



COMMITTEE OF THE WHOLE

12:00 pm, Wednesday, May 8, 2024
School Board Office

NOTES

Present: Jaclyn Miller, Dale Lawson, Maureen Mason

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

Regrets: Rob Hill, Kirsten Van't Schip

The meeting was called to order at 12:02 p.m. by Chairperson Miller.

PRESENTATIONS: District Music - P. Cummings

P. Cummings provided an update on the district's music programs. The Townsite Jazz Festival was a big success, with student participating from Victoria, Surrey and qathet School District. Students performed for each other and for elementary students, in addition to opening for professional acts during the festival. Brooks students have been invited to perform at the upcoming Gibsons Jazz Festival at no expense to the district.

A total of 51 students travelled to Cuba to perform and workshop with Cuban students. The trip was a great success. The Brooks chamber choir has been invited to participate in the BC Teen Choir and the junior jazz band has been invited to participate in Music Fest Canada.

The district's music teachers meet quarterly to organize events and discuss future plans, including trips, concerts, and budgeting for equipment maintenance. Highlights include a band trip to Davis Bay for district music students in grades 6-7. The district hosted a mass choir at Powell River Music Fest that involved students from all district schools, including Texada Elementary.

The PRISMA for Kids concert was moved to Westview and a free evening concert has been scheduled for June. The elementary and intermediate music programs are thriving, with increased participation in bands and choirs, successful productions like Matilda Junior, and popular "Ultimate Rock and Roll Experience".

Paul Cummings received thanks for his hard work in organizing and planning the music events.

Ayajuthem Immersion Program – J. Johnson & S. Call (Director of Education, Tla’amin Nation)

J. Johnson and S. Call provided an update on the Ayajuthem immersion program, qaymix^wqenəmšt, which is being piloted in partnership with the Tla’amin Nation. The program is being offered to a cohort of 20 Kindergarten and Grade 1 students and will expand to include students in Grade 2 in 2024-2025.

S. Call reported that there is tremendous support from the Tla’amin community for the language revitalization program as only there are only two fluent speakers of the language. Students in the program travel from James Thomson to the Tla’amin Nation for the language component of the program and the transition has presented challenges for some young students in the program. As a result, this has presented a barrier for some students who have opted to return to the regular educational stream. The shift in learning environments has also presented some challenges to staff and a recommendation to move the program to James Thomson Elementary in its entirety was suggested.

There is significant interest in the program, which will be offered to K-2 for the upcoming school year. aims to consult with the community to shape the future of this language revitalization effort. The director of education emphasized community involvement in crafting the program's vision. Staff capacity and language fluency were identified as areas to address as the language revitalization program grows.

1. **APPROVAL OF AGENDA**

MOVED: M. MASON

SECONDED: D. LAWSON

THAT the Committee of the Whole Meeting Agenda of May 8, 2024, be adopted as circulated.

STATUS: CARRIED

2. **STANDING COMMITTEES**

2.a) Education & Strategic Planning Committee

2.a.i) N/A

2.b) Finance & Facilities Committee

2.b.i) 2024/2025 Budget Information – Draft

S. Hopkins shared a draft budget for discussion, highlighting that it reflects anticipated wage increases. The district foresees the necessity for additional teaching FTE to support students. Moreover, with the expected opening of new daycares on school premises, funding for support staff and custodians is also expected. The draft budget serves as a starting point and will be refined as the spring staffing process unfolds.

Trustees sought clarification on shifts in ministry funding. S. Hopkins clarified that some grants have been rolled into the ministry’s operating block which did not result in a reduction to overall funding. Funding to support food programs has been retained at current levels. The Student Family Affordability funding has already been received and unspent surplus will be used in the 2024-2025 school year.

J. Yule, K. Brach and A. Burt reviewed a document outlining resourcing required to support strategic planning goals. The resourcing plan is attached to these notes. It was noted that an asterisk indicated that the funding would be included in the core budget for the duration of the strategic plan.

The trustees engaged in a discussion regarding advocating to the ministry for increased funding to bolster reconciliation efforts, with a particular focus on language revitalization initiatives. Senior staff acknowledged that while the district does receive targeted funding to support Indigenous students, there remains a significant disparity, with the district currently allocating approximately \$250,000 more than it receives.

2.b.ii) Community Forest Grant – Final Report

S. Hopkins presented the final report on a project funded by a Community Forest Grant. The project focused on replacing a turf field and upgrading player benches, with funding aimed at enhancing community access to the field.

2.b.iii) Capital Planning Initiatives (oral)

S. Hopkins reported that the Edgehill expansion project has been approved and publicly announced on the day of the meeting. The expansion aims to replace 5 portables with 5 classrooms and a multipurpose room, with additional funding allocated for renovating 700 square feet of the existing building. Demolition of the portables is scheduled to follow the construction.

J. Formosa provided an overview of anticipated annual facility grant (AFG) usage, highlighting a more extensive consultation process with schools compared to previous years. A draft plan has been developed, with a focus on sustainability and climate considerations. A significant portion of the funding is allocated to enhancing the Edgehill expansion project. Additionally, funds will be allocated to engage an energy consultant to support an application for zero-emission transit opportunities, particularly targeting CO2 emissions from school buses, which account for 70% of the district's carbon emissions. The annual facility grant amounts to approximately \$700,000.

2.c) Policy Committee

2.c.i) Administrative Procedure 363 – British Columbia Evergreen Certificate

A. Burt spoke to the updated administrative procedure, noting that the majority of changes were made to align with current language and to provide additional clarity. Trustees proposed additional revisions, particularly suggesting the inclusion of the term "Evergreen" in the definition of the School Completion Certificate, along with incorporating language from the Tla'amin Education Agreement relevant to the School Completion Certificate.

Further revisions to the administrative policy will be shared at the Regular meeting in May.

3. **COMMITTEE REPORTS**

- 3.a) Environmental Stewardship and Sustainability in SD47 Schools – Survey Data
- 3.b) Environmental Stewardship and Sustainability Plan (Draft)
- 3.c) Environmental Stewardship and Sustainability Committee Resourcing Recommendations

Trustees reviewed survey data and the draft plan, noting challenges in understanding how the data informed the plan.

J. Yule reported on resourcing recommendations from the committee, highlighting:

- Funding for school-based Eco-teams (\$3,500) - \$500 per school to support team initiatives.
- District subscription to Eco-schools (\$1,500).
- Environmental Restoration Fund – to be resourced using proceeds from the Banff Film Festival.
- Sustainable Initiatives Fund (\$10,000) – Schools to apply for funding, with parameters to be developed.

J. Yule indicated that other items under consideration at the committee level require further discussion with stakeholders.

Trustees acknowledged DPAC's request for involvement in the sustainability plan.

They also noted that some items listed in the plan have already been achieved, particularly the transition to MERV 13 filters. A request was made to remove accomplished items from the plan.

- 3.d) BCPSEA Representative Appointment (discussion)

The board recently discovered that J. Miller is unable to serve as the appointed BCPSEA Trustee Representative due to her membership with BCGEU. The position will remain vacant until a trustee who is not in conflict is nominated and accepts the role. In the meantime, J. Yule will continue to advise the board on matters arising through BCPSEA.

4. **OTHER INFORMATION**

- 4.a) BCSTA Annual General Meeting Lead Strong Report (oral)

The board briefly discussed the AGM.

- 4.b) Upcoming Events:

- 4.b.i) May Day – May 17, 2024

At the time of the meeting, no trustees are able to attend.

- 4.b.ii) Track & Field – May 31, 2024

- 4.b.iii) Retirement Dinner – TBD (June 12, 2024)

Trustees confirmed June 12, 2024 for the retirement dinner.

- 4.b.iv) CSBA Annual General Meeting, National Trustee Gathering on Indigenous Education & CSBA Congress – July 6-8, 2024

K. Van't Schipp has expressed an interest in attending the conference via email.

- 4.c) Board Work Plan – For Information
A report back on the National School Board Association AGM will be scheduled for an upcoming meeting.

ADJOURNMENT

MOVED: D. LAWSON

THAT the meeting be adjourned at 2:48 p.m.

STATUS: CARRIED

SH/er

Attachments.

Activity	Budget Item	Rationale
Sexual Health Educator	1.0 FTE*	To build programming and teacher capacity in sexual health education.
Teams Class/Group Sites Support	0.25 FTE* \$10,000*	To support educators with implementation of Microsoft Teams group and class sites
ADST Innovator	0.7 FTE (exempt staff)	To build programming and teacher capacity for ADST curriculum.
Career Pathways/Early Learning Clerical	35 hours/week*	To support Ministry, Skilled Trades BC, and local documentation, reporting, and reviews for Career Pathways and Early Learning.
Intervention/Coordination (K-7)	8.0 FTE	To build programming and teacher capacity and improve the outcomes of students in literacy and numeracy.
Outdoor Education Coordinator (K-12)	0.5 FTE*	To build programming and teacher capacity for how to place students in local heritage, cultures, landscapes, opportunities, and experiences to enable student agency, boost access and opportunity, prioritize deeper learning, and personalize learning.
Sustainability Coordinator (K-12)	0.5 FTE	To provide leadership in sustainable practices and energy conservation. Promoting sustainability initiatives, reducing greenhouse gas emissions, and implementing climate change adaptation strategies, the coordinator will be responsible for incorporating sustainable strategies and practices and creating awareness and training programs for all staff and students.
Elementary Behavior/SEL Support Teacher	1.0 FTE	To support classroom teachers with managing challenging student behaviors and to build teacher capacity.
Elementary Behaviour/SEL Support EA	60 hours	To support classroom teachers with managing challenging student behaviors and to build teacher capacity.
Teacher for the Deaf and Hard of Hearing	0.6 FTE	To support school teams and students who have experienced hearing loss.
Family School Liaison Worker	2.0 FTE	To improve connections and school engagement for youth who are disengaged. Connecting youth to community supports and services.
Speech Language Pathologist	1.0 FTE	With the retirement of the SLP assistant and increased need at every school, more SLP time is required to meet the increased demand.
District Elementary Musical Theatre Teacher	0.20 FTE	To provide an after school musical theatre opportunity for elementary students.
UDL Learning Series (Novak Education)	\$20,000*	To improve the outcomes of students by designing curriculum instruction that is universally designed and evidence-based.

Reporting Implementation	\$5,000*	Support for the implementation of the K-12 Student Reporting Framework. 2024 focus: goal setting and core competencies
K-7 Literacy Framework Implementation	\$5,000*	Support for the implementation of the K-7 Literacy Framework.
Mentorship Program	\$26,000	The induction of new teachers plays an important role in improving teaching and learning. Quality induction programs foster new teachers' self-confidence and competence, help them improve their teaching practice, and help them grow into and stay in the profession.
SOGI Project Initiative	\$10,000	Raise awareness of SOGI issues and develop district wide initiatives and supports.
Compassionate Systems Leadership Training	\$15 000*	Cultivating system-wide well-being through compassionate leadership. To support student well-being and resiliency, adults must have the tools and practices to support their own well-being. Compassionate systems leadership in education is an approach that inspires transformation and instructional best practices that lead to student success. Building on the strong foundation of leadership development that already exists, we need to engage new system awareness tools and embed compassion into the work.
School Requests		
POSARs	1.2 FTE*	
PIE/also support all of SD47's online courses	0.4 FTE Brightspace Implementation (Technical)* 0.1 FTE Subject Matter Expert* 0.1 FTE Learning Expert*	Brightspace is the Learning Management System that all POLS must use for online schools. Brightspace recommended all online schools using Brightspace to allocate FTE for certain positions. There have been numerous updates and challenges with Brightspace and full implementation has not occurred. These positions would be temporary to the end of 2024/2025.
Instructional Support	0.50 FTE Brooks*	To support collaboration and learning between teachers (setting standards-based goals and learning targets, co-planning with student evidence, co-teaching using effective instructional strategies)