
  4. If after 20 consecutive months of leave, a teacher does not provide notice of return, they will be considered to have resigned from their employment with the School District.

Reference: Sections 17, 20, 22, 65, 85 *School Act*  
*Teachers' Act*  
School Regulation 265/89  
Collective Agreement

Adopted: May 10, 1994  
Reviewed: April 23, 2025  
Revised: April 23, 2025





### LONG-TERM PERSONAL LEAVES FOR TEACHERS

#### Background

The District recognizes that long-term personal leaves, extended parental leaves and educational leaves of absence can be of benefit to teachers. Therefore, the District will consider teacher requests for such leaves according to the provisions of this Administrative Procedure.

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#### Procedure

1. The Director of Human Resources, in consultation with the Superintendent, will approve teacher requests for a leave where:
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  - 1.3. Teacher applicants have continuing appointments, have temporary status or are Teachers Teaching on Call (TTOC).
  - 1.4. The Director of Human Resources is satisfied that suitable replacements can be found for teacher applicants and that the provision of services to students will not be diminished because of the leaves.
  - 1.5. Unless there are compassionate grounds, the leave is requested no later than two months before the end of a school term. Following the 2025/26 Spring staffing process, the deadline for requesting a personal leave will be three months before the end of a school term.
  - 1.6. Unless there are compassionate grounds, the duration of the leaves are not to be less than a "school term" nor more than twenty months.
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## Administrative Procedure 425

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  3. The Director of Human Resources May Approve Teacher Requests For Leave Where:
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    - 3.2. In the opinion of the Director of Human Resources, teachers' applications have merit and can be accommodated.
  4. If after 20 consecutive months of leave, a teacher does not provide notice of return, they will be considered to have resigned from their employment with the School District.

Reference: Sections 17, 20, 22, 65, 85 *School Act*  
*Teachers' Act*  
School Regulation 265/89  
Collective Agreement

Adopted: May 10, 1994  
Reviewed: ~~October 10, 2017~~ April 23, 2025  
Revised: ~~May 10, 2022~~ April 23, 2025

## Suspension, Exclusion and Seclusion Report YTD Sept 2024 to March 31, 2025

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)		4	2	3	1	1	3				14
10 days or less (violent)	1	2	2	1	4		2				12
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)	4	3	1	2		2					12
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
<b>TOTAL SUSPENSIONS</b>	<b>5</b>	<b>9</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>
<b>EXCLUSIONS</b>											
Exclusions - Elementary											0
Exclusions - Secondary											0
<b>SECLUSIONS</b>											
Seclusions - Elementary											0
Seclusions - Secondary											0

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

# MEMORANDUM



**Date:** April 23, 2025  
**To:** Board of Directors  
**From:** Steve Hopkins, Secretary-Treasurer  
**Prepared By:** Twyla Slonski, Chief Election Officer  
**Re:** 2025 School Trustee By-Election

## 1.0 BACKGROUND

School Trustee R. Hill resigned his position from the Board effective January 1, 2025, resulting in a vacancy. Section 54 of the *Local Government Act* requires that an election be held as soon as practicable when a vacancy occurs.

The qathet School District Board of Trustees, at their regular meeting held February 26, 2025, appointed Twyla Slonski as Chief Election Officer [CEO] and Steve Hopkins as Deputy Chief Election Officer [DCEO] for the 2025 By-Election to elect one School Trustee. Following the appointment of the CEO, the election must be scheduled and held within 80 days. General Voting Day for School District No. 47 (qathet) was conducted on April 12, 2025.

Section 158 of the *Local Government Act* requires the CEO to submit to the Board a report of the election results within 30 days after the declaration of official election results.

## 2.0 ADDITIONAL INFORMATION

At the close of the nomination period two (2) candidates nominated for the office of School Trustee were declared candidates by the Chief Election Officer. On March 17<sup>th</sup>, at 4:00 pm, the CEO made a declaration of election by voting in accordance with the *Local Government Act*.

By-election voting occurred on April 12, 2025 [general voting day], and two advance voting opportunities were held on April 2 and 9, 2025. Mail ballots were also available for eligible voters. The voter turnout is as follows:

- 122 ballots cast April 2, 2025, advance voting opportunity
- 150 ballots cast April 9, 2025, advance voting opportunity
- 122 ballots cast on general voting day [120 in-person voters plus 2 mail ballots]

### **Total ballots cast in the 2025 School Trustee By-Election | 394**

Candidate	Advance Voting [combined]	General Voting Day [includes *MB]	Total
CHARTIER, Guy	113	52	165
CONTI, Gretchen	159	70	229

\*MB = Mail Ballots



SCHOOL DISTRICT NO. 47 (qathet)						
2025 By-election - Final Ballot / Voter Account						
	School Trustee					
ADVANCE VOTING April 2 & 9, 2025	Ballots Received	Less: Unused/Returned Ballots	Equals: Total Ballots Used	Less: Spoiled/Damaged Ballots	Equals: Number of Ballots Cast	Elector Registration
Table 1	350	77	273	1	272	122
ADVANCE TOTAL	350	77	273	1	272	150
	School Trustee					
GENERAL VOTING DAY April 12, 2025	Ballots Received	Less: Unused/Returned Ballots	Equals: Total Ballots Used	Less: Spoiled Ballots MB not returned	Equals: Number of Ballots Cast	Elector Registration
Total Ballots 2500						
Mail Ballot Voting	50	47	3	1	2	122
Table 1	2100	1980	120	0	120	
GVD TOTAL	2150	2027	123	1	122	394
GRAND TOTAL	2500	2104	396	2	394	
Voter Day Registratoin ONLY		394				
	ORIGINAL SIGNED					
	CEO/DCEO					

Following a review of the results, the CEO declared the official results of the By-Election on Monday, April 14, 2025.

### 3.0 OPTIONS FOR ACTION

This report is provided for information purposes only.

### 4.0 STAFF RECOMMENDATION

Advance voting opportunities were held on April 2 and 9, 2025, and general voting day was held on April 12, 2025. Polls were open from 8:00 am to 8:00 pm at the School Board Office. Eligible voters were able to attend any of the three voting opportunities or vote by mail. A total of 394 votes were cast. On April 14, 2025, Grethen Conti was declared elected as School Trustee for the qathet School District for a term ending November 2026.

***THAT the Chief Election Officer's Report for the April 12, 2025, By-Election to elect one School Trustee, be received by the Board.***

**TABLE A**  
**SUMMARY OF GRANTS TO DATE, 2025/26**

Updated March 2025

School District	2025/26 Estimated Operating Grant Block	Preliminary Classroom Enhancement Fund Allocation	Learning Improvement Fund - Support Staff	Community- LINK	Annual Facility Grant (Total Oper. Portion)*	Pay Equity	Student Transportation Fund	Feeding Futures Fund
5 Southeast Kootenay	80,915,598	10,144,881	279,711	422,724	287,051	457,171	361,459	770,348
6 Rocky Mountain	48,350,532	4,257,576	167,139	445,058	195,843	207,823	369,399	461,311
8 Kootenay Lake	63,152,889	9,541,184	218,308	759,048	279,640	300,996	419,602	597,706
10 Arrow Lakes	11,661,737	270,832	40,313	107,344	62,466	40,560	42,675	350,000
19 Revelstoke	15,889,327	631,885	54,927	118,513	65,380	101,498	49,847	350,000
20 Kootenay-Columbia	52,714,772	6,588,001	182,226	769,086	193,904	248,239	242,977	505,141
22 Vernon	111,045,178	8,605,760	383,864	649,093	356,577	85,865	361,094	1,058,137
23 Central Okanagan	293,793,731	35,458,558	1,015,593	1,296,051	785,498	1,238,323	600,000	2,806,448
27 Cariboo-Chilcotin	62,604,200	4,842,510	216,412	737,288	311,807	665,837	739,024	596,893
28 Quesnel	42,114,585	2,506,906	145,583	568,856	179,130	379,632	274,209	402,072
33 Chilliwack	190,957,105	22,835,526	660,105	775,082	456,617	864,624	329,456	1,816,425
34 Abbotsford	236,042,550	21,741,511	815,957	1,325,905	692,103	118,014	313,969	2,248,258
35 Langley	294,146,725	54,234,320	1,016,813	2,365,238	680,306	551,875	260,000	2,793,495
36 Surrey	933,626,051	85,798,214	3,227,381	4,387,210	2,362,474	6,861,224	72,999	8,831,277
37 Delta	179,149,750	17,642,508	619,289	671,036	615,060	2,171,545	41,933	1,695,059
38 Richmond	258,195,693	50,204,549	892,537	869,538	829,289	2,215,706	21,608	2,442,836
39 Vancouver	587,537,137	46,515,453	2,031,012	10,647,334	2,238,404	7,294,124	53,423	5,548,306
40 New Westminster	92,175,713	8,753,887	318,635	1,738,062	235,916	521,853	6,073	868,914
41 Burnaby	315,760,926	24,844,298	1,091,530	2,714,667	931,106	1,441,995	24,841	2,980,197
42 Maple Ridge-Pitt Meadows	198,045,996	24,509,985	684,610	636,848	517,597	1,874,965	185,990	1,882,964
43 Coquitlam	374,505,369	49,998,839	1,294,599	1,735,490	1,139,837	706,353	81,641	3,533,144
44 North Vancouver	182,851,940	20,326,138	632,087	1,304,811	626,391	2,966,047	40,566	1,746,166
45 West Vancouver	78,337,144	3,519,745	270,798	326,583	267,433	678,422	84,722	745,220
46 Sunshine Coast	51,096,806	4,486,100	176,633	558,396	196,625	510,381	380,465	488,121
47 qathet	42,150,686	2,307,530	145,707	230,412	122,953	243,304	91,754	397,844
48 Sea to Sky	65,315,677	9,153,975	225,785	344,007	191,174	371,793	265,534	622,386
49 Central Coast	7,232,900	717,587	25,003	281,675	60,303	42,403	80,277	350,000
50 Haida Gwaii	12,439,543	1,490,981	43,001	123,644	110,411	139,874	149,851	350,000
51 Boundary	20,906,186	1,497,782	72,269	172,818	113,371	105,245	153,588	350,000
52 Prince Rupert	27,041,542	2,886,779	93,478	582,790	135,659	706,027	117,597	350,000
53 Okanagan Similkameen	36,140,526	3,087,989	124,931	254,752	125,870	233,703	209,099	350,000
54 Bulkley Valley	26,463,124	1,309,715	91,478	265,112	141,686	225,459	163,737	350,000
57 Prince George	175,332,891	11,927,021	606,095	2,435,896	667,343	2,271,692	687,663	1,680,154
58 Nicola-Similkameen	28,483,647	5,228,318	98,463	322,729	125,854	120,216	170,292	350,000
59 Peace River South	53,568,913	3,943,462	185,178	416,681	285,789	944,395	441,458	509,026
60 Peace River North	83,357,097	4,945,222	288,151	647,478	299,020	241,350	425,785	780,684
61 Greater Victoria	237,778,118	22,828,109	821,957	4,277,695	810,431	2,896,617	20,027	2,277,123
62 Sooke	175,246,642	28,685,663	605,797	800,343	336,877	931,052	358,365	1,661,694
63 Saanich	92,126,965	11,046,348	318,467	486,599	305,872	377,315	280,000	854,935
64 Gulf Islands	22,550,924	2,671,904	77,955	164,268	103,649	102,398	328,264	350,000
67 Okanagan Skaha	74,444,066	5,144,259	257,340	403,065	268,518	441,194	167,035	710,635
68 Nanaimo-Ladysmith	176,723,864	16,149,753	610,903	2,630,683	555,746	160,000	244,630	1,682,926
69 Qualicum	52,286,714	5,024,550	180,746	442,357	199,383	936,176	426,341	498,142
70 Pacific Rim	48,810,089	5,053,016	168,728	1,019,659	211,812	595,220	71,717	462,743
71 Comox Valley	127,245,619	13,515,645	439,866	627,949	350,494	451,831	421,375	1,159,491
72 Campbell River	73,034,085	4,703,533	252,466	602,848	263,177	75,322	316,860	694,235
73 Kamloops-Thompson	202,178,842	17,325,417	698,897	1,697,265	701,984	575,959	666,817	1,924,536
74 Gold Trail	21,445,088	704,423	74,132	424,710	139,683	376,093	366,932	350,000
75 Mission	85,563,634	9,176,937	295,778	460,240	249,559	725,901	188,900	805,803
78 Fraser-Cascade	28,622,428	3,633,909	98,943	392,453	107,288	229,516	184,576	350,000
79 Cowichan Valley	101,666,522	10,043,008	351,443	768,315	384,142	363,682	283,524	967,092
81 Fort Nelson	10,782,107	1,129,690	37,272	155,054	64,624	79,311	32,744	350,000
82 Coast Mountains	58,859,266	7,044,390	203,466	655,464	308,323	1,160,795	557,786	560,797
83 North Okanagan-Shuswap	88,863,805	8,195,034	307,187	368,914	342,495	641,286	561,925	848,097
84 Vancouver Island West	10,228,408	1,014,162	35,358	148,081	79,225	55,087	57,593	350,000
85 Vancouver Island North	21,330,708	1,575,887	73,736	371,538	148,405	115,216	118,179	350,000
87 Stikine	6,763,698	448,430	23,381	606,403	60,762	124,935	51,181	350,000
91 Nechako Lakes	62,346,625	3,975,431	215,521	583,164	289,483	1,096,373	503,247	573,198
92 Nisga'a	9,249,536	838,450	31,974	158,239	54,315	116,874	130,091	350,000
93 Conseil scolaire francophone	110,820,733	10,689,757	383,088	140,301	277,866	100,251	750,415	1,060,021
Provincial Total	7,232,072,672	757,373,232	25,000,000	60,392,862	23,500,000	50,876,937	15,403,131	71,500,000

\*Includes total operating portion only; see Table D for capital portion

**TABLE B**  
**PRELIMINARY CLASSROOM ENHANCEMENT FUND ALLOCATION, 2025/26**

Updated March 2025

School District	Staffing Cost	Overhead Cost	Annual Remedies*	Total 2025/26 Preliminary Classroom Enhancement Fund Allocation
5 Southeast Kootenay	9,975,101	169,780		10,144,881
6 Rocky Mountain	4,036,894	220,682		4,257,576
8 Kootenay Lake	9,304,972	236,212		9,541,184
10 Arrow Lakes	207,867	62,965		270,832
19 Revelstoke	555,764	76,121		631,885
20 Kootenay-Columbia	6,209,150	378,851		6,588,001
22 Vernon	7,811,177	794,583		8,605,760
23 Central Okanagan	34,832,073	626,485		35,458,558
27 Cariboo-Chilcotin	4,194,323	648,187		4,842,510
28 Quesnel	2,262,300	244,606		2,506,906
33 Chilliwack	22,389,946	445,580		22,835,526
34 Abbotsford	21,245,518	495,993		21,741,511
35 Langley	53,200,801	1,033,519		54,234,320
36 Surrey	84,282,535	1,515,679		85,798,214
37 Delta	16,766,866	875,642		17,642,508
38 Richmond	44,682,306	5,522,243		50,204,549
39 Vancouver	41,910,572	4,604,881		46,515,453
40 New Westminster	8,328,358	425,529		8,753,887
41 Burnaby	22,074,114	2,770,184		24,844,298
42 Maple Ridge-Pitt Meadows	23,680,952	829,033		24,509,985
43 Coquitlam	47,495,789	2,503,050		49,998,839
44 North Vancouver	13,366,952	6,959,186		20,326,138
45 West Vancouver	3,310,402	209,343		3,519,745
46 Sunshine Coast	4,265,731	220,369		4,486,100
47 qathet	2,170,157	137,373		2,307,530
48 Sea to Sky	8,774,878	379,097		9,153,975
49 Central Coast	656,358	61,229		717,587
50 Haida Gwaii	1,409,661	81,320		1,490,981
51 Boundary	1,469,154	28,628		1,497,782
52 Prince Rupert	2,666,217	220,562		2,886,779
53 Okanagan Similkameen	3,012,579	75,410		3,087,989
54 Bulkley Valley	1,216,570	93,145		1,309,715
57 Prince George	11,475,997	451,024		11,927,021
58 Nicola-Similkameen	4,883,971	344,347		5,228,318
59 Peace River South	3,609,237	334,225		3,943,462
60 Peace River North	4,528,548	416,674		4,945,222
61 Greater Victoria	22,026,852	801,257		22,828,109
62 Sooke	27,054,682	1,630,981		28,685,663
63 Saanich	10,078,355	967,993		11,046,348
64 Gulf Islands	2,301,786	370,118		2,671,904
67 Okanagan Skaha	4,901,425	242,834		5,144,259
68 Nanaimo-Ladysmith	14,550,360	1,599,393		16,149,753
69 Qualicum	4,568,269	456,281		5,024,550
70 Pacific Rim	4,916,327	136,689		5,053,016
71 Comox Valley	11,836,943	1,678,702		13,515,645
72 Campbell River	4,370,852	332,681		4,703,533
73 Kamloops-Thompson	16,796,514	528,903		17,325,417
74 Gold Trail	694,231	10,192		704,423
75 Mission	8,881,278	295,659		9,176,937
78 Fraser-Cascade	3,516,410	117,499		3,633,909
79 Cowichan Valley	9,042,580	1,000,428		10,043,008
81 Fort Nelson	928,357	201,333		1,129,690
82 Coast Mountains	6,693,649	350,741		7,044,390
83 North Okanagan-Shuswap	7,831,559	363,475		8,195,034
84 Vancouver Island West	772,260	241,902		1,014,162
85 Vancouver Island North	1,435,621	140,266		1,575,887
87 Stikine	441,261	7,169		448,430
91 Nechako Lakes	3,683,603	291,828		3,975,431
92 Nisga'a	712,237	126,213		838,450
93 Conseil scolaire francophone	10,307,494	382,263		10,689,757
Provincial Total	710,606,695	46,766,537		757,373,232

\* To be determined in autumn 2025

**TABLE C**  
**LEARNING IMPROVEMENT FUND - SUPPORT STAFF, 2025/26**

Updated March 2025

School District	2025/26 Estimated Operating Grant Block	% of Total Operating Grants	2025/26 Learning Improvement Fund - Support Staff
5 Southeast Kootenay	80,915,598	1.1%	279,711
6 Rocky Mountain	48,350,532	0.7%	167,139
8 Kootenay Lake	63,152,889	0.9%	218,308
10 Arrow Lakes	11,661,737	0.2%	40,313
19 Revelstoke	15,889,327	0.2%	54,927
20 Kootenay-Columbia	52,714,772	0.7%	182,226
22 Vernon	111,045,178	1.5%	383,864
23 Central Okanagan	293,793,731	4.1%	1,015,593
27 Cariboo-Chilcotin	62,604,200	0.9%	216,412
28 Quesnel	42,114,585	0.6%	145,583
33 Chilliwack	190,957,105	2.6%	660,105
34 Abbotsford	236,042,550	3.3%	815,957
35 Langley	294,146,725	4.1%	1,016,813
36 Surrey	933,626,051	12.9%	3,227,381
37 Delta	179,149,750	2.5%	619,289
38 Richmond	258,195,693	3.6%	892,537
39 Vancouver	587,537,137	8.1%	2,031,012
40 New Westminster	92,175,713	1.3%	318,635
41 Burnaby	315,760,926	4.4%	1,091,530
42 Maple Ridge-Pitt Meadows	198,045,996	2.7%	684,610
43 Coquitlam	374,505,369	5.2%	1,294,599
44 North Vancouver	182,851,940	2.5%	632,087
45 West Vancouver	78,337,144	1.1%	270,798
46 Sunshine Coast	51,096,806	0.7%	176,633
47 qathet	42,150,686	0.6%	145,707
48 Sea to Sky	65,315,677	0.9%	225,785
49 Central Coast	7,232,900	0.1%	25,003
50 Haida Gwaii	12,439,543	0.2%	43,001
51 Boundary	20,906,186	0.3%	72,269
52 Prince Rupert	27,041,542	0.4%	93,478
53 Okanagan Similkameen	36,140,526	0.5%	124,931
54 Bulkley Valley	26,463,124	0.4%	91,478
57 Prince George	175,332,891	2.4%	606,095
58 Nicola-Similkameen	28,483,647	0.4%	98,463
59 Peace River South	53,568,913	0.7%	185,178
60 Peace River North	83,357,097	1.2%	288,151
61 Greater Victoria	237,778,118	3.3%	821,957
62 Sooke	175,246,642	2.4%	605,797
63 Saanich	92,126,965	1.3%	318,467
64 Gulf Islands	22,550,924	0.3%	77,955
67 Okanagan Skaha	74,444,066	1.0%	257,340
68 Nanaimo-Ladysmith	176,723,864	2.4%	610,903
69 Qualicum	52,286,714	0.7%	180,746
70 Pacific Rim	48,810,089	0.7%	168,728
71 Comox Valley	127,245,619	1.8%	439,866
72 Campbell River	73,034,085	1.0%	252,466
73 Kamloops-Thompson	202,178,842	2.8%	698,897
74 Gold Trail	21,445,088	0.3%	74,132
75 Mission	85,563,634	1.2%	295,778
78 Fraser-Cascade	28,622,428	0.4%	98,943
79 Cowichan Valley	101,666,522	1.4%	351,443
81 Fort Nelson	10,782,107	0.1%	37,272
82 Coast Mountains	58,859,266	0.8%	203,466
83 North Okanagan-Shuswap	88,863,805	1.2%	307,187
84 Vancouver Island West	10,228,408	0.1%	35,358
85 Vancouver Island North	21,330,708	0.3%	73,736
87 Stikine	6,763,698	0.1%	23,381
91 Nechako Lakes	62,346,625	0.9%	215,521
92 Nisga'a	9,249,536	0.1%	31,974
93 Conseil scolaire francophone	110,820,733	1.5%	383,088
Provincial Total	7,232,072,672	100.0%	25,000,000



**TABLE D**  
**ANNUAL FACILITY GRANT, 2025/26**  
Updated March 2025

School District	Total Operating Portion	Capital Portion*	Total 2025/26 Annual Facility Grant*	Operating Portion			Total Allocation to Districts*
				Gross	Withheld	Net	
					Capital Asset Mgmt System		
5 Southeast Kootenay	287,051	1,547,633	1,834,684	287,051	24,430	262,621	1,810,254
6 Rocky Mountain	195,843	1,055,886	1,251,729	195,843	16,667	179,176	1,235,062
8 Kootenay Lake	279,640	1,507,678	1,787,318	279,640	23,799	255,841	1,763,519
10 Arrow Lakes	62,466	336,784	399,250	62,466	5,316	57,150	393,934
19 Revelstoke	65,380	352,497	417,877	65,380	5,564	59,816	412,313
20 Kootenay-Columbia	193,904	1,045,432	1,239,336	193,904	16,502	177,402	1,222,834
22 Vernon	356,577	1,922,483	2,279,060	356,577	30,347	326,230	2,248,713
23 Central Okanagan	785,498	4,235,007	5,020,505	785,498	66,851	718,648	4,953,655
27 Cariboo-Chilcotin	311,807	1,681,105	1,992,912	311,807	26,537	285,270	1,966,375
28 Quesnel	179,130	965,777	1,144,907	179,130	15,245	163,885	1,129,662
33 Chilliwack	456,617	2,461,847	2,918,464	456,617	38,861	417,756	2,879,603
34 Abbotsford	692,103	3,731,467	4,423,570	692,103	58,902	633,201	4,364,668
35 Langley	680,306	3,667,862	4,348,168	680,306	57,898	622,407	4,290,269
36 Surrey	2,362,474	12,737,245	15,099,719	2,362,474	201,064	2,161,413	14,898,658
37 Delta	615,060	3,316,088	3,931,148	615,060	52,346	562,714	3,878,802
38 Richmond	829,289	4,471,101	5,300,390	829,289	70,578	758,711	5,229,812
39 Vancouver	2,238,404	12,068,331	14,306,735	2,238,404	190,502	2,047,901	14,116,232
40 New Westminster	235,916	1,271,941	1,507,857	235,916	20,078	215,838	1,487,779
41 Burnaby	931,106	5,020,050	5,951,156	931,106	79,243	851,863	5,871,913
42 Maple Ridge-Pitt Meadows	517,597	2,790,618	3,308,215	517,597	44,051	473,546	3,264,164
43 Coquitlam	1,139,837	6,145,420	7,285,257	1,139,837	97,007	1,042,830	7,188,250
44 North Vancouver	626,391	3,377,180	4,003,571	626,391	53,310	573,081	3,950,261
45 West Vancouver	267,433	1,441,863	1,709,296	267,433	22,760	244,673	1,686,536
46 Sunshine Coast	196,625	1,060,102	1,256,727	196,625	16,734	179,891	1,239,993
47 qathet	122,953	662,900	785,853	122,953	10,464	112,489	775,389
48 Sea to Sky	191,174	1,030,713	1,221,887	191,174	16,270	174,904	1,205,617
49 Central Coast	60,303	325,123	385,426	60,303	5,132	55,171	380,294
50 Haida Gwaii	110,411	595,280	705,691	110,411	9,397	101,014	696,294
51 Boundary	113,371	611,237	724,608	113,371	9,649	103,722	714,959
52 Prince Rupert	135,659	731,403	867,062	135,659	11,545	124,113	855,516
53 Okanagan Similkameen	125,870	678,629	804,499	125,870	10,712	115,158	793,787
54 Bulkley Valley	141,686	763,897	905,583	141,686	12,058	129,627	893,524
57 Prince George	667,343	3,597,971	4,265,314	667,343	56,795	610,548	4,208,519
58 Nicola-Similkameen	125,854	678,538	804,392	125,854	10,711	115,143	793,681
59 Peace River South	285,789	1,540,827	1,826,616	285,789	24,322	261,466	1,802,293
60 Peace River North	299,020	1,612,164	1,911,184	299,020	25,449	273,572	1,885,736
61 Greater Victoria	810,431	4,369,430	5,179,861	810,431	68,973	741,458	5,110,888
62 Sooke	336,877	1,816,271	2,153,148	336,877	28,670	308,207	2,124,478
63 Saanich	305,872	1,649,105	1,954,977	305,872	26,032	279,840	1,928,945
64 Gulf Islands	103,649	558,821	662,470	103,649	8,821	94,828	653,649
67 Okanagan Skaha	268,518	1,447,710	1,716,228	268,518	22,853	245,665	1,693,375
68 Nanaimo-Ladysmith	555,746	2,996,300	3,552,046	555,746	47,298	508,449	3,504,749
69 Qualicum	199,383	1,074,973	1,274,356	199,383	16,969	182,414	1,257,387
70 Pacific Rim	211,812	1,141,980	1,353,792	211,812	18,027	193,785	1,335,765
71 Comox Valley	350,494	1,889,684	2,240,178	350,494	29,829	320,665	2,210,349
72 Campbell River	263,177	1,418,916	1,682,093	263,177	22,398	240,779	1,659,695
73 Kamloops-Thompson	701,984	3,784,738	4,486,722	701,984	59,743	642,241	4,426,979
74 Gold Trail	139,683	753,101	892,784	139,683	11,888	127,795	880,896
75 Mission	249,559	1,345,497	1,595,056	249,559	21,239	228,320	1,573,817
78 Fraser-Cascade	107,288	578,441	685,729	107,288	9,131	98,157	676,598
79 Cowichan Valley	384,142	2,071,098	2,455,240	384,142	32,693	351,449	2,422,547
81 Fort Nelson	64,624	348,418	413,042	64,624	5,500	59,124	407,542
82 Coast Mountains	308,323	1,662,318	1,970,641	308,323	26,240	282,082	1,944,400
83 North Okanagan-Shuswap	342,495	1,846,557	2,189,052	342,495	29,148	313,346	2,159,903
84 Vancouver Island West	79,225	427,140	506,365	79,225	6,743	72,482	499,622
85 Vancouver Island North	148,405	800,126	948,531	148,405	12,630	135,775	935,901
87 Stikine	60,762	327,597	388,359	60,762	5,171	55,591	383,188
91 Nechako Lakes	289,483	1,560,746	1,850,229	289,483	24,637	264,846	1,825,592
92 Nisga'a	54,315	292,840	347,155	54,315	4,623	49,693	342,533
93 Conseil scolaire francophone	277,866	1,498,114	1,775,980	277,866	23,648	254,218	1,752,332
Provincial Total	23,500,000	126,700,000	150,200,000	23,500,000	2,000,000	21,500,000	148,200,000

\*Estimated; the capital portion of the 2025/26 Annual Facility Grant will be confirmed later in spring 2025



March 25, 2025

Ref: 23223

To: Secretary-Treasurer and Superintendent  
School District No. 47 (qathet)

**Capital Plan Bylaw No. 2025/26-CPSD47-01**

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2025/26

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This letter is in response to your School District's 2025/26 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs. This letter also contains important information regarding your upcoming 2026/27 Annual Five-Year Capital Planning submission. The following tables identify major capital projects that are supported to proceed to the next stage of development and minor capital projects that are approved for funding and can proceed to procurement.

On March 13, 2025, the Province introduced legislation that identifies country of origin requirements for all procurements. What this means is U.S. bidders must be excluded, except in certain circumstances, for all future procurements. The Ministry will have further conversations with school districts as the tariff situation evolves and commit to working closely with you to navigate this challenging situation.

**MAJOR CAPITAL PROJECTS**

Major capital consists of the following program areas:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)

A variety of emergent issues including a significant number of school fires, unprecedented enrolment growth and a challenging fiscal environment have resulted in a limited ability to advance major capital projects. As a result, there are no new major capital projects in your School District that were supported to move forward at this time.

**MINOR CAPITAL PROJECTS**

The table below reflects approved minor capital projects for your School District in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)

- Playground Equipment Program (PEP)

#### **New projects for SEP, FIP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry
Edgehill Elementary	SEP - HVAC Upgrades	\$1,125,000
Edgehill Elementary	CNCP - Energy Upgrades	\$65,000
Westview Elementary	CNCP - Energy Upgrades	\$190,000
Brooks Secondary	FIP - Kitchen and Equipment Upgrades	\$54,278
Brooks Secondary	FIP - Kitchen Upgrade	\$48,431
Brooks Secondary	FIP - Delivery Vehicle	\$55,000

All projects are now to proceed to design, tender and construction, and to be completed by March 31, 2026.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2025/26 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at [CMB@gov.bc.ca](mailto:CMB@gov.bc.ca)

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (template can be found on the Ministry [website](#)) using the Capital Bylaw Number provided at the beginning of this document, for the supported and/or approved 2025/26 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Please contact Branch Director [Michael Nyikes](#) with any questions regarding Minor Capital projects.

#### **2026/27 ANNUAL FIVE-YEAR CAPITAL PLAN SUBMISSIONS**

Capital Plan Instructions for the 2026/27 Annual Five-Year Capital Plan submission process will be available on the Ministry's capital planning [website](#) in early April.

School districts' capital plan submission deadlines for the 2026/27 fiscal year are:

- **June 30, 2025**
  - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **September 30, 2025**
  - Minor Capital Programs (SEP, CNCP, PEP, BEP, BUS)
- **October 1, 2025**
  - Minor Capital Programs (FIP)

Additionally, the Annual Facility Grant (AFG) project requests for the 2025/26 fiscal year are to be submitted using the MyCAPS portal, on or before **May 16, 2025**. The 2025/26 AFG Allocation Table will be available on the Ministry's capital planning [website](#) in early April.

The Ministry recommends school districts discuss draft versions of their intended capital projects and Annual Facility Grant project requests with minor capital staff in advance of submission deadlines.

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

Sincerely,



Damien Crowell, Executive Director  
Education and Child Care Capital Branch  
Ministry of Infrastructure

pc: Geoff Croshaw, Director, Major Capital Projects, Education and Child Care Capital Branch  
Michael Nyikes, Director, Minor Capital Projects, Education and Child Care Capital Branch



**CAPITAL BYLAW NO. 2025/26-CPSD47-01**  
**CAPITAL PLAN 2025/26**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 47 (*qathet*) (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 2025/26 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated *March 25, 2025*, is hereby adopted.
2. This Capital Bylaw may be cited as *School District 47 (qathet) Capital Bylaw No. 2025/26-CPSD47-01*.

READ A FIRST TIME THE 23<sup>rd</sup> DAY OF *April 2025*;  
READ A SECOND TIME THE 23<sup>rd</sup> DAY OF *April 2025*;  
READ A THIRD TIME, PASSED THE 23<sup>rd</sup> DAY OF *April 2025*.

***APPLY CORPORATE SEAL***

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Board Chair

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Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *School District 47 (qathet) Capital Bylaw No. 2025/26-CPSD47-01* adopted by the Board on the 2<sup>rd</sup><sup>h</sup> day of *April 2025*.

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Secretary-Treasurer

# REPORT TO TRUSTEES

## FOR THE PERIOD ENDING: March 31, 2025

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
<b>INSTRUCTION</b>						
100 Salaries	19,917,551	0	19,917,551	29,339,306	9,421,755	32
200 Employee Benefits And Allowances	4,656,619	0	4,656,619	6,480,615	1,823,996	28
300 Services Purchased	2,429,890	41,271	2,471,161	3,233,554	762,393	24
500 Supplies And Materials	1,351,833	0	1,351,833	2,148,773	796,940	37
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<b>Total For INSTRUCTION</b>	28,355,893	41,271	28,397,164	41,202,248	12,805,084	31
<b>DISTRICT ADMINISTRATION</b>						
100 Salaries	1,281,395	0	1,281,395	1,681,038	399,643	24
200 Employee Benefits And Allowances	241,947	0	241,947	375,969	134,022	36
300 Services Purchased	382,923	0	382,923	478,500	95,577	20
500 Supplies And Materials	21,256	0	21,256	30,663	9,407	31
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<b>Total For DISTRICT ADMINISTRATION</b>	1,927,521	0	1,927,521	2,566,170	638,649	25
<b>OPERATIONS AND MAINTENANCE</b>						
100 Salaries	1,313,766	0	1,313,766	1,996,862	683,096	34
200 Employee Benefits And Allowances	279,530	0	279,530	457,118	177,588	39
300 Services Purchased	547,349	0	547,349	795,000	247,651	31
500 Supplies And Materials	866,396	0	866,396	1,048,001	181,605	17
	-----	-----	-----	-----	-----	-----
<b>Total For OPERATIONS AND MAINTENANCE</b>	3,007,041	0	3,007,041	4,296,981	1,289,940	30
<b>TRANSPORTATION &amp; HOUSING</b>						
100 Salaries	485,741	0	485,741	678,877	193,136	28
200 Employee Benefits And Allowances	114,326	0	114,326	156,350	42,024	27
300 Services Purchased	66,453	0	66,453	104,000	37,547	36
500 Supplies And Materials	215,860	0	215,860	295,500	79,640	27
	-----	-----	-----	-----	-----	-----
<b>Total For TRANSPORTATION &amp; HOUSING</b>	882,380	0	882,380	1,234,727	352,347	29
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<b>Grand Total</b>	34,172,835	41,271	34,214,106	49,300,126	15,086,020	31

# REPORT TO TRUSTEES

## FOR THE PERIOD ENDING: March 31, 2024

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
<b>INSTRUCTION</b>						
100 Salaries	19,001,409	0	19,001,409	26,736,501	7,735,092	29
200 Employee Benefits And Allowances	4,240,302	0	4,240,302	5,973,340	1,733,038	29
300 Services Purchased	2,700,451	2,288	2,702,739	3,399,700	696,961	21
500 Supplies And Materials	1,536,974	0	1,536,974	2,372,876	835,902	35
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<b>Total For INSTRUCTION</b>	27,479,136	2,288	27,481,424	38,482,417	11,000,993	29
<b>DISTRICT ADMINISTRATION</b>						
100 Salaries	1,047,961	0	1,047,961	1,437,924	389,963	27
200 Employee Benefits And Allowances	198,251	0	198,251	307,334	109,083	35
300 Services Purchased	334,400	0	334,400	427,550	93,150	22
500 Supplies And Materials	30,742	0	30,742	45,959	15,217	33
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<b>Total For DISTRICT ADMINISTRATION</b>	1,611,354	0	1,611,354	2,218,767	607,413	27
<b>OPERATIONS AND MAINTENANCE</b>						
100 Salaries	1,198,846	0	1,198,846	1,852,576	653,730	35
200 Employee Benefits And Allowances	245,162	0	245,162	403,341	158,179	39
300 Services Purchased	735,121	0	735,121	1,014,254	279,133	28
500 Supplies And Materials	801,968	0	801,968	1,163,802	361,834	31
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<b>Total For OPERATIONS AND MAINTENANCE</b>	2,981,097	0	2,981,097	4,433,973	1,452,876	33
<b>TRANSPORTATION &amp; HOUSING</b>						
100 Salaries	507,034	0	507,034	659,709	152,675	23
200 Employee Benefits And Allowances	116,993	0	116,993	148,172	31,179	21
300 Services Purchased	100,850	0	100,850	109,500	8,650	8
500 Supplies And Materials	290,043	0	290,043	362,500	72,457	20
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<b>Total For TRANSPORTATION &amp; HOUSING</b>	1,014,920	0	1,014,920	1,279,881	264,961	21
	-----	-----	-----	-----	-----	-----
<b>Grand Total</b>	33,086,507	2,288	33,088,795	46,415,038	13,326,243	29