



REGULAR BOARD MEETING

4:00 pm, Wednesday, June 19, 2024
School Board Office

A G E N D A

LAND ACKNOWLEDGEMENT

PRESENTATION:

2SLGBTQIA+ Inclusivity at Brooks – A. Welp-Ellis and W. Dunlop

[Book it to Brooks](#) – Jessica Adam and Jenni Brander

Correspondence from James Thomson PAC – R. Harriman

QUESTION PERIOD

CHAIRPERSON'S REMARKS

1. ADOPTION OF AGENDA

MOTION: "THAT the Regular meeting agenda of June 19, 2024, be adopted as circulated."

2. ADOPTION OF MINUTES

MOTION: "THAT the Regular meeting minutes of May 15, 2024, be adopted as circulated."

3. REPORT OF CLOSED MEETINGS

3.a) May 15 to June 14, 2024 – The Board met in-camera on multiple occasions to discuss items which include property and personnel.

4. INCOMING CORRESPONDENCE

4.a) James Thomson PAC to Board - Urgent Need to address Safe Space Programs in Our Schools

4.b) James Thomson PAC to Board - Request for revised policy on smart phones and devices

4.c) MOECC to Board Chairs and Superintendents – Concerns re: anti-Semitism in BC Classrooms and Schools.

4.d) SD5 to BCIT – Letter of Support for BCIT request to Ministry of Advanced Education and Skills Training

4.e) SD5 DPAC to MOECC – Lack of Resources for SD5

4.f) Saanich Schools to MOECC and MOF – Changes to Education Funding Model

4.g) Kootenay-Columbia SD to BCSTA – Visit

4.h) Kootenay-Columbia SD to BCSTA – Thank You

MOTION: “THAT the correspondence listed in item 4.a) to 4.h) be received for information.”

5. SUPERINTENDENT OF SCHOOLS’ REPORT

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

MOTION: “THAT the Suspension, Exclusion, and Seclusion Report for the period of September 5, 2022, to May 31, 2024, be received for information.”

6. SECRETARY-TREASURER’S REPORT

6.a) 2024/2025 Annual Budget (Handout)

MOTION: “THAT the 2024/2025 Annual Board Budget be adopted and approved for submission to the Ministry of Education and Childcare.”

6.b) 2024/2025 Capital Plan Response Letter – Amended

MOTION: “THAT Capital Plan Bylaw No. 2024/25-CPSD47-02 be adopted in support of the projects identified in the amended capital Plan response letter.”

6.c) 2025/2026 Capital Plan Overview

MOTION: “THAT the proposed project outlined in the Capital Plan Overview document be approved for submission to the Ministry of Education and Childcare under the 2025/2026 Major Capital Plan Funding Program.”

6.d) Schools for Locations Photography

MOTION: “THAT Board direct the Secretary Treasurer to _____.”

6.e) Month End Financial Report as at May 31, 2024

MOTION: “THAT the Secretary Treasurer’s report be received for information.”

7. COMMITTEE REPORTS

7.a) Committee of the Whole Report for June 12, 2024

Additional Reference Documents:

7.a.i) BAA Courses – Brooks Publishing and Yearbook 11 and 12

7.a.ii) 2023 Climate Change Accountability Report

7.a.iii) 2024/2025 Board Meeting Calendar

7.a.iv) Sustainability Committee Recommendations

Recommended motions arising from the Committee of the Whole Meeting:

MOTION: "TO receive the 2023 Climate Change Accountability Report for informational purposes."

MOTION: "TO approve the proposed 2024/2025 Board Meeting Calendar."

MOTION: "TO approve the resource allocation recommendations described in the written report of the Environmental Stewards and Sustainability Committee (ESSAC) dated May 8, 2024."

8. OTHER BUSINESS

8.a) 2024/2025 School Calendars - Amended

MOTION: "TO approve the amended 2024-2025 Local School Calendar"

MOTION: "TO approve the amended 2024/2025 Partners in Education School Calendar."

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT

ADJOURNMENT

SH/attachments

2SLGBTQIA+ Inclusivity at Brooks, 2nd Ed.

A capstone project

**HOW INCLUSIVE DO STUDENTS FIND THEIR
SCHOOL TO BE?**

Vocabulary

2S TWO-SPIRIT

L LESBIAN

G GAY

B BISEXUAL

T TRANSGENDER

Q QUEER/
QUESTIONING

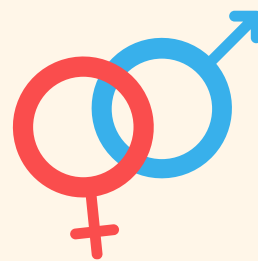
I INTERSEX

A ASEXUAL

+ MORE



2-spirit: An umbrella term used by many Indigenous communities to describe people with diverse gender identities, gender expressions, gender roles, and sexual orientations.



Sex: Refers to the physical and physiological characteristics chosen to assign humans as male, female, or intersex. It is determined by characteristics such as sexual and reproductive anatomy, hormonal levels, and genetic make-up



Gender: The social construction of concepts such as 'masculinity' and 'femininity' in a specific culture at a specific time.

Gender Expression: How one outwardly expresses gender.

VS

Gender Identity: How one feels their gender.

Data Collection Process

Sign up:

A word document was sent out to the Brooks staff and they were able to sign their class(es) up for one of the time slots: Junior students during A block, and Senior students during D block.

Margin of Error:

This survey was anonymous and students could/did respond freely. The survey was not locked; students could potentially respond multiple times/outside of class time if they had the survey link.

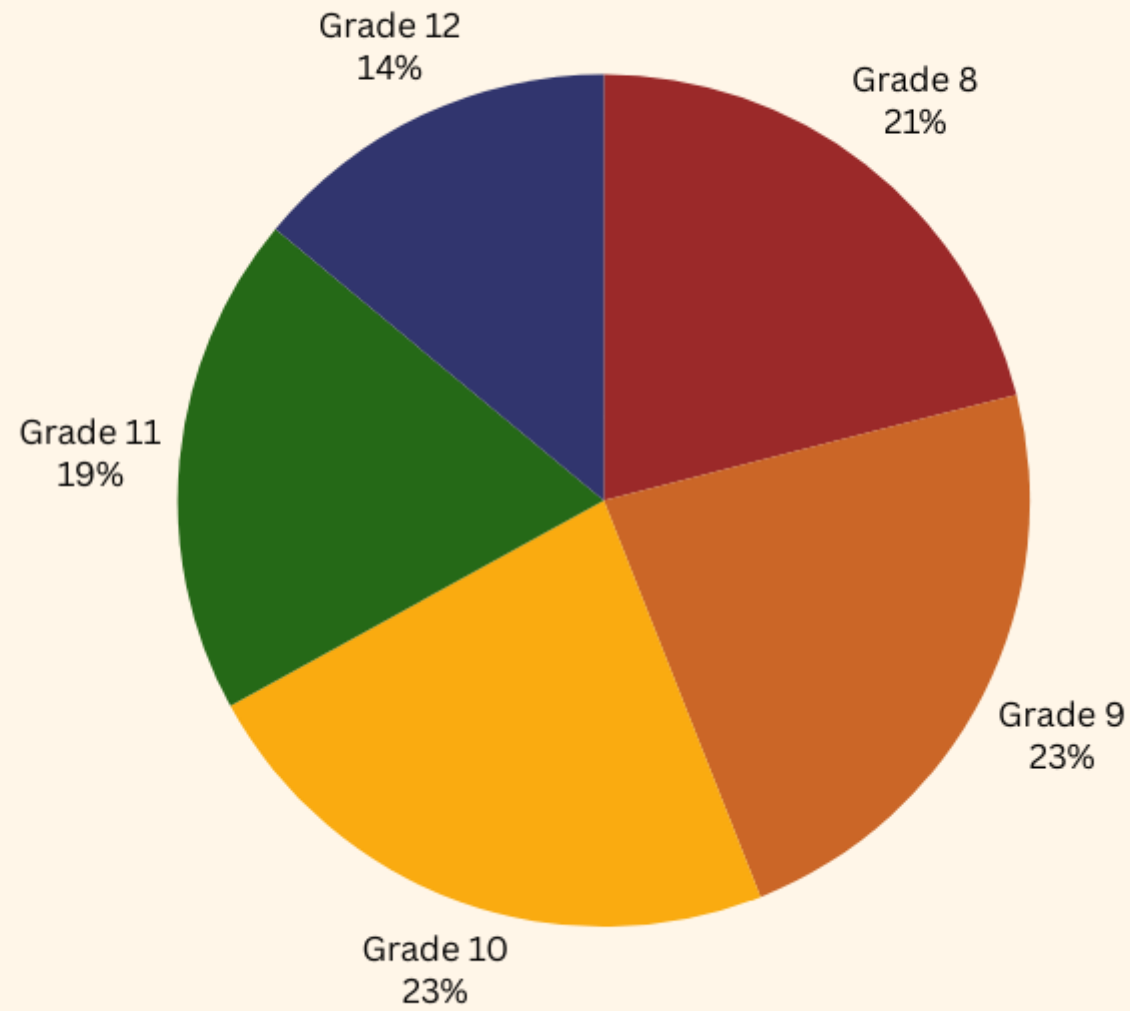
Evolving questions:

Some of the questions in this survey changed compared to the previous survey.

Sorting of data:

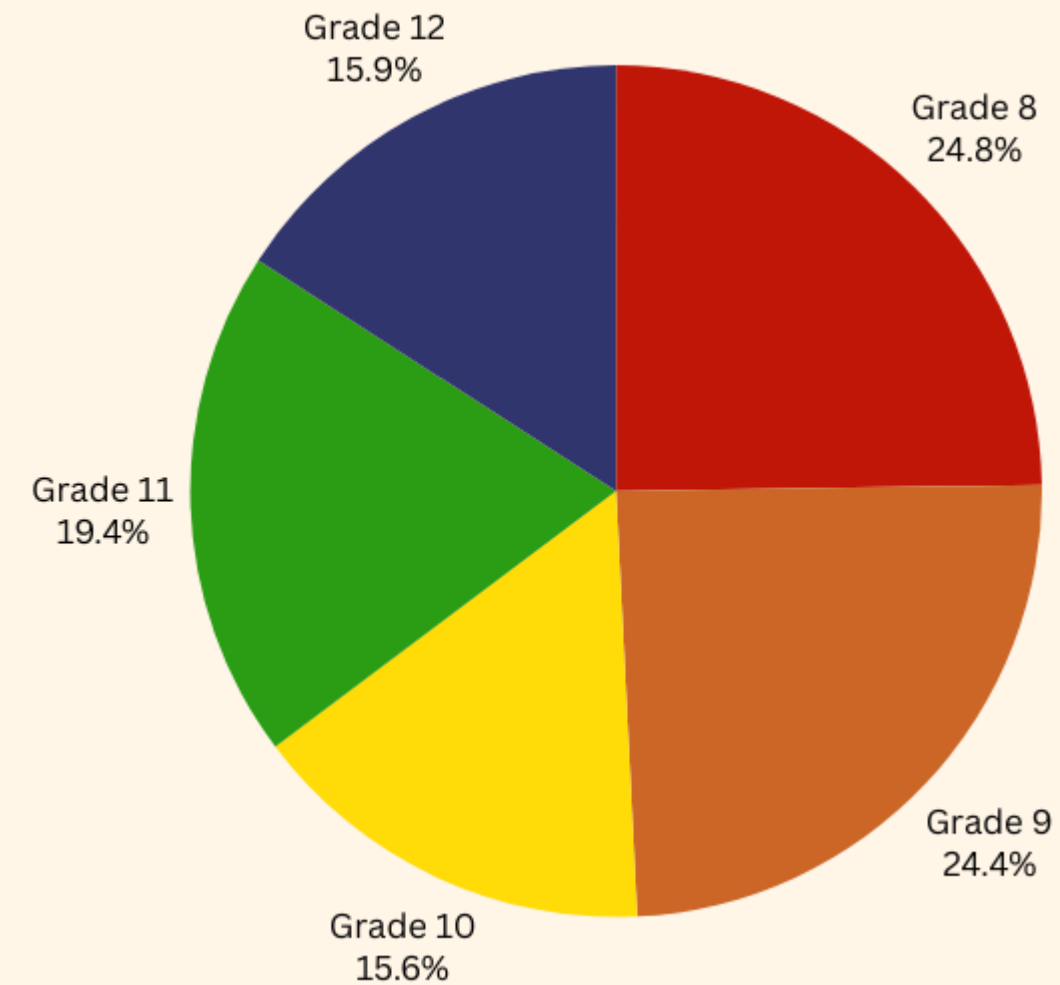
Some of the data in the 2021 survey was filtered by the SOGI identity of students to provide more specific insights. The SOGI identity of respondents has not been used as a filter in the 2024 data presented here.

Student Sample



**2021 Original
survey**

420 responses

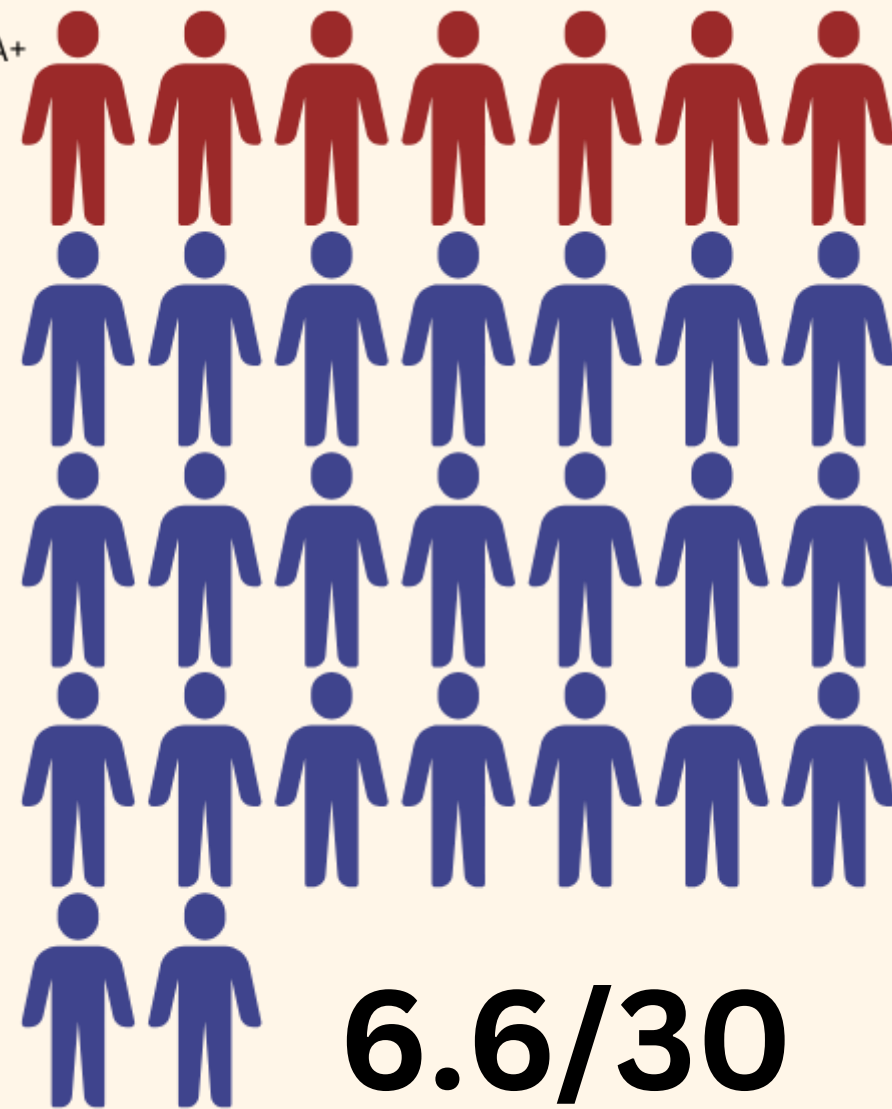
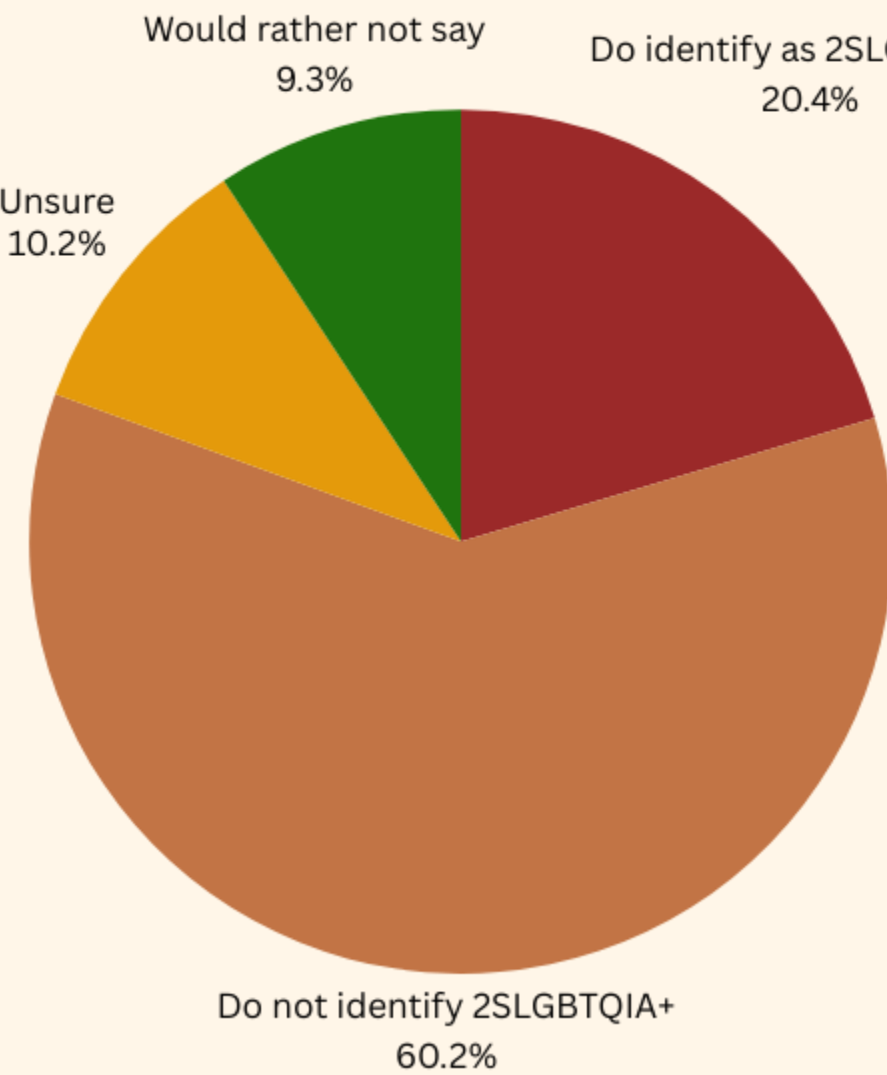


2024

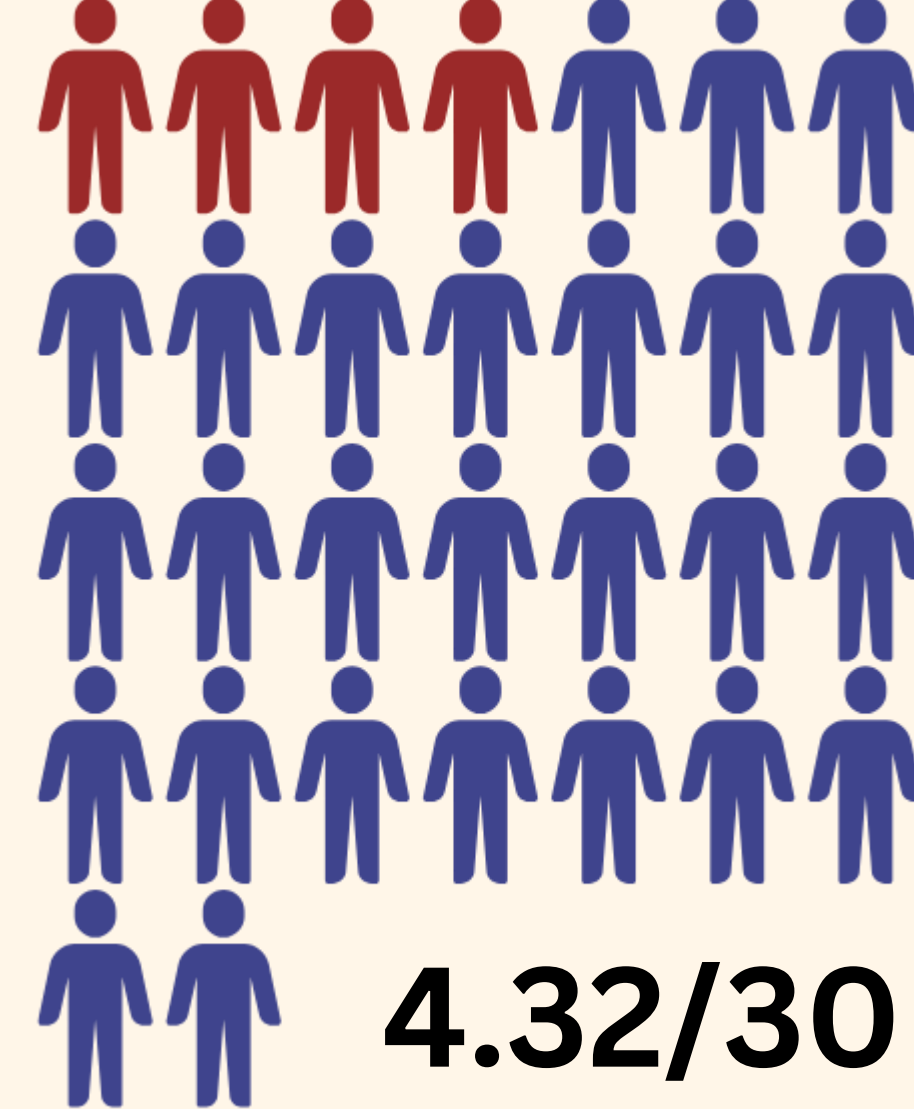
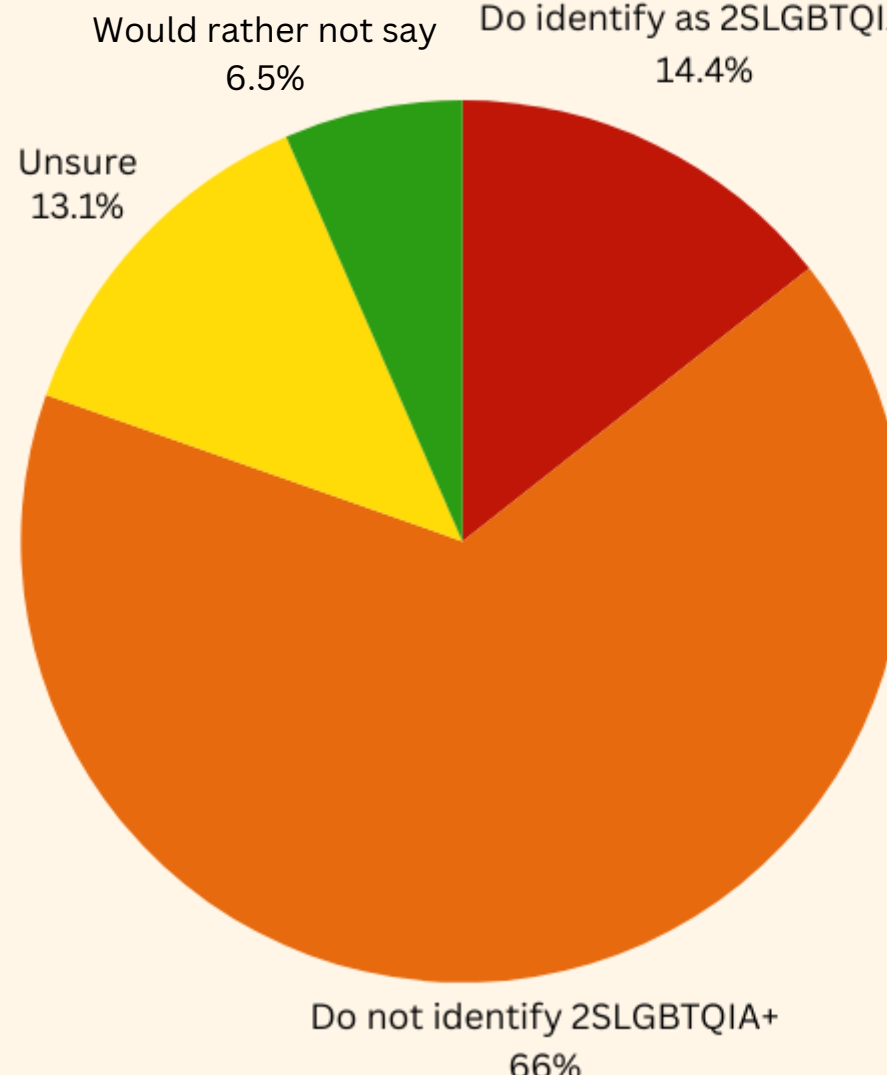
survey

318 responses

SOGL Identification



2021



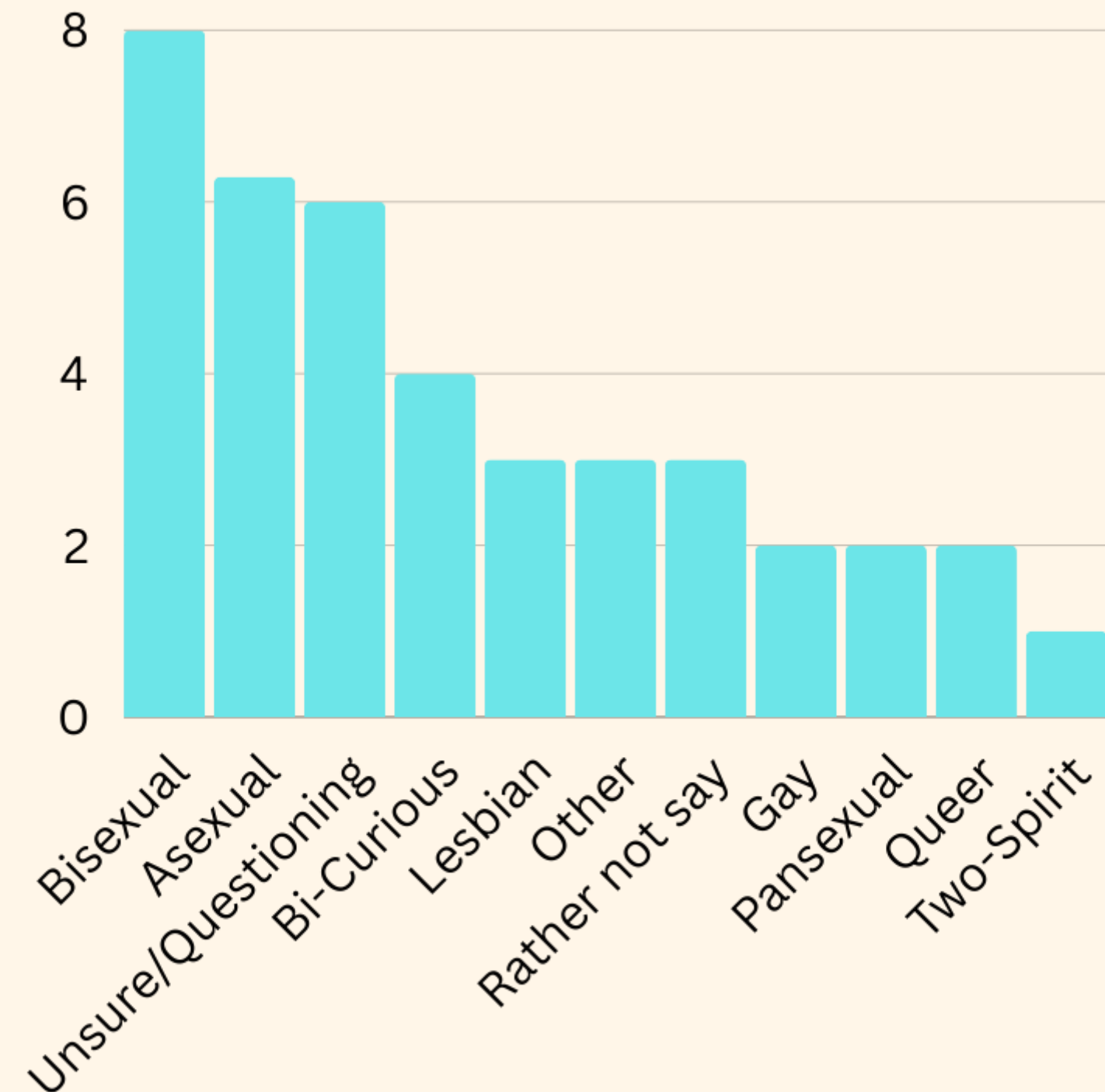
2024

Sexual Orientation Data

How do students describe their sexual orientation(s)?

Orientation % 2024 (2021)

- ↑ Heterosexual 73.5% (60.5%)
- ↓ Bisexual/Bi-curious 11.95% (12.3%)
- ↓ Other 3.14% (6.2%)
- ↓ Unsure/Questioning 6.29% (6.9%)
- ↑ Asexual 6.29% (2.5%)
- ↑ Lesbian 3.46% (2.0%)
- ↑ Rather not say 3.14% (1.5%)
- ↑ Gay 2% (1.4%)
- ↓ Pansexual 2% (4.1%)
- ↓ Queer 2% (2.2%)
- ↑ Two-Spirit 1% (0.4%)



Written Responses (Orientation)

“How do you describe your sexual orientation(s)?”

“Whatever I’m feeling honestly
I just feel love”

“Normal”

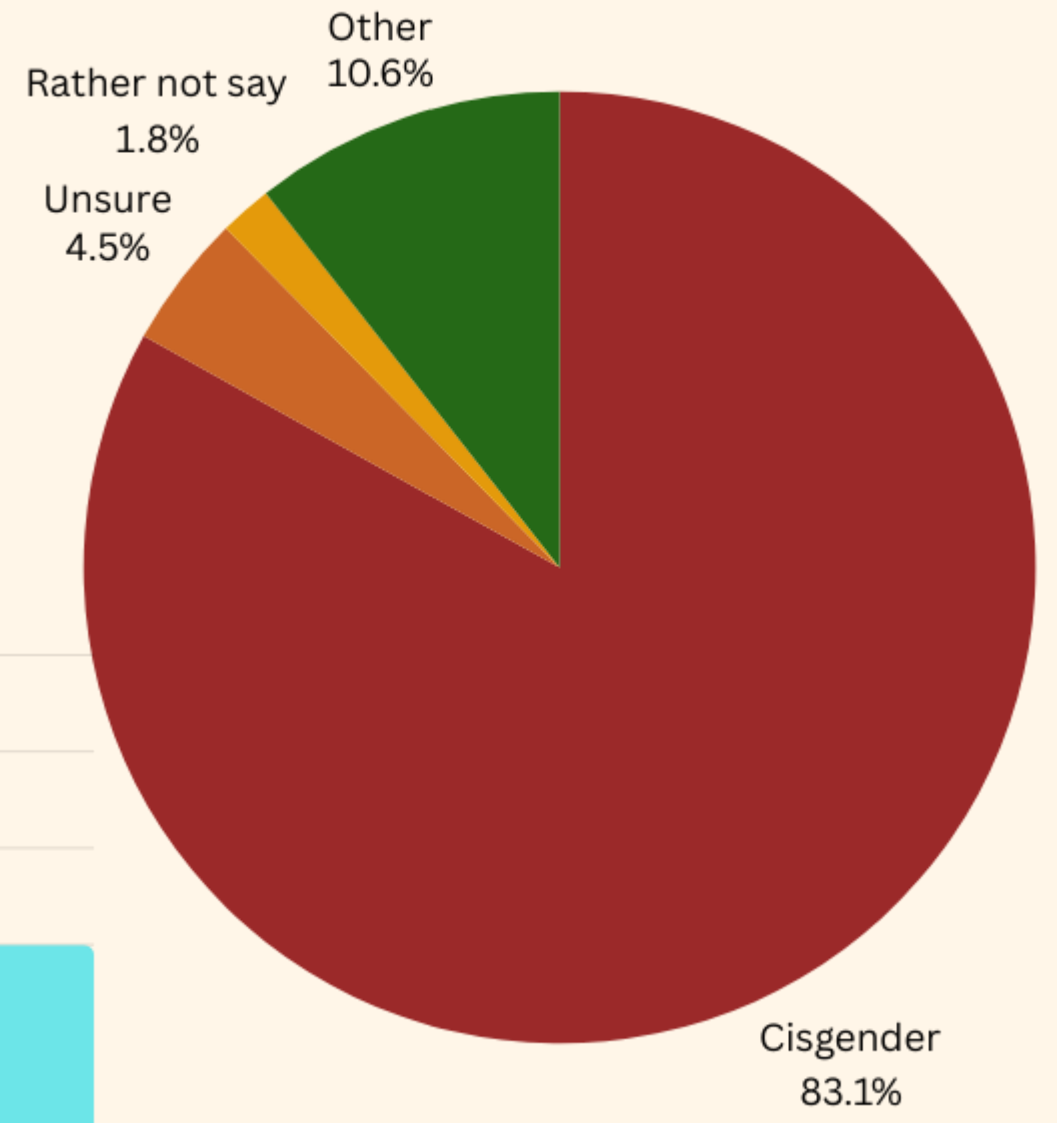
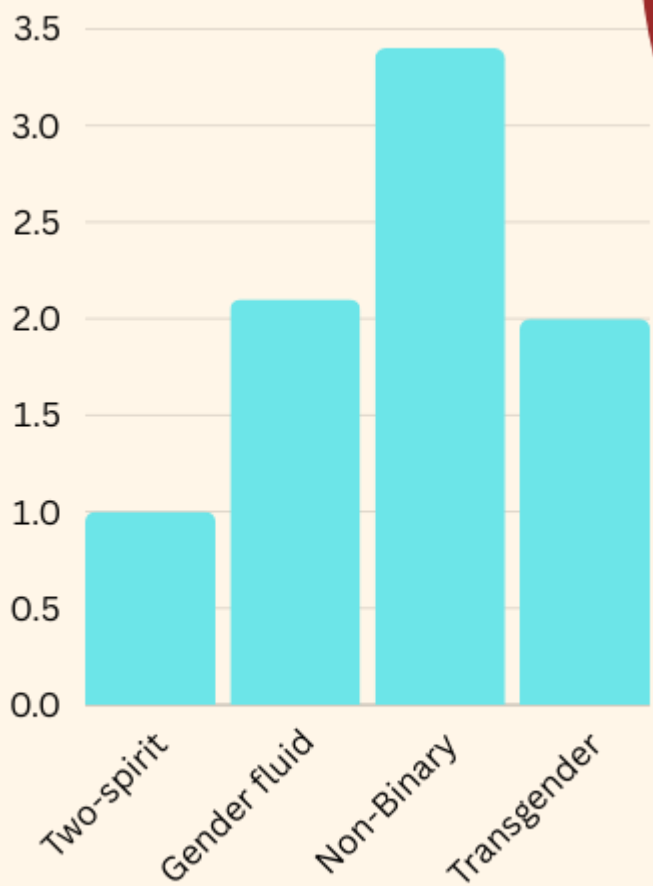
“Anything
”

“Idk I’m something”

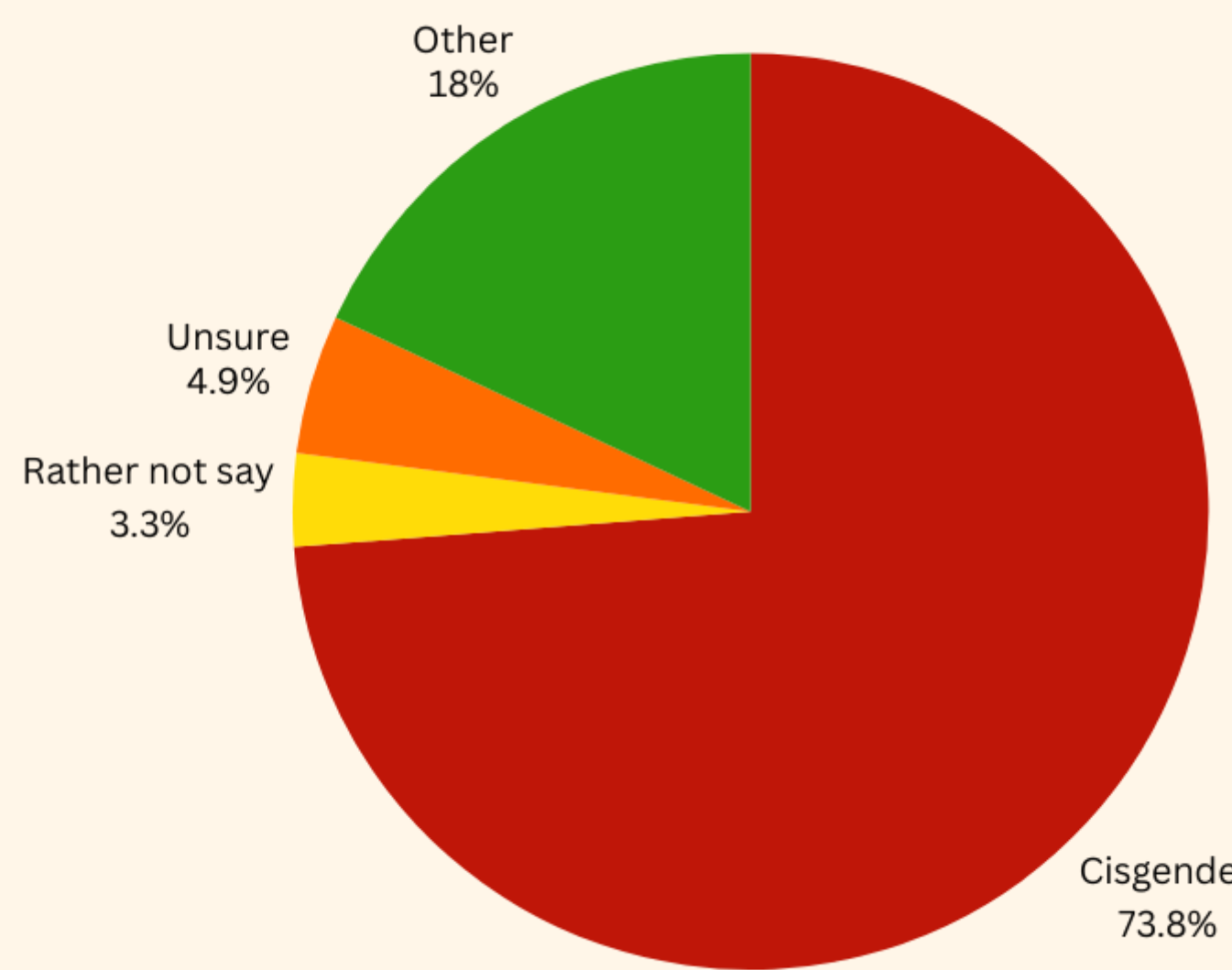
“Straight”

Student Gender Identity Data

Cisgender 84%
Unsure 4.6%
Non-Binary 3.4%
Other 3.4%
Fluid 2.1%
Rather not say 1.8%
Transgender 1%
Two-Spirt 0.8%

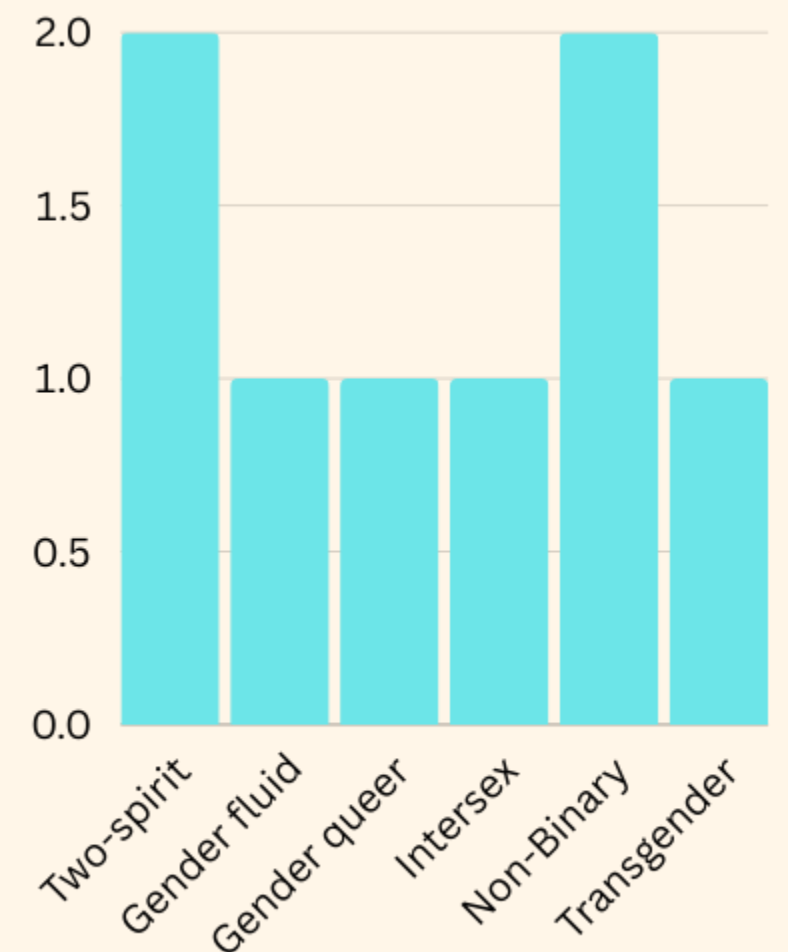


2021



2024

Other:
Non-Binary 2%
Other 9.9%
Gender Fluid 1%
Transgender 0.6%
Two-Spirt 2%
Gender Queer 1%
Intersex 1.3%



Written Responses (Gender)

“How do you describe your gender identity(s)?”

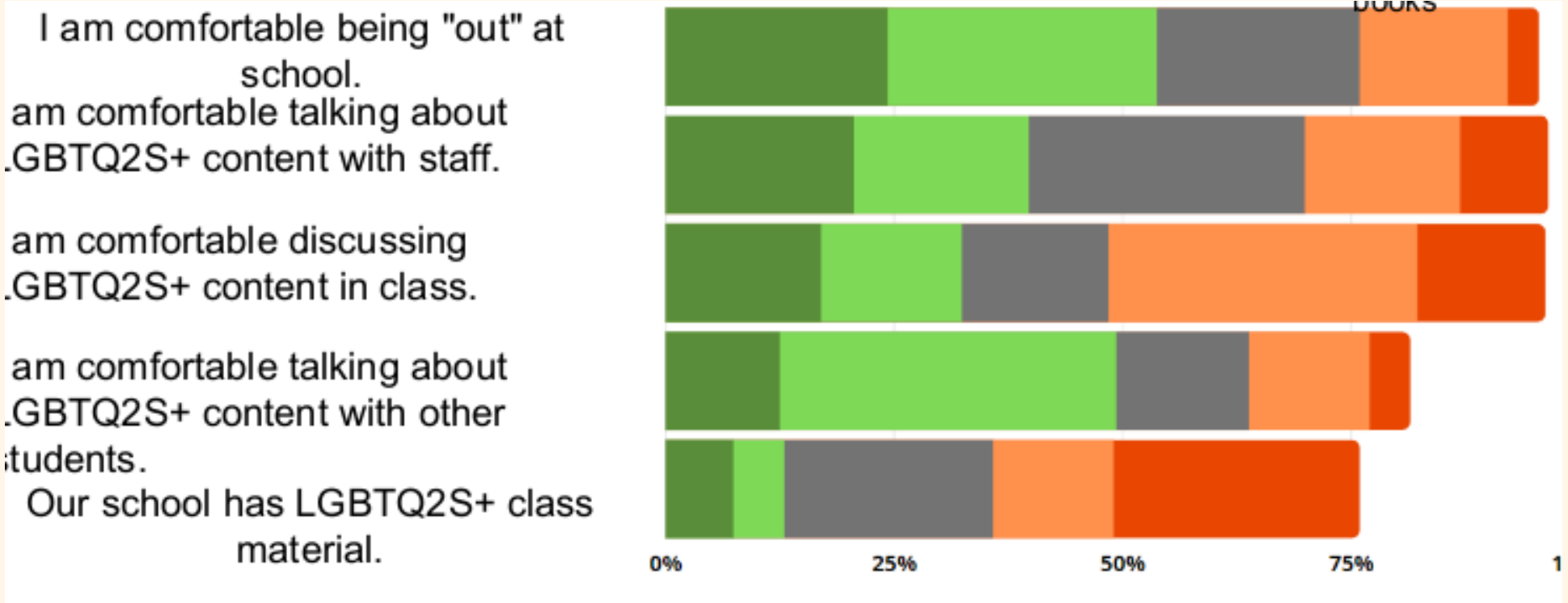
“trans but
in the way that like i dont
really care and im happy to
be seen as however”

“Male”

“Women”

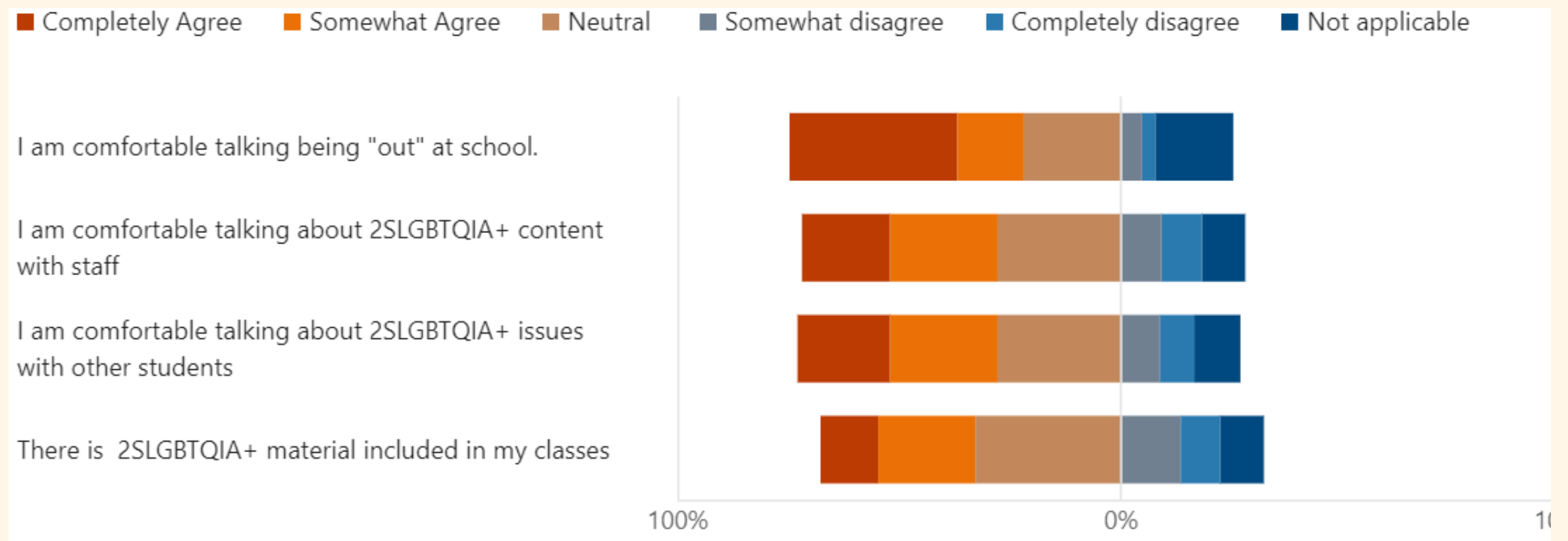
“Normal”

Student Comfort at Brooks



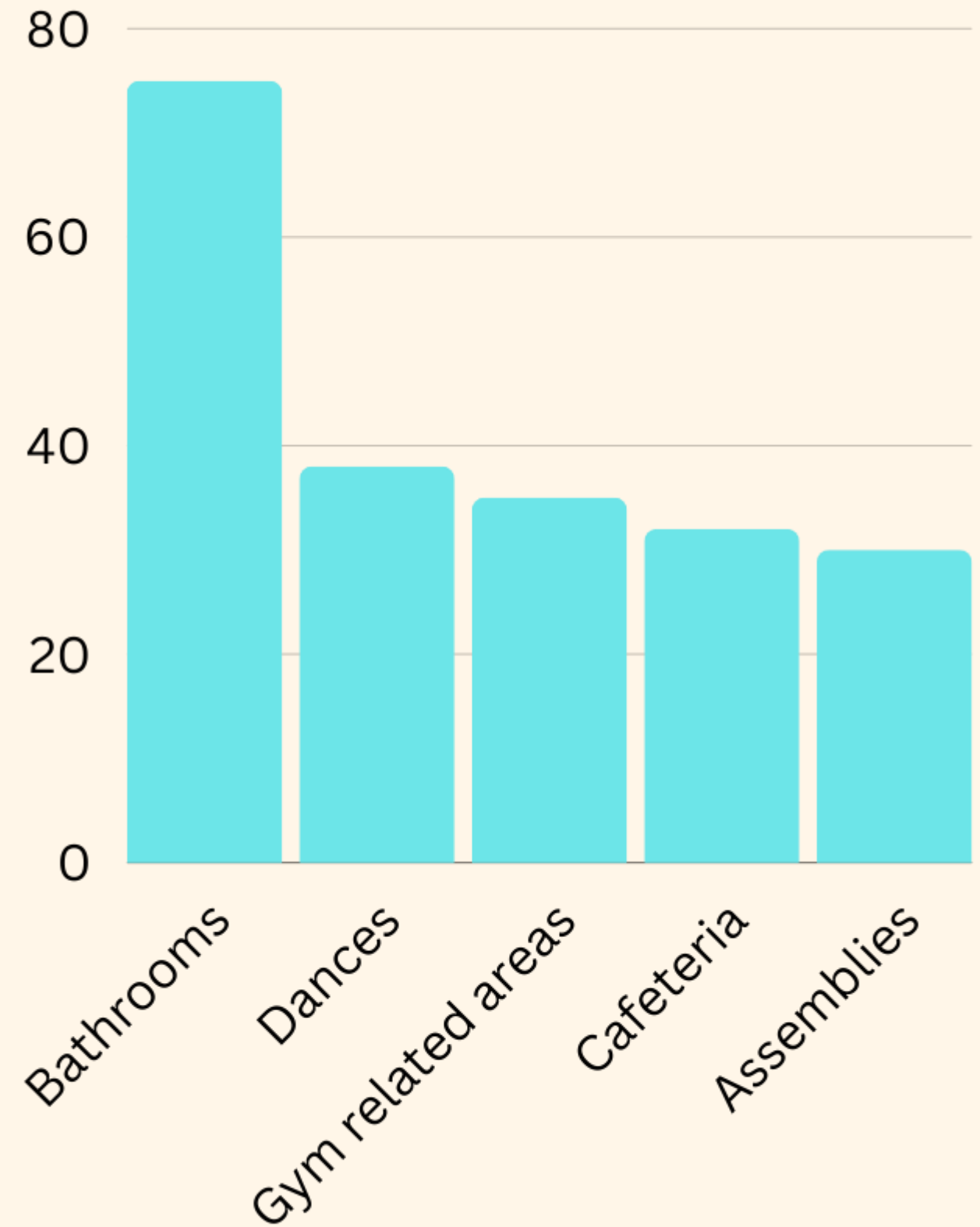
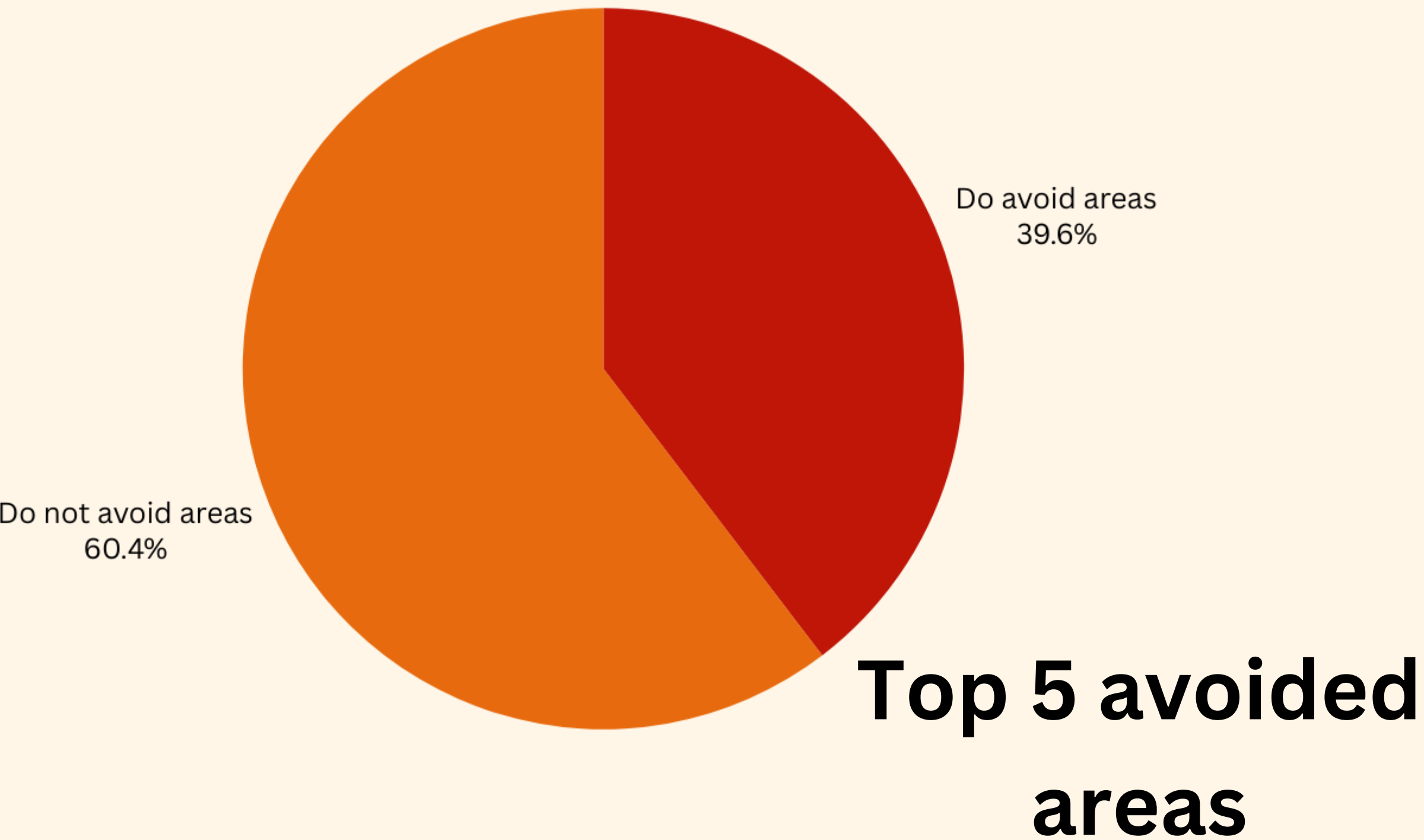
2021

2024



100% 0% 100%

Avoiding Areas of the School



Written Responses - Areas Avoided

Most common answers:

“Feeling
judged/Embarrassed”

“Gossip”

“Loud/Yelling”

“Crowded”

“Don’t feel safe”

“Mistaken as a
different gender”

“Vapes/
Vaping”

“Drugs”

“Sexism/Politics”

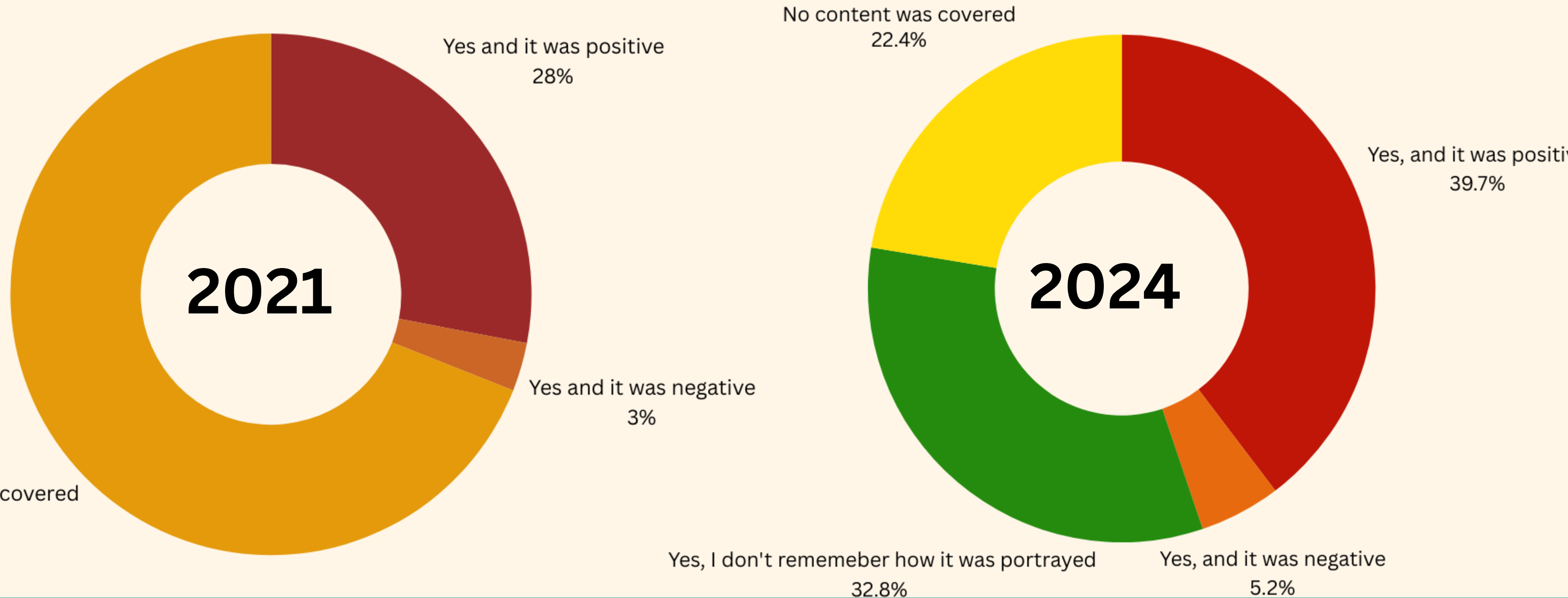
“Mean students”

“Embarrassed”

“Too many
people”

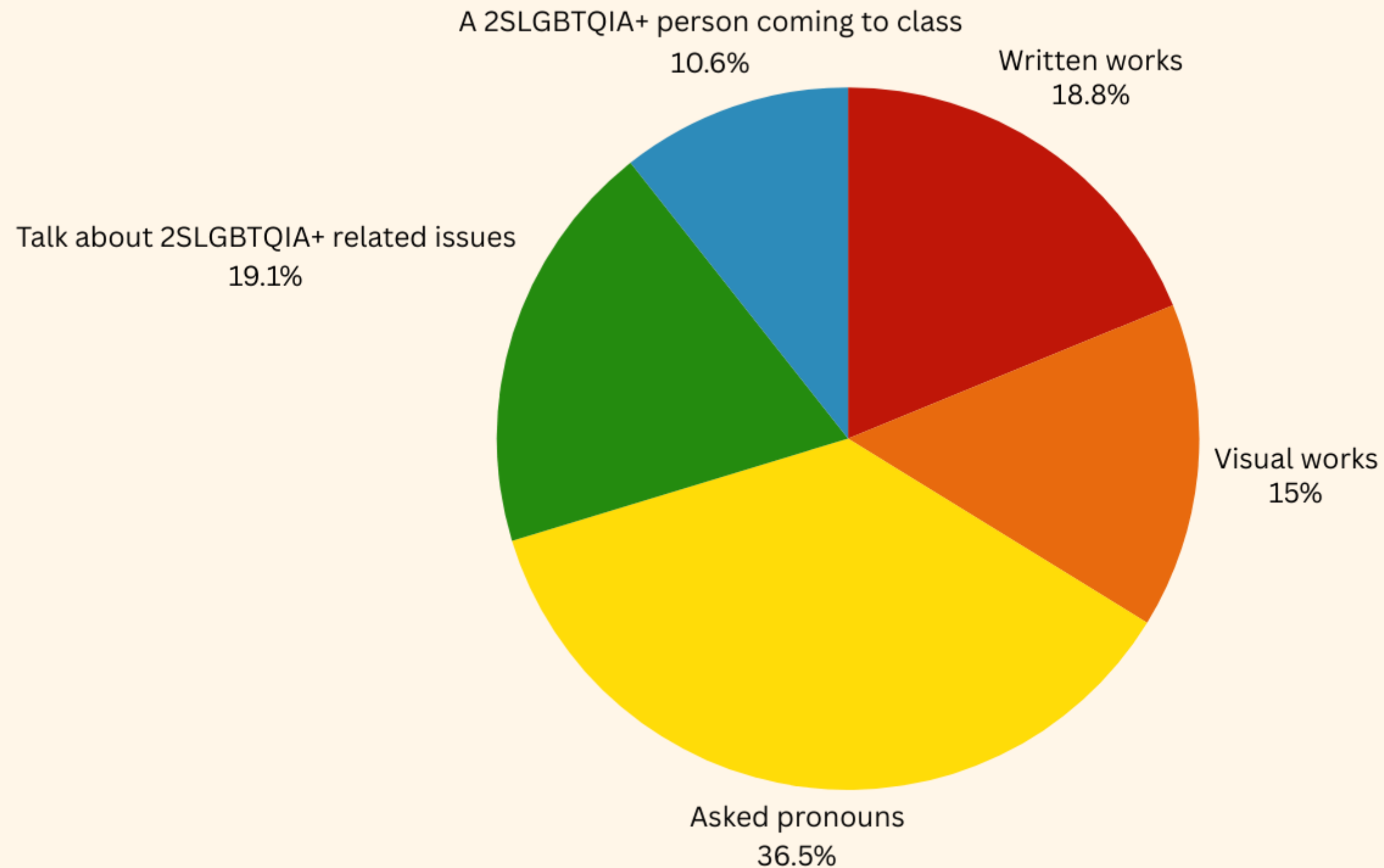
Diverse Representation

“Have you been taught about 2SLBGTQIA+ people, history/events?”



Diverse Representation

“What 2SLGBTQIA+ content do students see in class?”



Written Responses (Representation)

“The lgbt shouldn’t be talked in class. We don’t wanna know who has sex with what gender. If lgbtq is talked within class maybe talk about Christianity but you know barely anyone wants to learn about that so don’t talk about lgbtq it’s annoying and useless just live ur life.”

“No lgb talk please”

“Unsure”

“Ewwww”

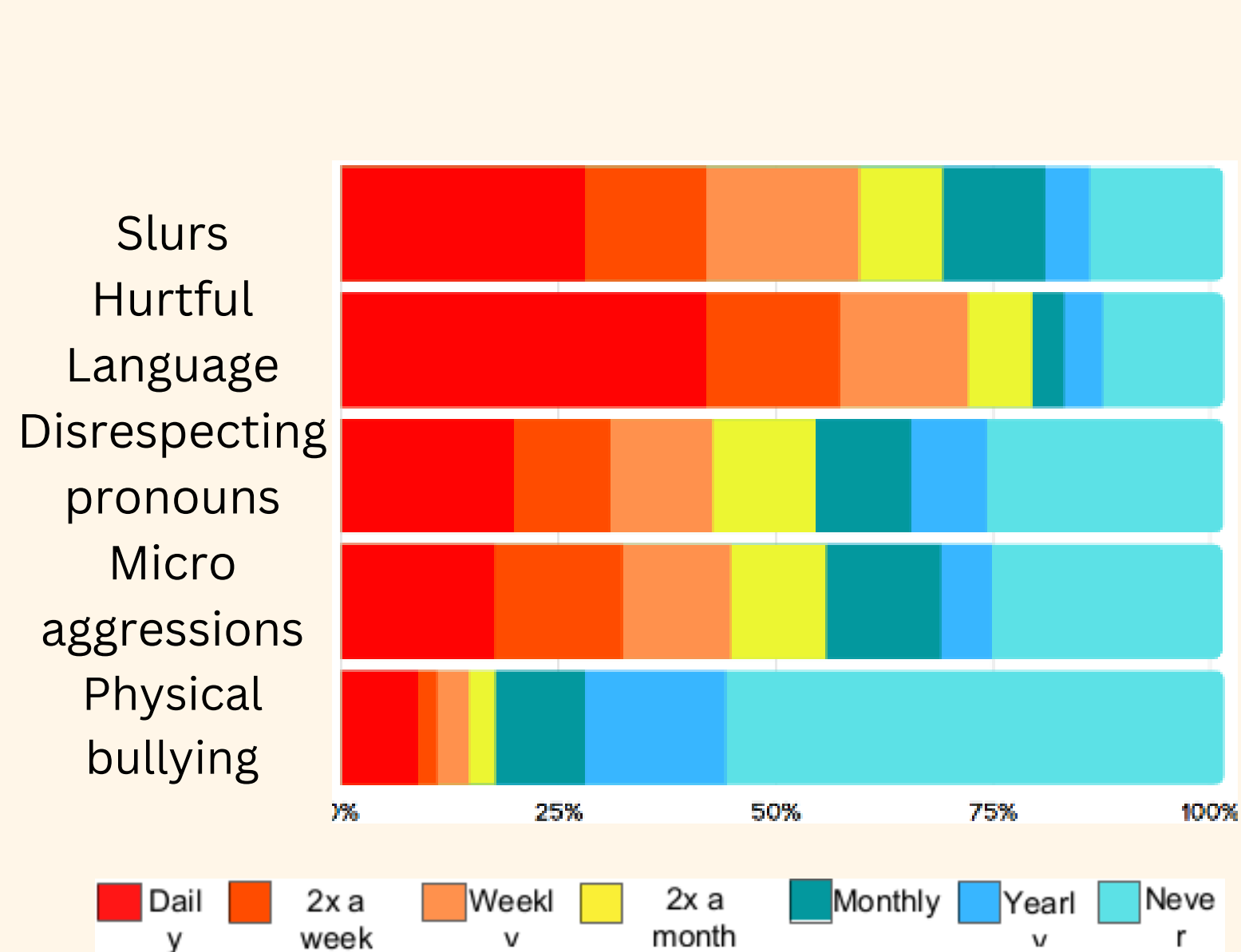
“None”

“Zero”

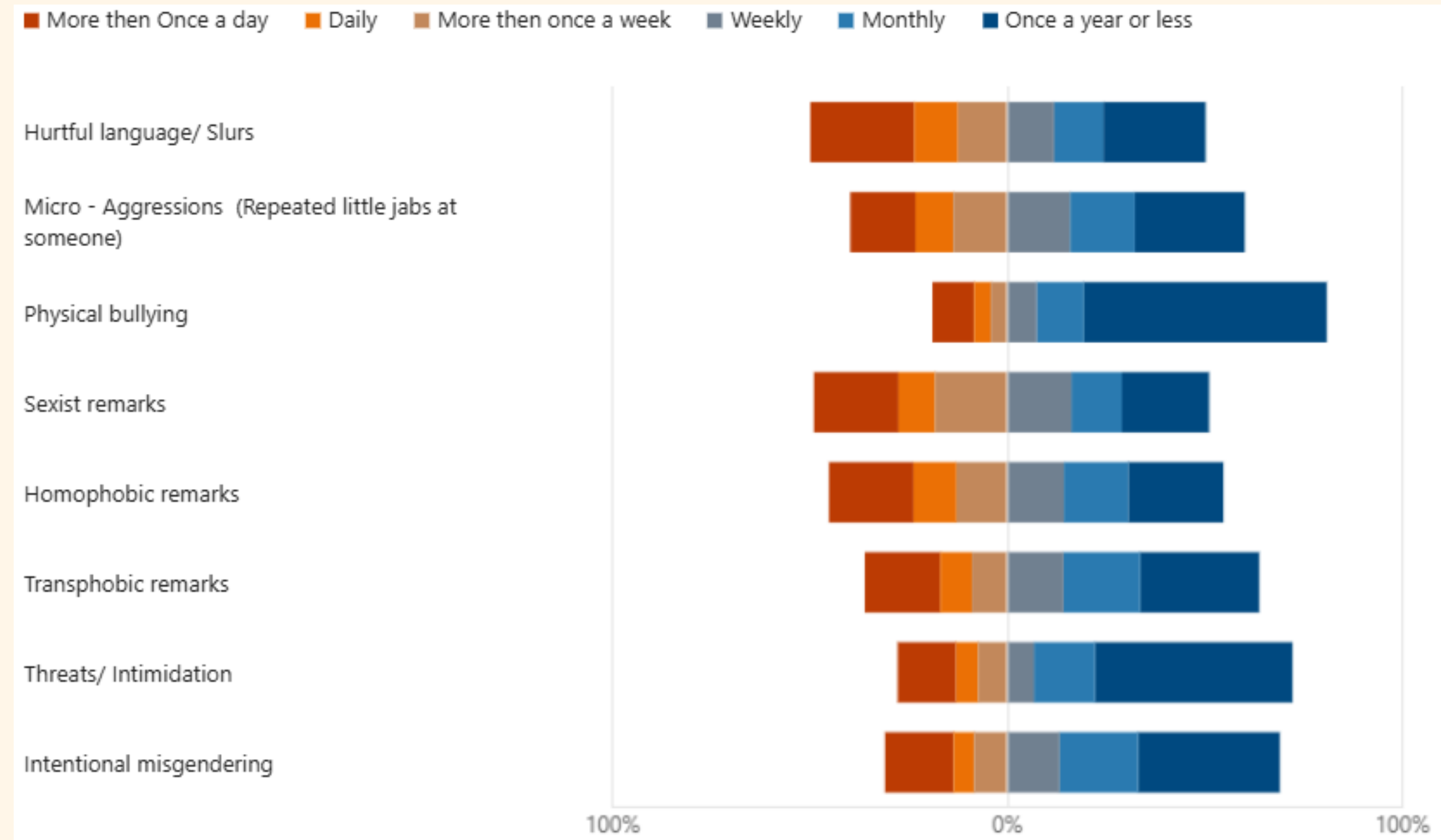
“Don’t put in any classes please”

Exposure to Homophobia/Transphobia

“How often do you witness... due to the fact that someone may be/is 2SLGBTQIA?”

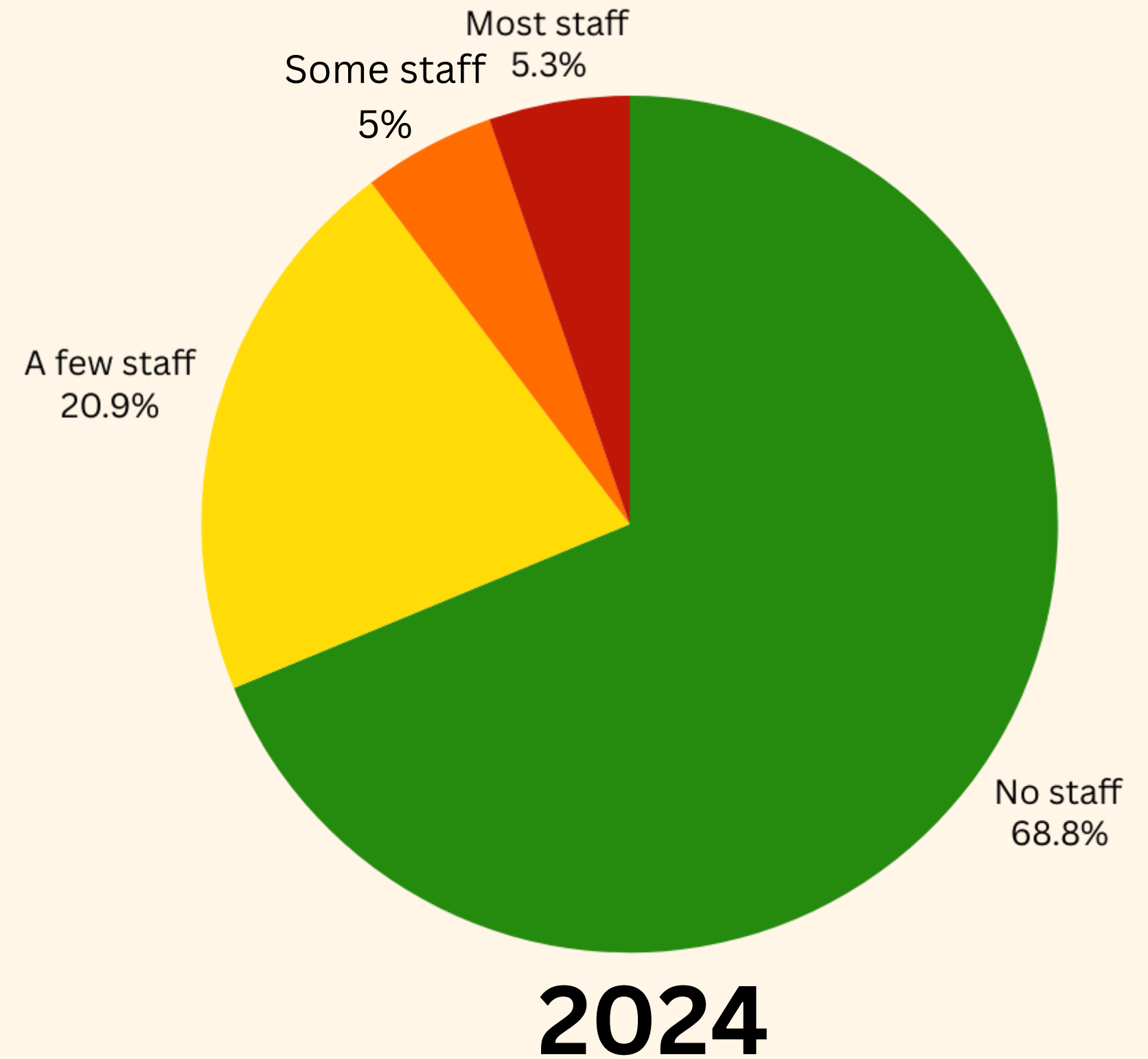
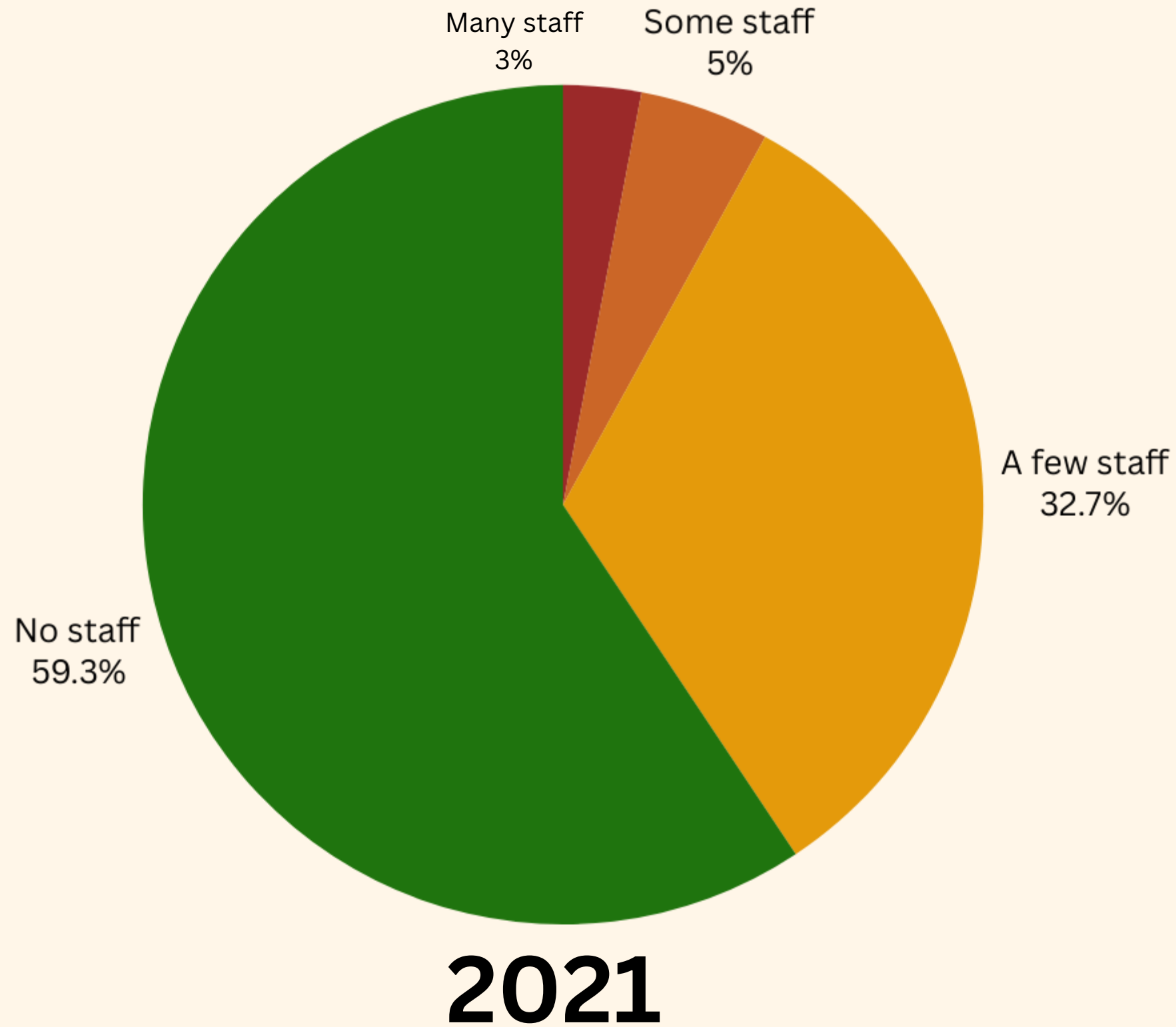


2021

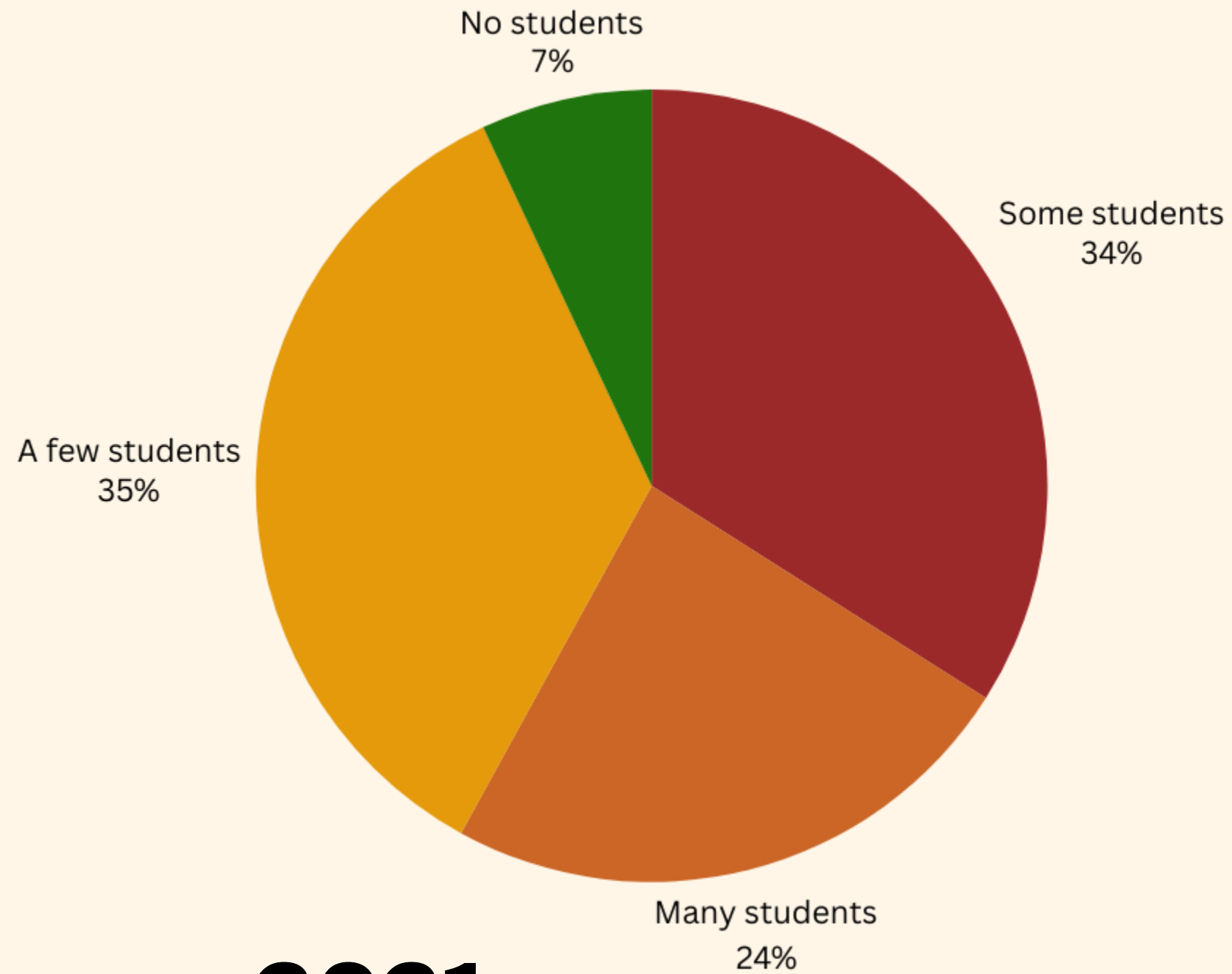


2024

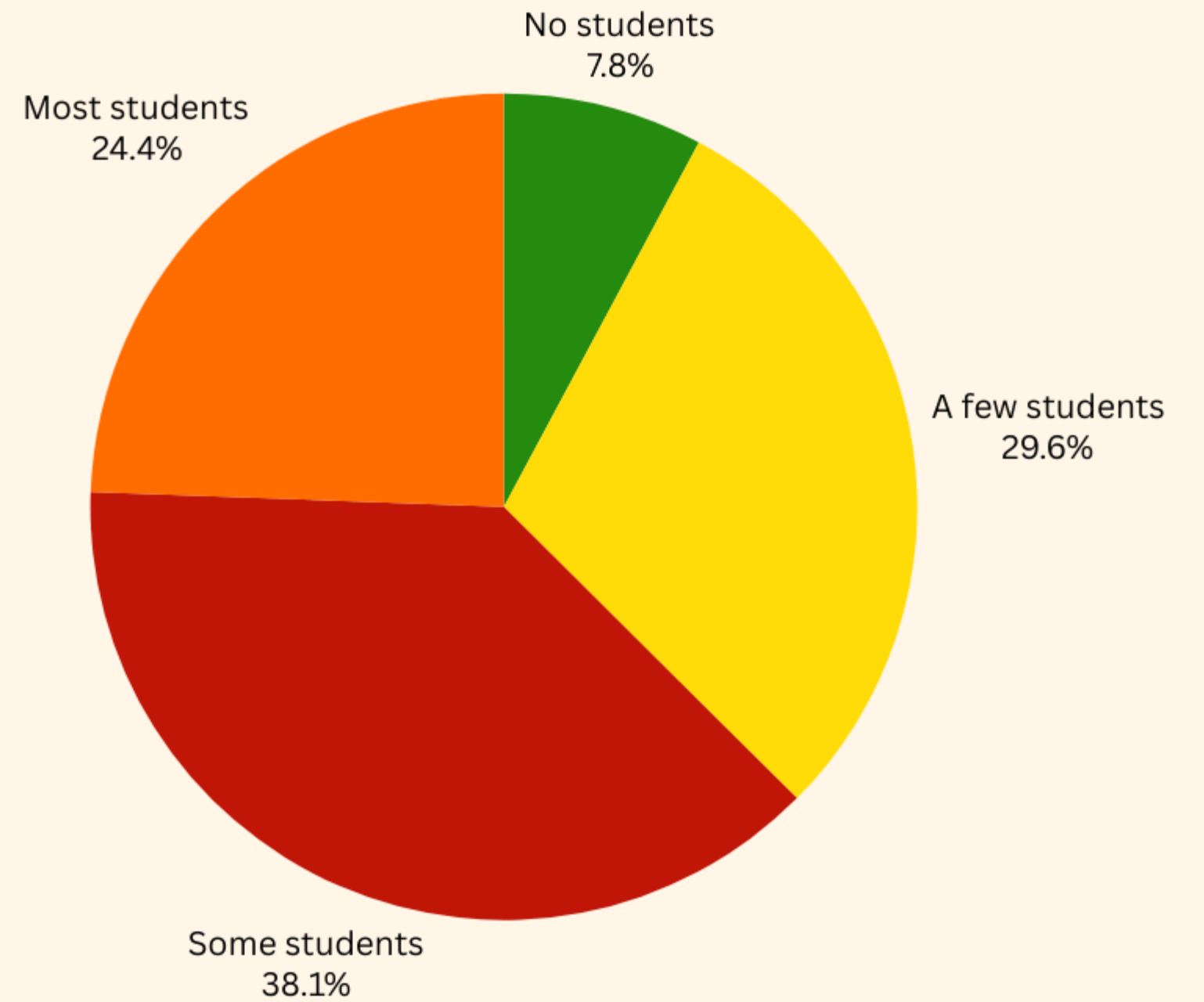
Discrimination from Staff Members



Discrimination from Students

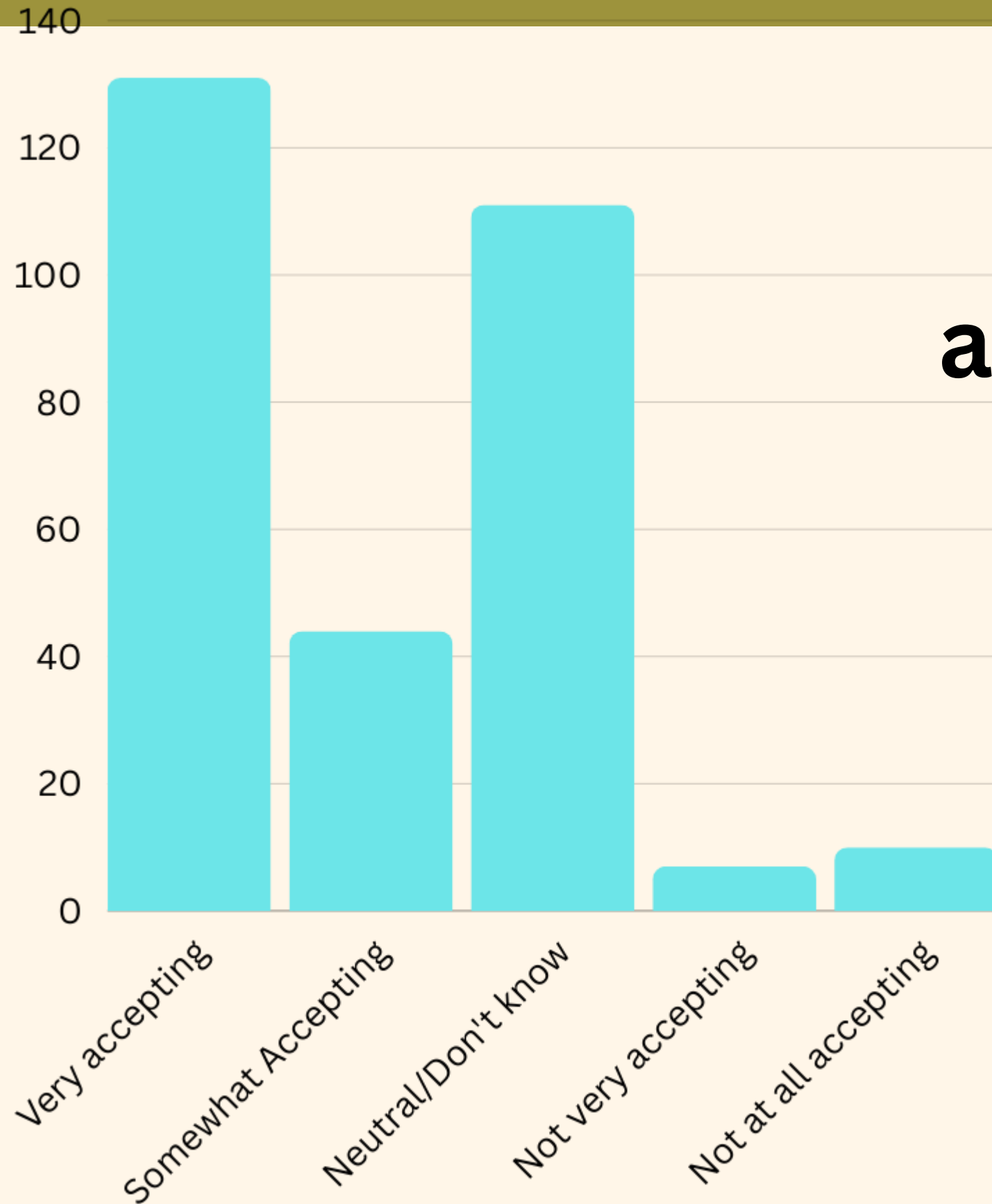


2021



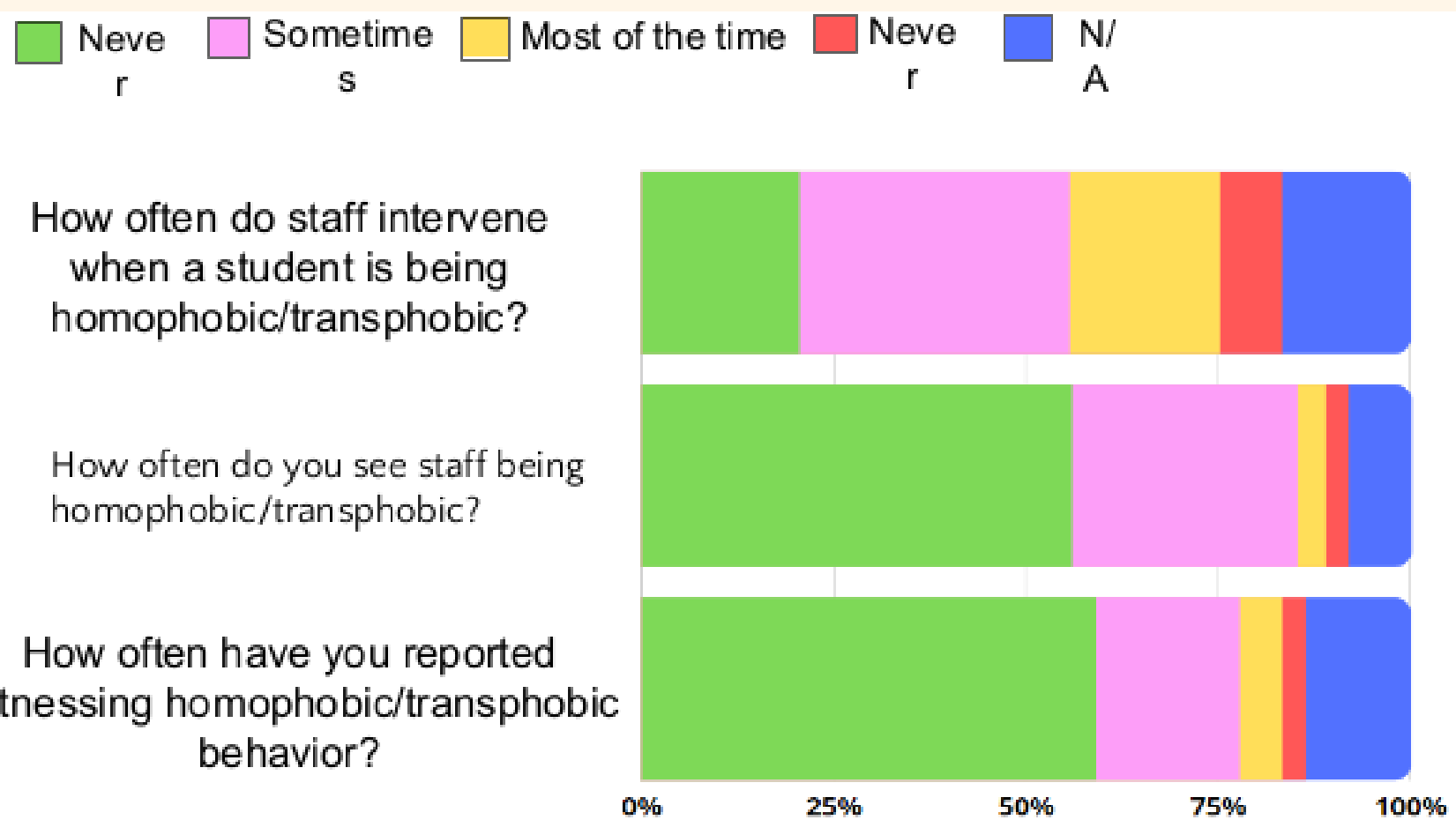
2024

Administrative Support, 2024

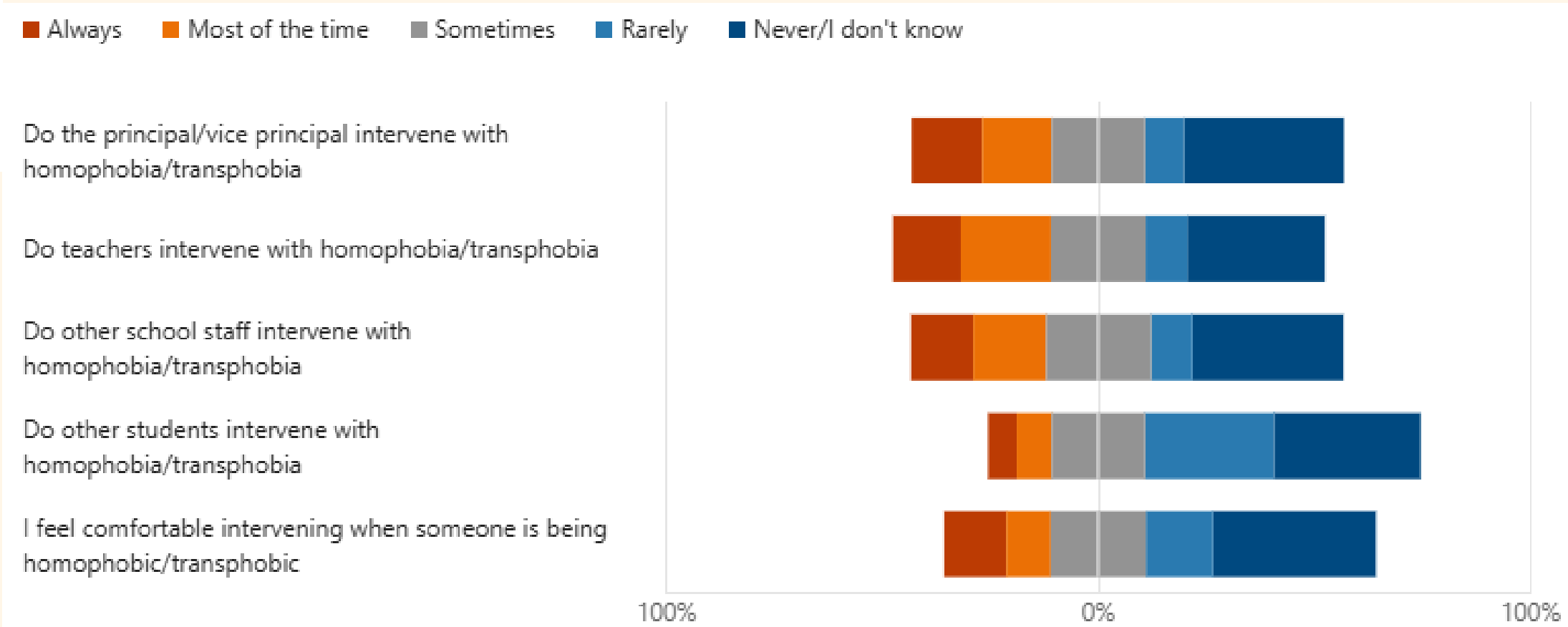


Do students feel the school administration are supportive of 2SLGBTQIA+ people?

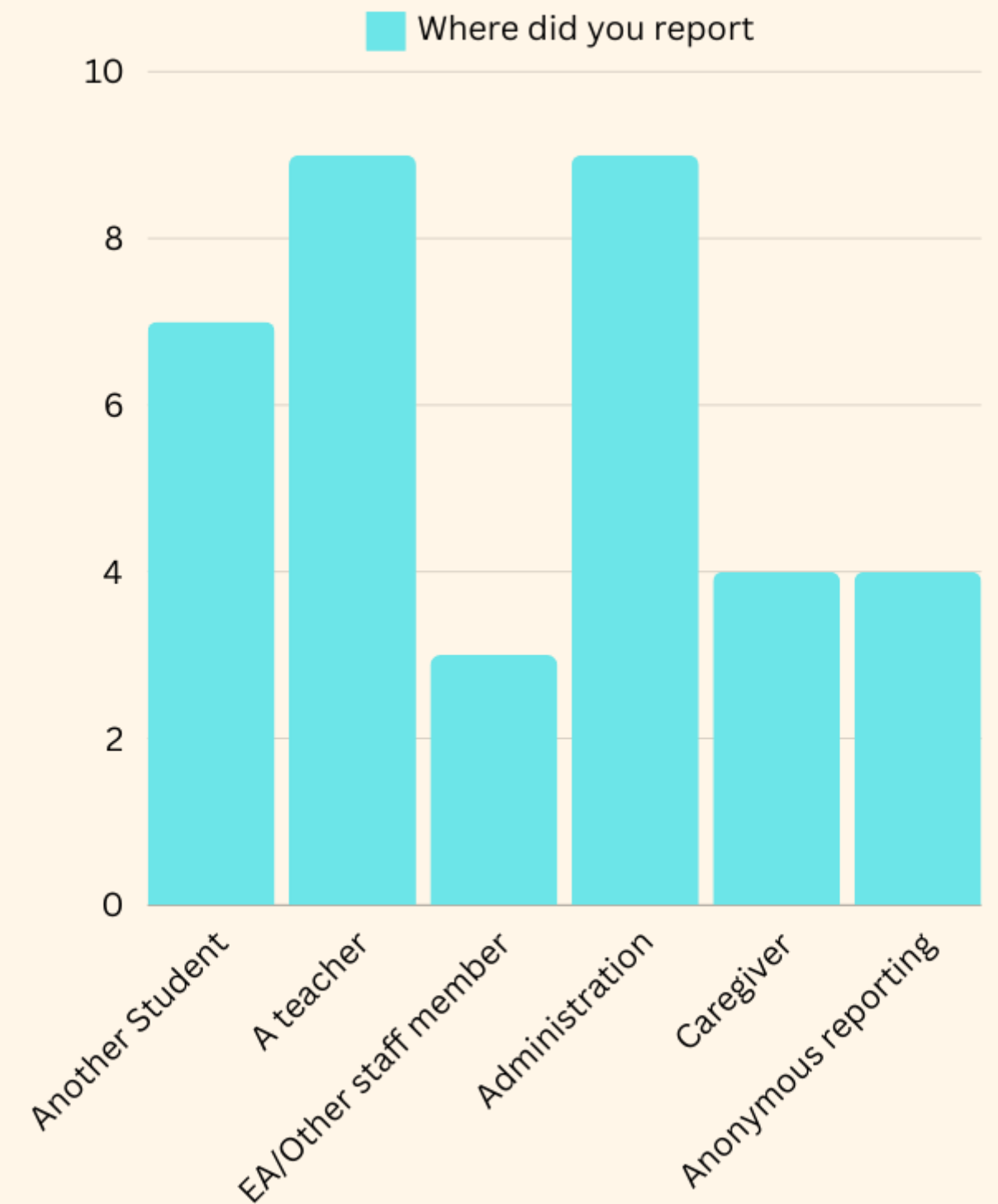
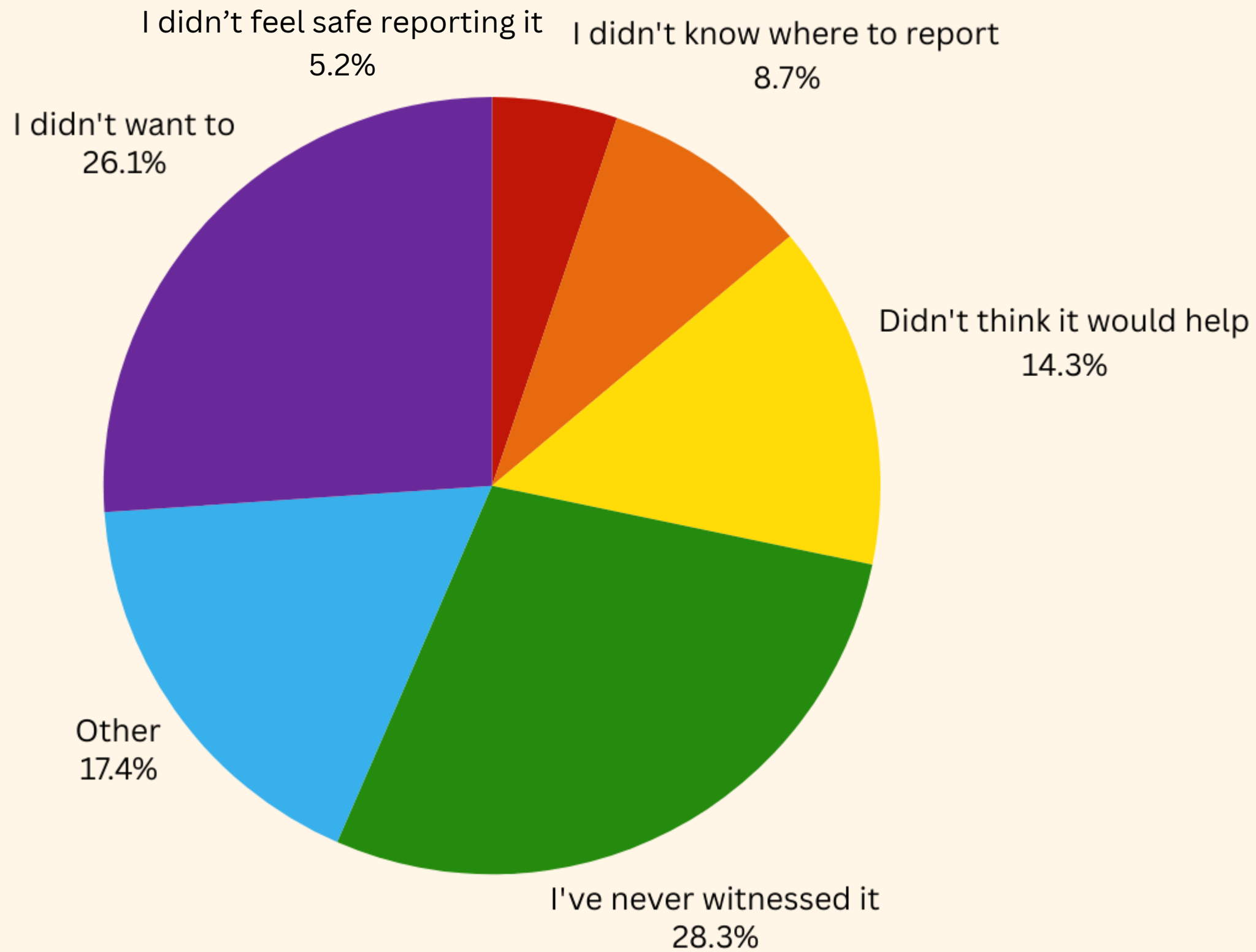
Intervention in SOGI Discrimination



2021

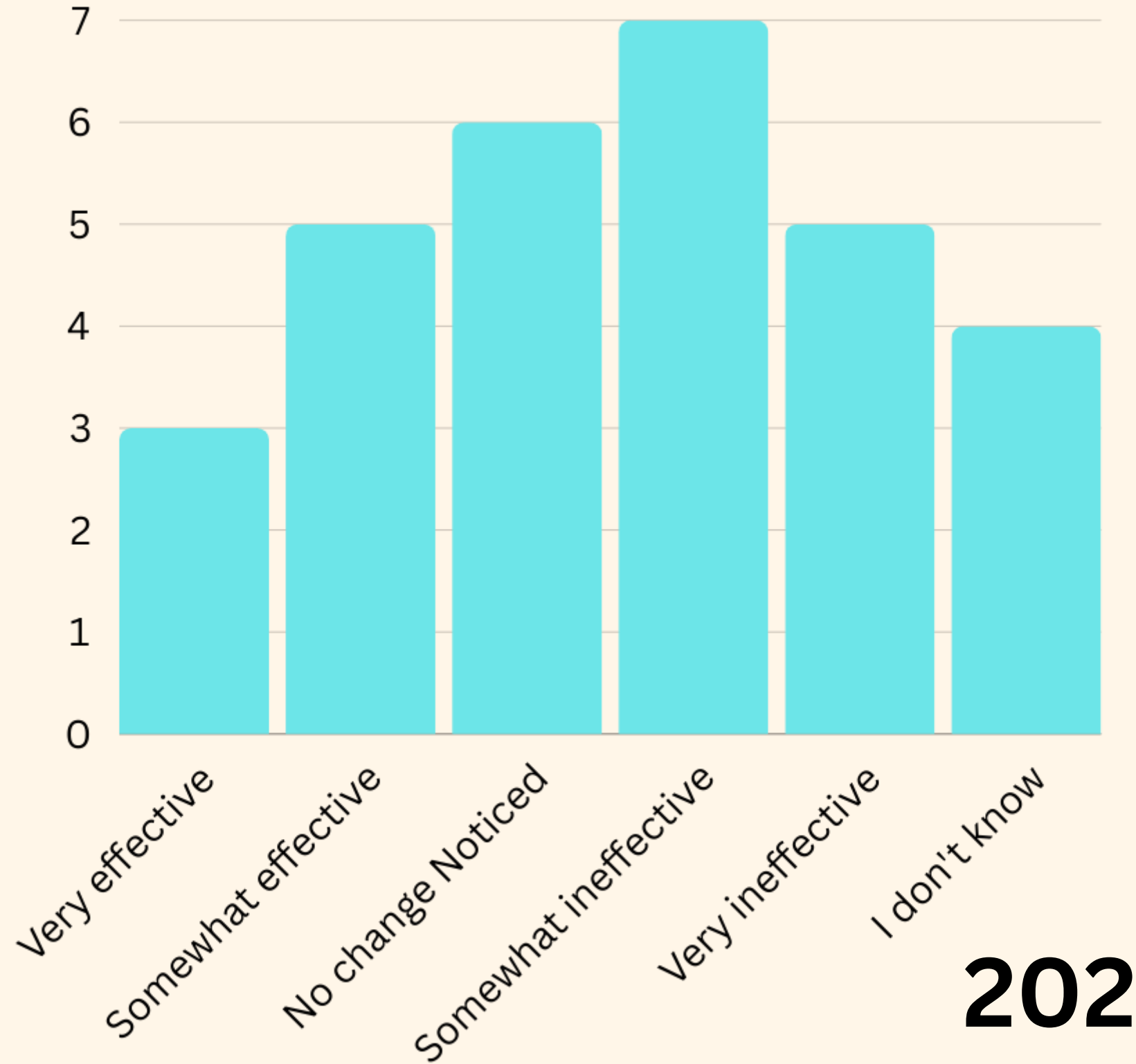


Reporting Discrimination, 2024



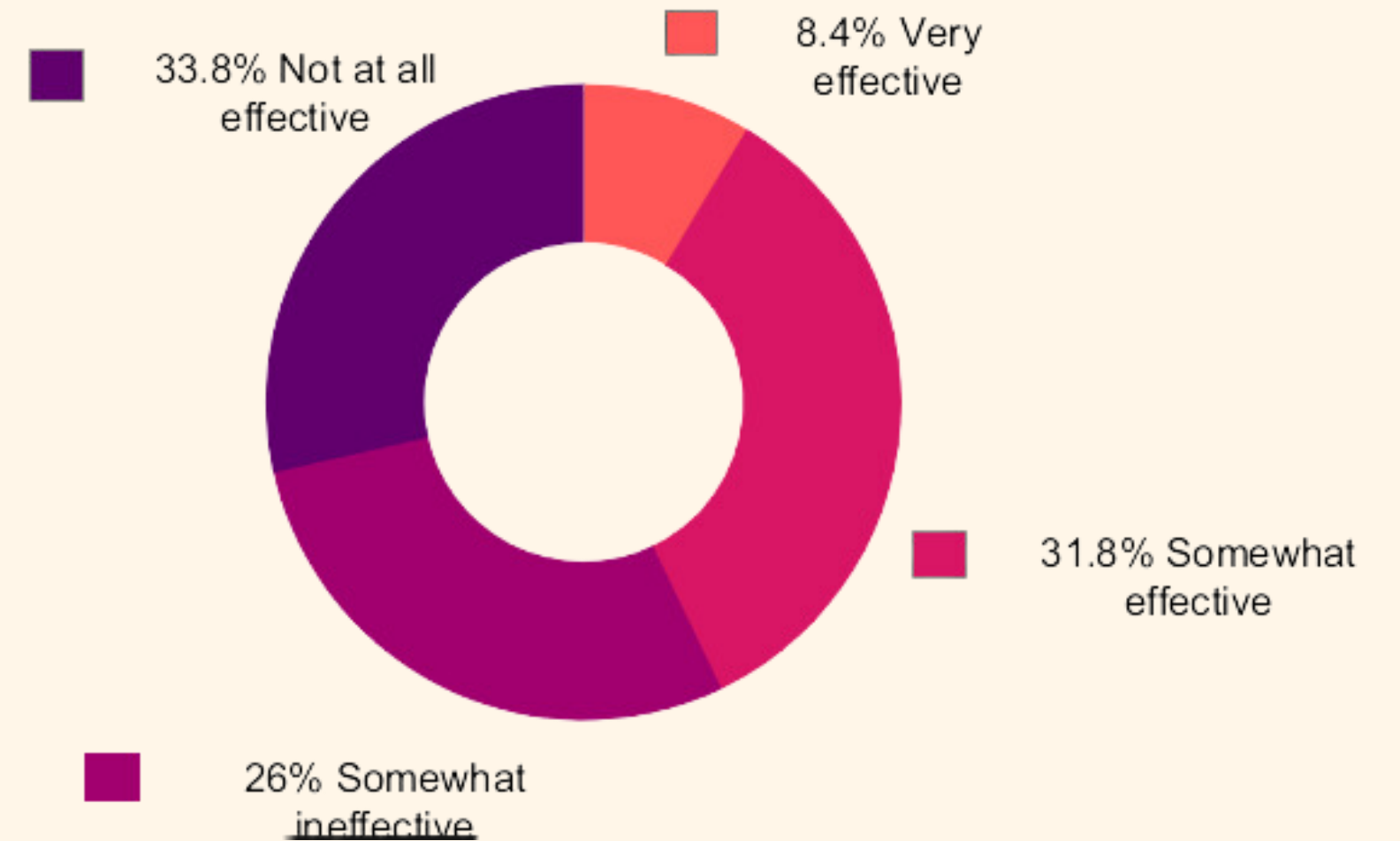
Perception of Interventions

Was reporting homophobia/transphobia effective?



2024

4

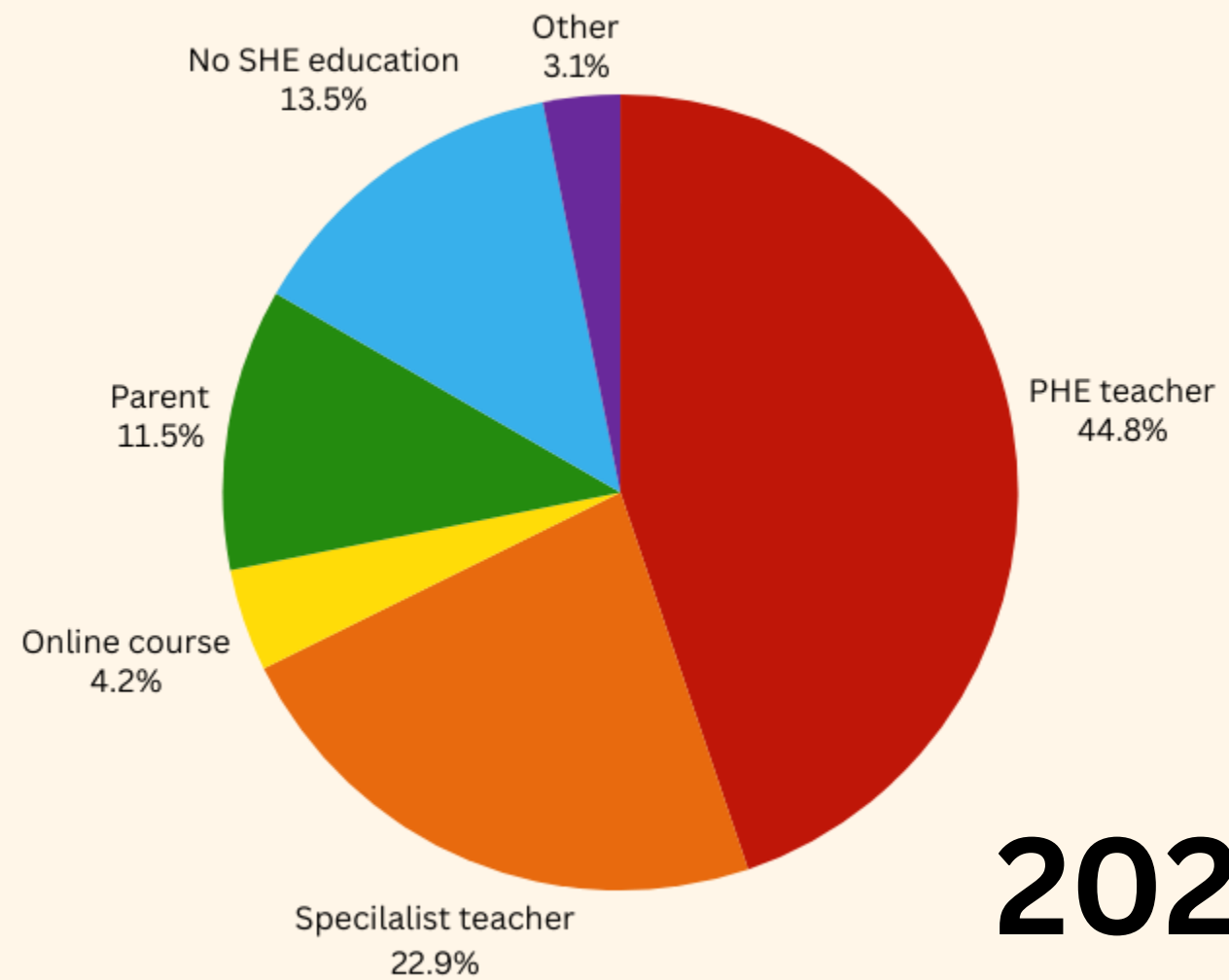
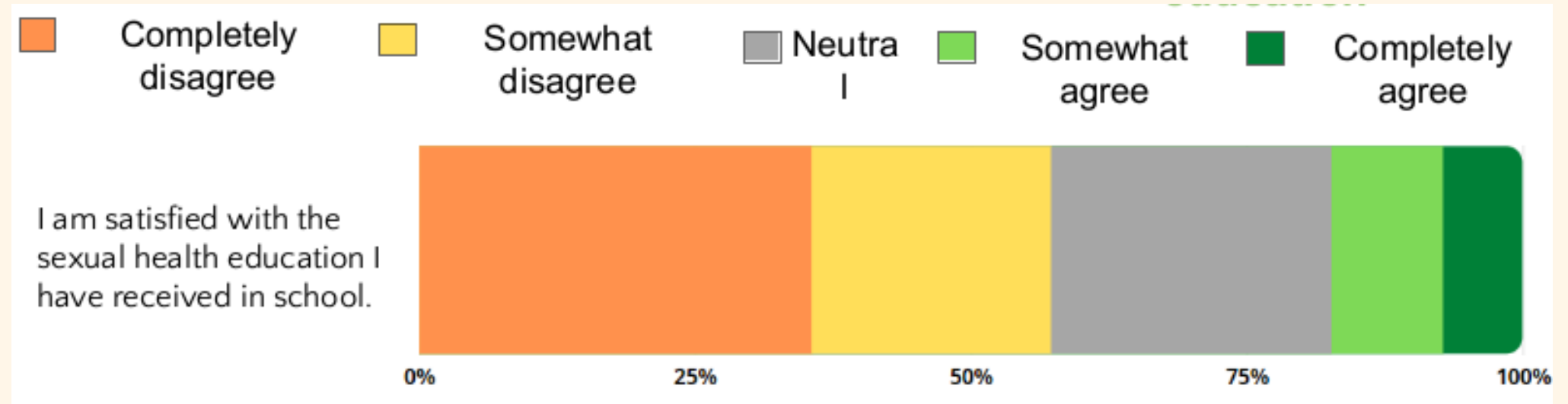


2021

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Inclusive Sexual Health Education

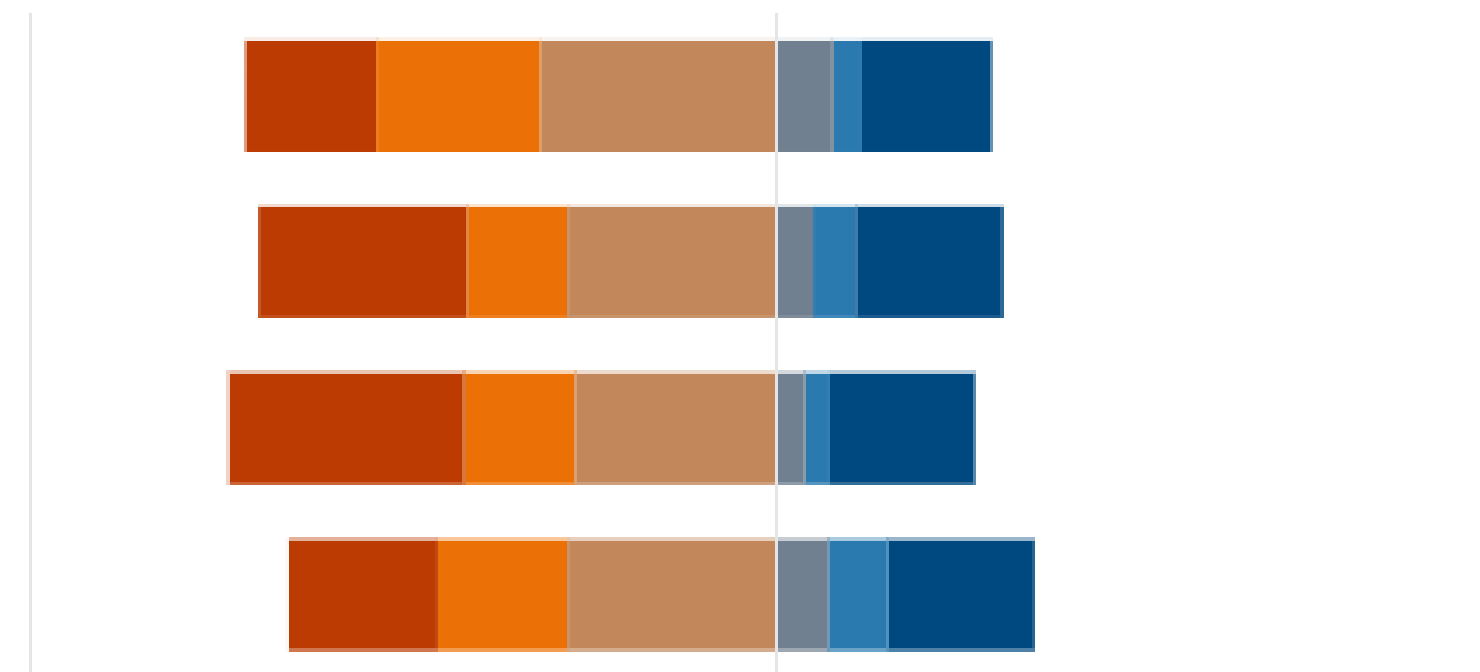
2021



2024

■ Completely agree
 ■ Somewhat agree
 ■ Neutral
 ■ Somewhat disagree
 ■ Completely disagree
 ■ Not applicable

The SHE I have received in school met/meets my needs at this time
 The SHE I have received in school was inclusive of my sexual orientation
 The SHE I have received in school was inclusive of my gender identity
 The SHE I have received in school taught me about diverse sexual and gender...



Reflections on Survey Process

What were the low lights?

Students arguing with me/their teacher/substitute teacher

Hateful actions while taking the survey

Negative written responses

Students walking out

Negative Student Responses, 2024

“F**k the queers”

“By separating
[2SLGBTQIA+ students]
from the rest of us”

“There’s too many
trannys and I don’t
feel safe”

“This shit it’s stupid and
made up F**K LGBTQ282764 GO
GET A LIFE instead of inventing
fake issues kill all dykes and
homos”

“suspend anyone
who is trans”

“Kill the gays
kkk for life ”

“it’s a mental
disability”

“They shouldn’t they
already do to much”

“I feel very
uncomfortable and unsafe when
around lgbt people. It prohibits
me from learning and makes me
scared. They get very angry
when I’m not supporting.”

“Stop forcing it, this it the
stupidest and bunch of r****ds,
ok there are two genders male
and female ok nothing else. Holy
this is dumb”

“They shouldn’t
support those
f*g**ts”

Highlights of Survey Process

What are some personal highlights?

Having amazing and important conversations with students and teachers

Learning about the complicated world of data collection

Recommendations, 2024

From student responses

- “Do better on focusing on the students that are in the LGBTQ+ instead of focusing on the students who are in the [smoke] pit.”
- “Educating students on the 2SLGBTQIA+ community”
- “By educating other students and actually showing them that their harmful actions have consequences.”
- “With talking circles supported by teachers, where students hear other students opinions “
- “Intervene whenever they see or hear someone doing/saying anything bad about 2SLGBTQIA+ people.”
- “By making (Sexual Health Education) less stigmatized and talked about more often. If SHE was more commonly talked about, less students would make jokes about it.”
- “By making it known they support everyone from straight to the 2SLGBTQIA+”
- “They could talk more about how to expect student at our school”

Recommendations, 2024

- Invite/bring in 2SLGBTQIA+ people to discuss 2SLGBTQIA+ issues
- Bring attention to the E.R.A.S.E. program (youth team; poster campaign; reporting)
- Empower students to speak up when they see people be hateful in the school
- Increase supervision
 - During Lunch, before school, in hallways
 - Have teachers open up their class rooms to provide more supportive places
- Increase training for staff and students around micro-aggressions (update regularly)
- Continue to use gender-neutral language (In classes and documents)
- Continue to show support in public communications



REGULAR BOARD MEETING

4:00 pm, Wednesday, May 15, 2024
School Board Office

MINUTES

Present: Jaclyn Miller, Rob Hill, Dale Lawson

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

Regrets: Maureen Mason, Kirsten Van't Schip

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

LAND ACKNOWLEDGEMENT

PRESENTATION: Mental Health Initiatives – District Staff

K. Brach provided an overview of the district-wide Level Up conference, designed to facilitate the transition from elementary to secondary school, for grade 7 students. She noted that the day began with a keynote presentation focusing on anxiety awareness and seeking help when needed. Following this, students engaged in six breakout sessions, covering a mindfulness walk, substance use awareness, community resources, sexual health and consent education, identity mapping, and a session tailored by Brooks students. Approximately 130 students participated in the event and expressed positive feedback, particularly highlighting the Brooks student session and the community resource walk.

K. Brach highlighted changes from previous years, such as the increased number of breakout sessions and enhanced opportunities for movement. The Community Resource walk featured various local resources, including Foundry, Youth and Family services, qathet Restorative Justice, Brooks Mental Health Advocacy, Integrated Child and Youth services (ICY), qathet safe, RCMP Victim Services, the Indigenous Education team, and Vancouver Coastal Health. Students were provided with a booklet containing additional information about these community resources.

A. Burt shared information about a digital mental health and wellness app developed in collaboration with the Tla'amin Nation and CheckingIn software. The application, titled ʔəms nəm (the way we are), is open to all users but specifically designed for members of the Tla'amin community. It features elder stories, cultural teachings, traditional songs, ʔayʔəjuθəm language lessons, and wellness resources. Available on both Apple and Android platforms, the app aims to promote cultural identity and support mental well-being.

Additionally, A. Burt provided details on the “Younger Minds Project,” a study being conducted by the UBC Department of Psychiatry. This project focuses on secondary students and aims to offer mental health resources and support for their well-being and resilience. Students will be invited to participate in a province-wide trial of a purpose-built app intended to promote well-being, build resilience, and prevent disordered substance use and mental health problems. To participate, both students and parents must complete and return a consent form. Upon completion, students will have access to the Younger Minds app for a two-week period. Invitations to participate will be shared through physical education classes, where much of the mental health curriculum is covered. PIE students will be invited to participate through an online introduction event. While UBC researchers will share provincial data following the pilot, district-level data will not be provided.

QUESTION PERIOD

There were no questions.

CHAIRPERSON’S REMARKS

J. Miller shared the following remarks:

“It was around this time last year that the Board completed its first draft of the 2023- 2028 strategic plan that now guides the direction of the district. We had set out to create something bold and inspiring that focused on centering our students’ needs and shining a light on our work to build a culture of belonging and understanding. After leveraging input from parents, staff, students, and community - and then testing the priorities with principals and their staff as part of their school growth plans - we landed on 6 core areas of focus cultivating: an ethic of learning; curiosity; connection; Truth and Reconciliation; integrity & responsibility; and supporting self-determination.

We are now almost one year into this new vision. With only 6 weeks left in session the teams will be convening soon to reflect on their accomplishments and learnings to forge a way forward for next year – leveraging the strategic priorities and then bringing them to life in a way that work for their school environment and students.

As a Trustee, I can say that this past year has been one that kept the momentum from previous good practices and saw us lean into what we said we were going to do.

From the formation of our justice, equity, diversity, and inclusion (JEDI) committee to our year-long inclusion SOGI bingo learning activities for both students and staff, to compassionate systems leadership learning sessions for our administrators, we have made great headway in cultivating an ethic of learning as well as connection.

We are coming off a successful Grade 7 Health and Wellness “Level Up” event, our second annual conference to prep students for the transition to high school. The team at Brooks has worked hard to strengthen partnerships with post-secondary institutions across the province and we are gearing up for our summer learning program, which will be for K to 5 with a focus on literacy and numeracy.

The teams continue to pull together learnings and insights from this year to inform the next with a lot to look forward to, including the exciting news about the Province’s commitment of \$16.5 million to expand capacity at Edgemoor. As Board Chair, I am confident that we are well on our way to establishing the foundation for our 5 -year ambition of greater outcomes for all students in our district.”

1. ADOPTION OF AGENDA

MOVED: D. LAWSON

SECONDED: R. HILL

THAT the Regular meeting agenda of May 15, 2024, be adopted as amended.

STATUS: CARRIED

J. Yule requested the addition of "6.c. 2024-2025 School Calendar Amendment".

2. ADOPTION OF MINUTES

MOVED: D. LAWSON

SECONDED: R. HILL

THAT the Regular meeting minutes of April 17, 2024, be adopted as circulated.

STATUS: CARRIED

3. REPORT OF CLOSED MEETINGS

3.a) April 17, 2024 – The Board met in-camera to discuss items which include personnel and property.

4. INCOMING CORRESPONDENCE

4.a) BCSTA to VISTA re: Student Voice

4.b) Cowichan Valley School District to Ministers Singh and Conroy re: Funding

4.c) Fraser Cascade School District to Minister Singh re: Wage Settlement Funding

4.d) Multiple School Districts to Minister Singh re: Funding for Medium Sized School Districts

4.e) North Vancouver School District to Minister Singh re: Enrolment Funding Schedule

Trustees noted their appreciation for ongoing discussions and emphasis supporting student voices and students' valued perspectives.

MOVED: D. LAWSON

SECONDED: R. HILL

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

STATUS: CARRIED

5. OUTGOING CORRESPONDENCE

5.a) Board to C. Gordon – Letter of Appreciation

5.b) Board to qathet Community Justice (qCJ) Youth Restorative Action Team – Letter of Appreciation

6. SUPERINTENDENT OF SCHOOLS' REPORT

6.a) Administrative Procedure 363 – British Columbia Evergreen Certificate

J. Yule reported that changes discussed at the May Committee of the Whole were incorporated into the updated AP, which will be distributed to stakeholders following the board meeting.

6.b) Suspension, Exclusion, and Seclusion Report – September 5, 2022, to April 30, 2024

J. Yule reported an overall decline in suspensions as compared to the previous school year.

6.c) 2024-2025 School Calendar Amendments

J. Yule addressed recommended changes to the 2024-2025 School Calendar based on consultations with the qathet Teachers Association (qTA). The professional development day scheduled for June 6 will be moved to April 17. Strategic planning sessions typically held on the June professional day will occur on the first day of school, and an Indigenous-focused professional day will be held on September 20th. The proposed changes to the calendar will undergo a 30-day feedback period before being presented for approval at the June Regular Meeting.

MOVED: D. LAWSON

SECONDED: R. HILL

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

STATUS: CARRIED

7. SECRETARY-TREASURER'S REPORT

7.a) 2024/2025 Annual Facility Grant (AFG) Plans

S. Hopkins presented the 2024/2025 AFG plan, highlighting the enhanced consultation process and the integration of staff recommendations into the annual plan. J. Formosa supplemented the presentation with additional details, indicating that mechanical upgrades at the School Board Office will precede a window and envelope upgrade. Additionally, specifics regarding HVAC upgrades and cleaning for Brooks Secondary were discussed. Of the \$120,000 allocation, around \$35,000 is allocated for complex duct cleaning, while the remaining funds are designated for various upgrades, including the addition of cooling capacity in specific areas.

7.b) Month End Financial Report as at April 30, 2024

S. Hopkins announced that the month-end financial report indicates a 2% underspend compared to the previous year. The district continues to be in a strong financial position.

MOVED: D. LAWSON

SECONDED: R. HILL

THAT the recommended AFG projects be supported as presented.

STATUS: CARRIED

MOVED: R. HILL

SECONDED: D. LAWSON

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

STATUS: CARRIED

8. COMMITTEE REPORTS

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

The notes were provided for information. Trustees deliberated on a potential recommendation to have staff collect data to inform a letter to the province requesting increased funding for reconciliation initiatives. The item will be included on the agenda for the June Committee of the Whole meeting for further discussion.

9. OTHER BUSINESS

9.a) N/A

QUESTION PERIOD

There were no questions.

MEDIA QUESTION PERIOD

There were no media representatives present.

ADJOURNMENT

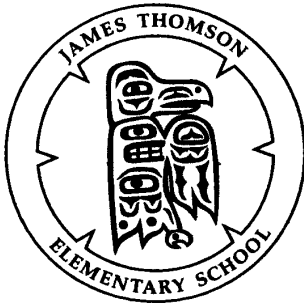
MOVED: D. LAWSON

THAT the Regular Board Meeting be adjourned at 4:50 p.m.

STATUS: CARRIED

J. Miller
Chairperson
SH/er

S. Hopkins
Secretary-Treasurer



James Thomson Elementary School Parent Advisory Committee (PAC)

6388 Sutherland Avenue
Powell River BC
V8A 4W4

qathet School District Board of Trustees
4351 Ontario Avenue
qathet, BC- V8A 1V3

Subject: Urgent Need to address Safe Space Programs in Our Schools

Dear Trustees of the School Board,

At our most recent meeting held on January 22, 2024 the subject of classroom safety was highlighted. Shocking examples of dangerous and even harmful behaviours were brought to light by parents that attended that meeting. This has highlighted the urgent need for a full and complete review of school safe spaces programs.

We, the PAC of James Thomson Elementary, write to you today to request that you look into and address the following concerns with immediate urgency as it has to do with child safety.

- Student hesitancy to report incidents due to the perception of inaction based on past experiences.
- Dangerous and harmful behaviours by students
- Normalizations of sexual harassment and physical assault on a daily basis
- Current safe school practicing not aligning with current societal norms
- Student learning being at risk due to safety concerns
- Escalating behaviors of intimidation

Some proactive suggestions brought up by parents that attended the meeting are as follows:

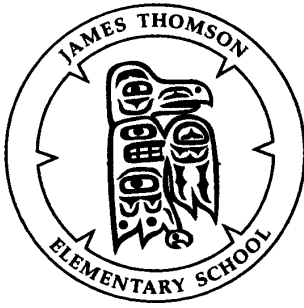
- A full review of District and School safety policies, procedures and practices. With the goal of implementing all sections of the Safe, Caring and Orderly Schools Guide in our schools. <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/student-saftey/scoguide.pdf>
- A document published outlining the common school based intervention practices, as a reference for parents and staff for expected outcomes regarding safety concerns.
- Posting the code of conduct physically and obvious to all, in the schools.
- Ensuring the current SD47 Safe School policy and procedures are being used and implemented as intended.

- In-service training day to educate staff in SD47 Safe School policy and procedures to insure they are being used and implemented as intended.

Principal Bill Rounis requested the attendance of Superintendent Yule at this most recent PAC meeting, without notifying the PAC executive or parents. We are asking that the Board of Trustees of SD47 will work with Superintendent Yule to address these issues. We look forward to your response and to hearing your timeline of addressing the safe spaces policy at James Thomson.

Signed,

PAC
James Thomson Elementary School



James Thomson Elementary School Parent Advisory Committee (PAC)

6388 Sutherland Avenue
Powell River BC
V8A 4W4

qathet School District Board of Trustees
4351 Ontario Avenue
qathet, BC- V8A 1V3

Subject: Request for revised policy on smart phones and devices

Dear, Trustees of the School Board, Kristen Brach and Superintendent Dr. Jay Yule

The James Thomson PAC endorses SD47's plans to enact the province's goal of a school-wide ban on smartphones by September 2024. We encourage SD47 to give teachers and staff the tools and ongoing support needed to thoroughly and fairly enforce this policy, making the policy as effective on school grounds as it appears to be in writing.

We ask that SD47's plans prioritize addressing the unsafe use of smartphones on school buses and during supervision before and after school. The greatest weakness of James Thomson's current smartphone policy, and the province's planned minimum requirements, is the narrow application of the protected time as defined as "bell-to-bell" which fails to create a safe space for students when they are in SD47's care (e.g. while riding the bus to/from school, or on the playground before/after school starts). The narrow scope also fails to address the devices themselves as it fails to support parents and caregivers in child-proofing their children's devices before sending them to school.

Therefore, we strongly recommend that the district also extend its plans to include a "safe screen use" section of its policy to require parents childproof and secure their children's devices if they are going to send a smartphone or similar device to school for use on the bus or before/after the bell.

To prepare parents and support adherence to this safe-screen use policy, we also strongly encourage SD47 leadership to provide parents with resources that will help them childproof their children's devices, ensuring that smartphones are limited to age-appropriate content. Emails to parents and caregivers should be ongoing throughout the school year and as needed in response to specific incidents (e.g. pornography being shown on the SD47 school bus, exchanges of inappropriate snapchats).

Please see below for a summary of helpful resources that we recommend sharing with SD47 parents. As Dr. Haidt states in the first link, enacting these policies at community levels is a prerequisite to rolling back phone-based childhood, making it easier for parents to help their children return to a healthy, play-based childhood.

We thank you for hearing our request and look forward to working with yourselves on the common goal of advocating for the education and safety of children in our district.

Resources:

[1. Dr. Haidt: Smart Kids vs. Smart Phones](#)

[2. Family Guide to Parental Controls](#)

[3. How to Child-Proof Your Devices and Apps During Lockdown](#)

[4. ProtectKidsOnline.ca](#)

[5. SD 69 - Continuity of Learning at Home - Guidelines for Internet Safety](#)



June 6, 2024

Ref: 299735

Dear Board Chairs and Superintendents:

I want to bring your attention to an area that I and the team at the Ministry of Education and Child Care are aware of in schools and in community over the last year. There are several incidents that have raised concerns about anti-Semitism in BC classrooms and schools that I am compelled to raise with you, the leaders of our K-12 education system.

I know the commitment to ensuring all students have access to safe, inclusive, and quality learning environments that support them to achieve their best, is a commitment shared across the education sector. This is my top priority as Minister.

As Board Chairs and Superintendents, you know that the responsibility for providing appropriate and relevant learning opportunities for students is a district responsibility. I know and respect that districts value having this autonomy at the local level to deliver education to the many diverse communities across British Columbia. This approach has ensured we can continue to provide students with a world-class education.

How students receive their education can differ between districts, schools, and even between classrooms. Where it aligns with learning standards of the curriculum, individual educators may decide to teach about current events or human rights topics from all around the world in their classrooms. Classrooms should be a space where students learn about complex subjects, but it must be done in a way that does not cause harm to students.

This teaching must be trauma-informed and age-appropriate. Students in British Columbia come from a diverse range of cultural, religious, and ideological backgrounds, and my expectation is that teachers will work to ensure that all students feel welcomed, supported, and safe in the classroom so that their curiosity can thrive.

Erase includes resources for teachers to support trauma-informed practices in the classroom. The Ministry of Education and Child Care has developed training for teachers on trauma-informed and compassionate practices through a [Trauma-Informed Practice](#) webpage.

It is also important for teachers to use significant professional judgement and expertise when determining what topics and issues to address, in which grades, and to ensure topics are taught in a careful, respectful, and age-appropriate manner.

.../2


In addition, boards of education are responsible for determining how learning resources are chosen for use in schools, and boards must also have policies and procedures for choosing learning resources. I encourage you to have conversations in your district about ensuring that your teachers are following local learning resources policies and are choosing culturally responsive, age-appropriate resources to support the learning in their classrooms.

When issues or concerns in classrooms arise, my expectation is that school districts, as the direct employers of teachers, take them seriously and take prompt action. As a regulated profession, teachers must abide by their [Professional Standards for BC Educators](#), which, among other things, require them to treat all students equitably and with respect, understand the subjects they teach and implement effective instructional practices. Under section 16 of the [School Act](#), superintendents are required to report any conduct by a teacher that causes significant emotional harm to a student to the Commissioner for [Teacher Regulation](#). Superintendents are also required to report any conduct by a teacher they consider to be in breach of the Standards to the Commissioner if it is in the public interest to do so.

The Ministry of Education and Child Care has connected with a number of school districts where concerns were raised and understand that swift actions were taken to investigate and address incidents that were brought forward. I commend this responsiveness and expect that all school districts will work effectively with educators to review classroom environments, teaching lessons, and materials, where needed, to ensure we are best meeting the learning needs of every student in the classroom.

Please continue to keep Jennifer McCrea, Assistant Deputy Minister, System Liaison and Supports Division (Jennifer.McCrea@gov.bc.ca) apprised if incidents of concern arise. Thank you for all your work to keep students safe and learning.

Sincerely,

A handwritten signature in black ink, appearing to read 'R Singh', with a horizontal line underneath the name.

Rachna Singh
Minister



SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

May 16, 2024

Roger Bortignon – Program Head
Technology Teacher Education Program
British Columbia Institute of Technology
3700 Willingdon Ave., Building: SW9 Office: 201Q
Burnaby, BC V5G-3H2

Dear Mr. Bortignon,

RE: Letter of Support for British Columbia Institute of Technology request to Ministry of Advanced Education and Skills Training

Thank you for contacting Vivika Johnson, Superintendent for School District 5 (SD5), Southeast Kootenay, via email, on April 11, 2024, to outline your proposal to expand the training of Technology Education teachers in BC with an aim to increase the number of graduates and provide qualified educators to fill the many teacher vacancies in school districts across the province.

We are encouraged to hear that the British Columbia Institute of Technology (BCIT) now has the capacity to support a request to the Ministry of Advanced Education and Skills Training (MAEST) for funding to support additional students to your technology teacher training program and are happy to support this endeavour, and your request to the MAEST.

At the School District 5 (SD5), Southeast Kootenay public Board Meeting of May 14th, 2024, the Board carried the following motion:

THAT a letter of support be written by the Board of Education to BCIT in support of the expansion and improvement of the program to increase trades and technical teachers in British Columbia.


We are hopeful that your request will be thoughtfully considered, and approved by the MAEST, as our Board believes that any additional spaces you are able to offer will be quickly filled, and that these graduates will greatly help to alleviate the pressures felt by most –if not all—school districts across the province as they struggle to fill these teaching positions. Until these positions are filled by qualified professionals, our students

Doug McPhee (Chair) • Trina Ayling • Bev Bellina • Irene Bischler • Alysha Clarke
• Nicole Heckendorf • Chris Johns • Sarah Madsen • Wendy Turner

will continue to be disadvantaged in their K – 12 education and limited in their post-graduation opportunities.

Our Board wishes to thank you for your efforts, and wishes you every success in this endeavour.

Sincerely,



Doug McPhee, Board Chair

Cc*: Hon. David Eby, Premier, Province of BC
Hon. Melanie Mark, Minister, Advanced Education and Skills Training
Hon. Rachna Singh, Minister, Education and Child Care
Kevin Falcon, Leader, BC United Party
John Rustad, Leader, BC Conservative Party
Sonia Furstenu, Leader, BC Green Party
Tom Shypitka, MLA Kootenay East
Carolyn Broady, President, BCSTA
BCSTA for distribution to member Boards of Education
Dawn Lang, President, Kootenay Boundary Branch (KBB), for distribution to KBB members
Clint Johnston, President BC Teachers' Federation
Laura Ward, President, BCCPAC
Shelley Balfour & Adrienne Demers, CFTA Co-Chairs, for distribution to staff representatives
Sarah Mooy, SD5 CUPE President
Lies Salvador, DPAC Chair
Aaron Thorn, President, SD5 Administrators' Association
Chris Walker/Corey Bullock, CBC Radio
Dennis Walker, 107.5 Today FM Radio
Wylie Henderson, Rewind Radio 102.9
Jeff Johnson, Wild B104 Radio
Josiah Spyker/Ryley McCormack, 107.5 Today FM
Barry Coulter/Trevor Crawley, Cranbrook Daily Townsman
Ian Cobb, e-know Online News
Joshua Fischlin, Fernie Free Press
SD5 Trustees and District Management

*This correspondence is public and transparent. Please feel free to share and/or respond with comment.

Doug McPhee (Chair) • Trina Ayling • Bev Bellina • Irene Bischler • Alysha Clarke
• Nicole Heckendorf • Chris Johns • Sarah Madsen • Wendy Turner

May 21, 2024

Parent Advisory Council - School District No. 5 (Southeast Kootenay)
Lies Salvador, Chairperson
Chris David, Treasurer
940 Industrial Road No. 1
Cranbrook, BC V1C 4C6

Hon. Rachna Singh MLA
Ministry of Education
Parliament Buildings
Victoria, BC V8V 1X4

Dear Minister,

I am writing to you regarding the lack of resources made available to School District No. 5 (Southeast Kootenay).

Our main areas of concern are:

1. Mount Baker Secondary School in Cranbrook is a 73 year old building that is insufficient to meet today's modern education goals and has environmental issues due to its age
2. The lack of proper space in other schools in our district to conduct education of children
3. The shortage of teachers within our district

All of these issues affect the children and parents in our district on a daily basis.

1. Mount Baker Secondary School Replacement

We understand that school buildings across B.C. are in need of upgrades and the ministry has limited funding. But we feel our district has fallen severely behind over the last several decades and we are advocating for more resources here.

Mount Baker is 73 years old. Public school buildings are typically replaced at 50 to 60 years and for good reason. Mount Baker is so old that School District No. 5 (Southeast Kootenay) either struggles to or cannot accommodate requests made by the ministry. For example; gender neutral bathrooms. Mount Baker does have some gender neutral bathrooms but they were retrofitted into a building designed in the 1940s, repurposing bathrooms intended for staff in the original building design.

Another example is a request made by the ministry for schools to offer better food choices to students. A school like Mount Baker cannot even begin to accommodate such a request because there are no food facilities at all. There is not even a cafeteria for students to gather and eat in. The students sit on the floor in the hallways to eat their lunch. While we agree it's a good idea to offer better food choices to students, we also think making such a request to a district with schools without any food facilities is oblivious to the state of that

district, and to parents it's frustrating. Surely you can understand that every parent wants their children to experience some level of basic equality in terms of their public school educational experience, and this would include a facility ancillary to the goal of education itself, such as the presence of a cafeteria.

The bathroom situation and the absence of a cafeteria are mentioned first because they correlate directly to requests made by the ministry which cannot be accommodated in a sufficient manner. We have other concerns too. We have two kids in wheelchairs in a building that was not designed to have elevators. There is a Garaventa lift in place, but again it's a short term retrofit and therefore a stark reminder to students that in the past people with diverse needs were not included in the Canadian educational system.

But in a more sinister direction are the environmental concerns of an aging building, and the effects that it could have on students and, well, already have had on teachers. It's well known that a group of School District No. 5 (Southeast Kootenay) teachers who were employed at Mount Baker suffered from mercury poisoning and it took them the better part of a decade to seek accountability. What other potential toxins lie within the walls of Mount Baker? Asbestos? Lead? Urea formaldehyde insulation? This is all speculation, but these things are realistic possible risks given all these materials were regularly used in construction and repair since Mount Baker was built. All it would take is a miscalculation during a single maintenance task of which more and more are required to upkeep a building that is nearly 75 years old. If we are lucky, such a mishap would be discovered before health related symptoms begin to manifest in students or other teachers besides the ones poisoned by mercury.

We also know that School District No. 5 (Southeast Kootenay) is about to spend millions of dollars in repairs that are necessary in order to continue using Mount Baker. While we realize going that direction may make sense in a pure fiscal manner, it does not make sense in terms of placing modern day students in a school that is archaic in its design.

2. Lack of space in other School District No. 5 schools

In addition School District No. 5 (Southeast Kootenay) parents and students have concerns over the lack of other resources made available to our district. For example at École Isabella Dicken Elementary School in Fernie, roughly eight portables are in use, some have been there for seven years now. These portables are too small for a classroom size of 30. The portables are an obvious stop gap to work around the fact that our school district does not have enough space to conduct education. In addition, because the portables are undersized and built from cheaper materials that tend to reflect sound when the classroom gets loud the sound pressure level increases to the point of causing hearing damage. And this is happening to our children. A teacher in a portable last year showed the class the level on a sound pressure meter while the classroom was noisy and it was well into the hearing damage range. Incidentally one of those students believes his hearing loss during that year was great enough that he notices it. The portables also have just one bathroom for 30 kids. The portables disconnect the students from the main building, as evidence of this the students at EIDES have nicknamed the portables "The Forgotten Realms". Portables make sense to buy time to pursue another solution. But they are unacceptable as being the solution to the district's lack of space.

3. Inability to hire and retain staff due to high cost of living

Another issue is School District No. 5 (Southeast Kootenay)'s inability to hire and retain staff. Two out of the last three years there has been a situation at EIDES where a classroom does not have a teacher and continues to operate with a rotation of substitute teachers that changes multiple times a month. This is unacceptable. When this happens the students are no longer held accountable for their actions neither in an educational nor behavioral sense, they become unruly, are unkind to each other, and learn next to nothing. It's a complete waste of their time, and extremely unfortunate and unfair. Teachers need to be paid wages that allow them to live in the towns they teach in. Without that, the education system begins to stop functioning. Also the lack of being able to hire and retain teachers has caused at least one French Immersion class to be taught by a teacher who doesn't know French. This is also unfair because the young mind is so much better able to develop the ability to speak a second language. If the opportunity to teach a class of eager and young French learners escapes, it is gone forever and cannot be replaced.

All of the problems cited so far have one root cause, lack of resources allocated to our district. And what is frustrating about this is knowing that a) we live in one of the most highly taxed places in the world b) we see billions of dollars per year of coal extracted from our area. Yet there's not enough coming back through to sufficiently fund our schools in neither manpower nor infrastructure.

In summary, we understand that the ministry has many risks and priorities to weigh as it decides what is the overall best path for the province to take in terms of resource allocation. We feel here in School District No. 5 (Southeast Kootenay) that we have been receiving less than our share of these resources for decades, as evidenced by the lack of Mt. Baker replacement progress, and lack of teachers, and prolific use of portables in lieu of building new schools. We understand that many other districts in the interior and near the coast have the serious and real threat of earthquakes, and that mitigation or construction of replacement buildings is required to make such buildings as safe as possible. And we understand that many schools in British Columbia are receiving less resources than they would like as well. But in the East Kootenays we have serious risks too and we are struggling with using a very old building to meet the needs of today's students and struggling with staffing and space to conduct education.

The District Parent Advisory Council of School District No. 5 (Southeast Kootenay) makes several requests of the Ministry of Education:

1. To advocate with the government for a larger share of general funds to be allocated to education.
2. To prioritize the replacement of ageing schools in BC, and specifically Mount Baker in Cranbrook, BC.
3. To prioritize the decommissioning of portable classrooms by replacing them with proper infrastructure better suited towards the education of children.
4. To prioritize better compensation for teachers so that their income is a sufficient living wage in the regions they teach, with the goal that no classroom relies upon on-call or substitute teachers for an extended period of time.

If there is anything the constituency of School District No. 5 (Southeast Kootenay) can do to advocate for the above requests please advise us. We would love the opportunity to do this.

We hope this message will persuade decision makers to prioritize these things, and we hope that in the future the Ministry is to be able to sufficiently meet the needs of all students in the beautiful province of British Columbia.

Thank you in advance for your time and assistance with this matter.

Sincerely,

Lies Salvador & Chris David

Lies Salvador, DPAC Chair
Chris David, DPAC Treasurer

Cc*: Hon. David Eby, Premier, Province of BC
Kevin Falcon, Leader, BC United Party
John Rustad, Leader, BC Conservative Party
Sonia Furstenau, Leader, BC Green Party
Tom Shypitka, MLA Kootenay East
Carolyn Broady, President, BCSTA
BCSTA for distribution to member Boards of Education
Dawn Lang, President, Kootenay Boundary Branch (KBB), for distribution KBB members
Clint Johnston, President BC Teachers' Federation
Laura Ward, President, BCCPAC
Shelley Balfour & Adrienne Demers, CFTA Co-Chairs, for distribution to staff reps
Sarah Mooy, SD5 CUPE President
Aaron Thorn, President, SD5 Administrators' Association
Chris Walker/Corey Bullock, CBC Radio
Dennis Walker, 107.5 Today FM Radio
Wylie Henderson, Rewind Radio 102.9
Jeff Johnson, Wild B104 Radio
Josiah Spyker/Ryley McCormack, 107.5 Today FM
Barry Coulter/Trevor Crawley, Cranbrook Daily Townsman
Ian Cobb, e-know Online News
Joshua Fischlin, Fernie Free Press
SD5 Trustees and District Management



SCHOOL DISTRICT 63 (SAANICH)

2125 Keating Cross Road, Saanichton, BC Canada V8M 2A5
Phone: (250) 652-7300 Fax: (250) 652-6421 saanichschools.ca

May 10, 2024

The Honourable Rachna Singh
Minister of Education & Child Care
PO Box 9045 Stn Prov Government
Victoria, BC V8W 9E2

The Honourable Katrine Conroy
Minister of Finance
Room 153 Parliament Buildings
Victoria, BC V8V IX4

Dear Ministers Singh & Conroy,

I am writing to bring to your attention the pressing need for an adjustment in the education funding model to better support districts with static enrollment. The current funding formula in British Columbia heavily favours enrollment change, leaving districts with static enrollment at a significant disadvantage. These districts not only lack the increased funding support provided in the growth model but are also ineligible for the supplemental funding and funding protection provided in cases of declining enrollment.

Increased operating grants reflect annual bargained salary lifts, but they do not cover overall economic inflation, placing districts with static enrollment in a cycle of continual reductions in program supports and resources to balance their budgets. Without adjustments to the funding formula to address this inequity, such districts will be further strained by rising costs, affecting critical resources for student achievement including mental health support and services for diverse learning needs.

While the 2018 Funding Model Review Panel's report made recommendations to address this issue, key recommendations aimed at improving the funding model have not yet been implemented. It is crucial that action is taken to rectify the inequity inherent in the growth model of funding to ensure that all districts, regardless of enrollment changes, receive adequate support to maintain financial sustainability and to continue to provide world class education for their students.

I urge you to consider these challenges and work towards implementing necessary adjustments to the funding model to support static enrollment districts like Saanich.

The Saanich Board of Education would welcome the opportunity to meet with you to further discuss this issue and possible remedies to our concerns.

We thank you for your consideration.

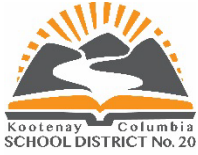
Sincerely,

A handwritten signature in black ink, appearing to read 'Tim Dunford', is written over a light grey rectangular background.

Tim Dunford
Board Chair, Saanich Schools

TD/klg

cc: Christina Zacharuk, Deputy Minister of Education & Child Care
Heather Wood, Deputy Minister of Finance
Lana Popham, MLA Saanich South
Adam Olsen, MLA Saanich North & the Islands
Elizabeth May, MP Saanich/Gulf Islands
BCSTA
Confederation of Parents' Advisory Councils of Saanich
Saanich Teachers' Association
Saanich Administrators' Association
Board of Education, School District 22 (Vernon)
Board of Education, School District 45 (West Vancouver)
Board of Education, School District 48 (Sea to Sky)
Board of Education, School District 60 (Peace River North)
Board of Education, School District 67 (Okanagan-Skaha)
Board of Education, School District 79 (Cowichan Valley)



School District No.20

2001 Third Avenue, Trail, BC V1R 1R6
Tel: (250) 368-6434 Fax: (250) 364-2470

June 6, 2024

BCSTA President and the Board of Directors

Dear Carolyn,

On behalf of the Kootenay Columbia School District Board of Education, I would like to express our gratitude for your visit to our district. We were honoured to host you and Suzanne at our district office and our Castlegar schools.

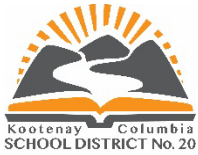
Your presentations and insights on public education were invaluable. Being able to show you at least a small part of our district enabled us to tell the story of SD20 and we are optimistic that you can use that firsthand knowledge to continue your advocacy on behalf of school districts like ours. We are sincerely thankful.

Warm Regards,

A handwritten signature in blue ink that reads "Catherine Zaitsoff".

Catherine Zaitsoff, Chair of the Board of Education

School District No. 20 (Kootenay-Columbia)



School District No.20

2001 Third Avenue, Trail, BC V1R 1R6
Tel: (250) 368-6434 Fax: (250) 364-2470

June 3, 2024

BCSTA President and the Board of Directors

Dear Carolyn,

On behalf of the Kootenay-Columbia School District Board of Education, I would like to express our gratitude for the enriching Learning Series organized by the BCSTA. The opportunity to directly engage with esteemed speakers such as Connor Morris, Senior Manager of Education Policy at FNEESC, Denise Augustine, the Superintendent of Indigenous Education for the Ministry of Education and Childcare, and Dr. Charlesworth, the BC Representative for Child and Youth, was an invaluable professional development experience.

We are appreciative of the facilitation provided by BCSTA Vice President Tracy Loffler and BCSTA Director of Education Services Gordon Li, which fostered efficient and timely communication throughout the day. Their guidance ensured that the resulting discussions and exchanges were productive and meaningful. The Learning Series allowed us to gain valuable understanding of critical issues related to education and child well-being.

We are grateful for the opportunity to collaborate and learn alongside our fellow Kootenay Branch districts, fostering a sense of community and shared commitment to success in education. We look forward to future opportunities to engage in professional development that help us continue our primary goal of success for all students.

Warm Regards,

A handwritten signature in blue ink that reads "Catherine Zaitsoff".

Catherine Zaitsoff, Chair of the Board of Education

School District No. 20 (Kootenay-Columbia)

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

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)	2	1	1	3	2	6	5	1	4		25
10 days or less (violent)		2	1		3	3	1	2	3		15
11-20 days (non-violent)					1						1
11-20 days (violent)											0
20 days or more (non-violent)											0
20 days or more (violent)											0
Indefinite (non-violent)											0
Indefinite (violent/threats of violence)					1						1
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)		2	2		1	4	1	2			12
Less than 20 days (second + drug/alcohol offence)							1				1
20 + days (first drug offence)											0
20 + days (second + drug offence)											0
Indefinite (second + drug/alcohol offence)											0
In-school suspension											0
TOTAL SUSPENSIONS	2	5	4	3	8	13	8	5	7	0	55
EXCLUSIONS											
Exclusions - Elementary											0
Exclusions - Secondary											0
SECLUSIONS											
Seclusions - Elementary											0
Seclusions - Secondary											0

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



qathet School District

Preliminary Budget Report

2024/2025

Overview

The school district operates under the authority of the School Act of British Columbia as a corporation and receives over 90% of revenue from the B.C. provincial government through the Ministry of Education and Childcare. Any changes to provincial grants will consequently have a significant impact on the school district's budget. The school district is exempt from federal and provincial corporate income taxes.

In accordance with the School Act, school districts in the province must approve a balanced budget for the 2024/25 fiscal year (July 1, 2024 - June 30, 2025) and submit it to the Ministry of Education and Childcare by June 30, 2024. The qathet School District aims to develop a preliminary budget that supports its vision and considers its shared priorities and the needs of its community of learners.

This budget has been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

As required by the Ministry of Education and Childcare and Public Sector Accounting Standards (PSAB), The qathet School District tracks and reports revenue and expenditures under three separate funds: the operating fund, the special purpose fund, and the capital fund.

OPERATING FUND: The operating fund includes operating grants and other revenue used to fund instructional programs, school and district administration, facilities operations, custodial services, maintenance, and transportation.

SPECIAL PURPOSE FUND: The special purpose fund is comprised of separate funds established to track revenue and expenditures received from the Ministry of Education and Childcare and other sources that have restrictions on how they may be spent (e.g. Classroom Enhancement Fund, Annual Facilities Grant, Community LINK, Ready Set Learn and School Generated Funds).

CAPITAL FUND: The capital fund includes capital expenditures related to facilities and equipment that are funded by Ministry of Education capital grants, operating funds, and special purpose funds. An annual deficit in the capital fund that is a result of amortization expense and budgeted capital assets purchased from operating and special purpose funds exceeding the amortization of deferred capital revenue plus budgeted local capital revenue is permitted under the Accounting Practices Order of the Ministry of Education and Childcare.

Introduction

The qathet School District continues to be in a healthy position financially despite some difficult times during the pandemic. Post pandemic we are still challenged to accurately predict student enrolment which has grown by 500 students since September of 2019. Last school year we added a number of coordinators and other supports to the education team, these supports are again included in this draft budget and staffing plan. Also included are the additional teaching supports that were outlined by staff in May. Also included are additional hours for Education Assistant staff as we look to implement a minimum six-hour workday within that segment of our workforce. We have maintained last years increases to office support staff and have allocated some additional resources to further support that related work. Our ongoing efforts to right-size the organization also include resources in support of exploring an additional trades position, a Director of Finance and a registered health and safety professional.

These continued and additional supports will all play an important role in the implementation of the organizations next four-year strategic plan. As the plan is still in its development stages a further \$250,000 has been allocated in support of operationalizing these five priorities.

District Profile

qathet School District serves approximately 3,200 students in four regular elementary schools, one dual track elementary school, one remote island elementary school, one online learning school, an alternate school and one secondary school.

The School District provides a number of additional programs including:

- Four Strong Start Programs and a Strong Start Go mobile program
- Before & After School Programs
- Seamless Kindergarten Program
- Elementary Reading Intervention Program
- Dual Credit Trades
- French Immersion Program
- Digital Film Program
- International Student Program
- Summer Learning Programs
- Powell Lake Ecological and Outdoor Learning Centre
- Leadership Programming
- Provincial Auditory Outreach Program

All decisions made by qathet School District are guided by its vision and core values and based on research and consultation. Similarly, the district's initiatives and resources are aligned to support its commitment to fostering a culture of care and belonging where the well-being and success of all learners is supported; providing intentional support for a growth mindset, collaboration, interdependence, and staff development; and being a forward-thinking, research-based, ethical, effective, efficient, sustainable, and connected organization.

Our Principles

- Many Ways of Knowing, Learning, and Being
- Diversity, Equity, and Human Dignity
- A Healthy Work and Learning Environment
- Innovation, Curiosity, and Creativity
- Openness, Transparency, and Accountability

Our Mission

Learning and Growing, Together

Our Vision

Creating Brighter Tomorrows for All

Our Values

Integrity: We strive to be a living example of what we want to see in the education system through continued self and organizational reflection to ensure the confidence of those we serve

Respect: We honour others, value selflessness, and always strive to act considerately and honestly. We are intentional with our words and actively listen to others. We promote collaboration and power sharing to achieve positive change that benefits the entire learning community.

Courage: We practice courage by moving beyond our comfort zones, embracing obstacles, and taking responsibility for our errors, allowing us to better ourselves and serve our learning community with excellence.

Curiosity: We cultivate a safe environment to explore new ideas, take risks, and challenge the status quo. We understand curiosity as critical for transformative growth, change, and innovation

Inclusivity: We promote inclusivity by changing mindsets and behaviours, and cultivating welcoming and fair environments that actively oppose oppression. We strive to ensure everyone is seen, connected, supported, and proud.

Good Relations: We strive for balance in our relationship with ourselves, others, and the lands and waters that sustain us. We consider the impact of our actions on past, present, and future generations and strive to leave a positive legacy for them.

Strategic Priorities

Cultivating an Ethic of Learning (titiwšem taʔow)

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

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

Cultivating Curiosity (payot gagayɛtən)

Transform our learning environments into places of innovation.

- Continue to support land based and place based learning.
- Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.
- Create a culture of inquiry and innovation.
- Strengthen our competencies around environmental stewardship.

Cultivating Connection (paʔa kʷoms qʷayigən)

Prioritize mental health, community connections, and social-emotional learning.

- Enhance mental health opportunities and partnerships that support well-being.
- Engage, involve, and support connections within the school and community.
- Continue to create and promote safe, welcoming, and inclusive learning environments.
- Promote the development of social-emotional learning skills.

Supporting Self-Determination (ʔaʔjuxʷegəs)

Ensure holistic Indigenous student success.

- Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.
- Ensure educational spaces are culturally safe by committing to system wide respect of this place and our shared history by prioritizing Indigenous languages, perspectives, values and cultures.
- Support students with setting goals for the future (ʔimot θ titiwšem, toχnegosəmčxʷom θoθo)

Cultivating Truth and Reconciliation (gɔnaʔxʷuθs)

Honour Truth and reconciliation.

- Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔajuθəm language revitalization initiatives and education.
- Continue our commitment to the Truth and Reconciliation Commissions Calls to Action and the United Nation's Declaration on the Rights of Indigenous Peoples.

Cultivating Integrity/Responsibility (hays qayumixʷ ʔayʔaytawθ)

Prioritize climate change, organizational health and sustainability.

- Provide climate action education and leadership opportunities grounded in Indigenous ways of knowing.
- Align planning, processes, policies, and procedures to improve the effectiveness of the system.

Strategic Priorities and Goals

The strategic priorities and goals for qathet School District are established on a rolling five-year planning cycle and are summarized in departmental operational plans and school growth plans. The board-approved budget supports the specific strategic goals identified in operational plans and school growth plans.

For 2024/2025 specifically, the Board has supported recommendations from senior staff to allocate resources in support of:

Literacy and Numeracy	Early Learning
Food Security	Counselling and Mental Health
Family Support	Technology
Sexual Health	Outdoor Education
Indigenous History, Culture and Language	Applied Design, Skills and Technologies

Budget Timeline

Approval of the budget process took place in early March at the Board's regular meeting as identified in the Annual Board Work Plan. In April, at the regular meeting the Board reviewed operating and other grant information for the upcoming school year. At the committee of the whole meeting in May the Board received a number of recommendations from Senior Staff concerning staffing and resources in relation to the upcoming school year. In June, draft budget information was reviewed at the committee of the whole prior to its anticipated formal adoption at the regular public meeting on June 19th.

Budget Assumptions

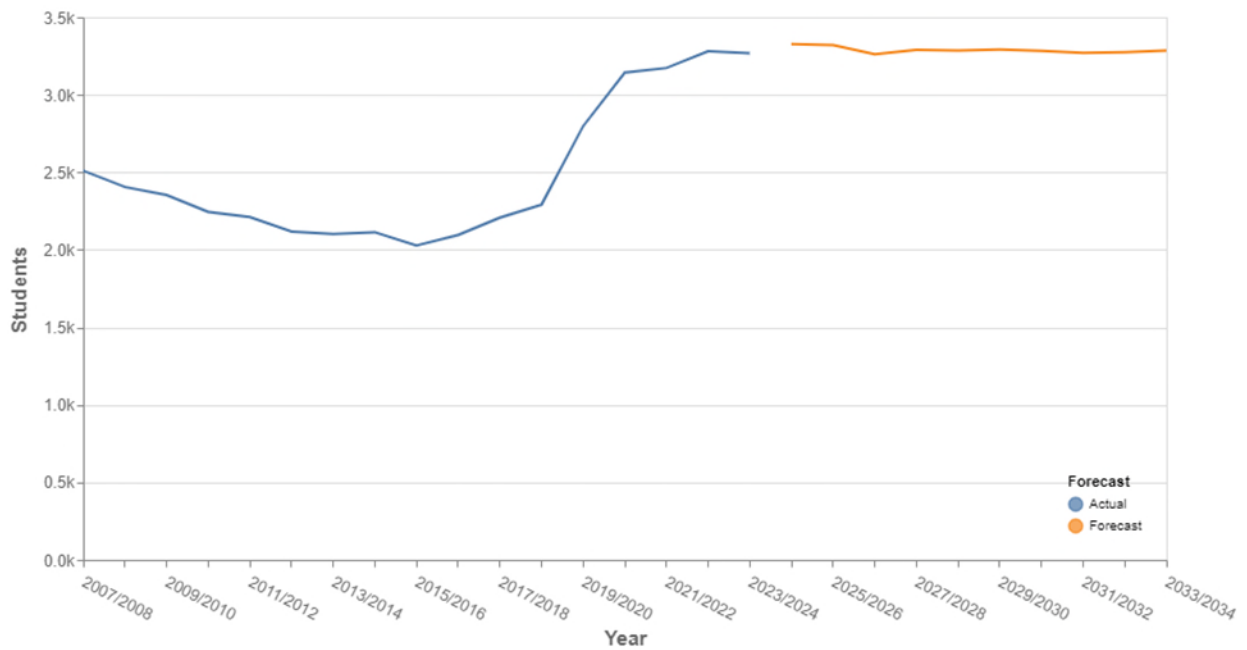
Provincial and Local Assumptions

- Provincial government will fund total provincial enrolment including any growth
- Enrolment will remain relatively constant including those participating in on-line learning
- Average salaries include teacher salary increments and salary grid increases for Principals, Vice-Principals and other Exempt staff
- Budgeted staffing costs include a 3% wage increase over the prior year
- General inflation has been applied to various costs but otherwise service and supply levels generally remain relatively constant

Enrolment

qathet School District is funded primarily through an operating grant received from the Ministry of Education. The operating grant is based on student enrolment which is compiled through a data collection process in September, February, May and July. The District receives a fixed amount per full-time equivalent student (FTE). The School District also receives supplementary grants for students who are identified as having unique needs and for other demographic and unique geographical factors. District staffing levels are driven directly by student enrolment. Since salaries and benefits make up almost 80 percent of District expenses, reliable enrolment data is essential for financial planning.

Student Enrolment Over Time



2024/2025 Operating Grant Allocation Formula Overview

Public school districts in BC are primarily funded through an operating grant provided by the Ministry of Education. The formula for the grant is based on student counts across various areas and other district factors as outlined below.

75% allocated through the Basic Allocation	Basic Allocation Common per student amount for every FTE student enrolled by school type.	
	Standard School	\$8,915 per school age FTE
	Alternate School	\$8,915 per school age FTE
	Continuing Education	\$8,915 per school age FTE
	Online Learning	\$7,200 per school age FTE
18% allocated to recognize unique student enrolment	Unique Student Additional per student funding to address uniqueness of district enrolment and support additional programming. Includes Equity of Opportunity Supplement for children and youth in care and students with mental health challenges.	
	Level 1 Inclusive Education	\$50,730 per student
	Level 2 Inclusive Education	\$24,070 per student
	Level 3 Inclusive Education	\$12,160 per student
	English/French Language Learning	\$1,795 per student
	Indigenous Education	\$1,770 per student
	Adult Education	\$5,690 per FTE
7% allocated to recognize unique district factors	Unique District Additional funding to address uniqueness of district factors.	
	Small Community	For small schools located a distance away from the next nearest school
	Low Enrolment	For districts with low total enrolment
	Rural Factor	Located some distance from Vancouver and the nearest large regional population centre
	Climate Factor	Operate schools in colder/warmer climates; additional heating or cooling requirements
	Sparseness Factor	Operate schools that are spread over a wide geographic area
	Student Location Factor	Based on population density of school communities
	Supplemental Student Location Factor	Level 1 and 2 inclusive education enrolment
	Salary Differential	Funding to districts that have higher average educator salaries
0.1% allocated to buffer the effects of declining enrolment	Funding Protection / Enrolment Decline	
	Funding Protection	Funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September
	Enrolment Decline	Funding to districts experiencing enrolment decline of at least 1% when compared to the previous year
CSF Supplement District receives a 15% funding premium on allocated funding.		

Revenues

The table below summarizes projected revenue in the 2024/2025 preliminary budget as compared to the 2023/2024 amended budget:

	24/25 Preliminary	23/24 Amended	Variance
Operating Grant, Ministry of Education	\$40,853,530	\$ 39,268,127	\$1,585,403
Other MOE Grants	773,921	1,038,980	(265,059)
Provincial Grants - Other	75,000	75,000	0
International & Summer Tuition	607,500	608,120	(620)
Other Education Authorities	110,000	120,008	(10,008)
First Nations (TEA)	1,032,389	1,032,389	0
Miscellaneous Revenues	80,000	80,000	0
Rentals	85,400	138,900	(53,500)
Interest	150,000	150,000	0
Total Operating Revenue	\$43,767,740	\$ 42,511,524	\$1,256,216

Expenses

The following table summarizes projected expenses in the 2023/2024 preliminary budget compared to the 2023/2022 amended budget:

	24/25 Preliminary	23/24 Amended	Variance
Salaries			
Teachers	\$ 14,855,290	\$ 14,256,187	\$ 599,103
Principals & Vice-Principals	2,491,776	2,822,400	(330,624)
Education Assistants	4,226,701	4,048,858	177,843
Support Staff	3,811,640	3,260,120	551,520
Other Professionals	2,215,675	2,115,847	99,828
Substitutes	1,578,160	1,781,641	(203,481)
Total Salaries	29,179,242	28,285,053	894,189
Employees Benefits	6,668,161	6,324,200	343,961
Total Salary and Benefits	35,847,403	34,609,253	1,238,150
Services and Supplies	8,069,408	8,107,866	(38,458)
Utilities	605,000	629,500	(24,500)
Total Services and Supplies	8,674,408	8,737,336	(62,928)
Total Operating Expense	\$ 44,521,811	\$ 43,346,589	\$ 1,175,222

Appropriation of Surplus Funds	\$ 754,071	\$ 835,065	(\$ 80,994)
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Capital Funds

The Strategic Facilities Plan adopted by the Board in January 2021 identifies long term capital needs and acts as a guide when making applications to government in support of capital planning.

The District is required to submit a five-year capital plan to the Ministry of Education for additional funding for capital projects as described below.

Annual Facilities Grant (AFG) funds are used throughout District schools to address ongoing maintenance and improvement needs.

School Enhancement Program (SEP) projects are investments that contribute to the safety and function of the school while extending the life of the asset.

Carbon Neutral Capital Program (CNCP) projects are investments that contribute to measurable emission reductions and operational costs savings expected as a result of completed projects.

Local Capital is a fund consisting of resources set aside by the Board targeted in support of capital needs not otherwise funded by the province. Examples of such investments include portable classrooms and equipment such as maintenance vehicles.

	2024/2025 Planned Spending
AFG (Estimated Capital Portion)	\$ 650,000
SEP	\$ 2,000,000
CNCP	\$ 103,000
Bus acquisition Program (Estimated)	\$250,000
Local Capital	\$-

Special Purpose Fund Summary

The special purpose fund is comprised of separate funds established to track revenue and expenditures received from the Ministry of Education and other sources that have restrictions on how the funds are spent. The following special purpose funds have been included in the 2024/25 preliminary budget:

Annual Facility Grant (AFG)	\$122,953	These funds are used throughout District schools to address ongoing maintenance and improvement needs.
Learning Improvement Fund (LIF)	\$148,310	Funding used specifically to augment Educational Assistants' hours providing additional support to complex learners.
School Generated Funds & Bursaries	\$1,400,000	Funds that are generated locally at the school level and used for school operations and in support of students.
Strong Start	\$128,000	Strong Start early learning centres provide school-based, drop-in programs for children aged birth to five and their parents or caregivers.

Ready, Set, Learn	\$14,700	Eligible RSL events for 3 to 5 year old's and their parents are hosted to support early learning and facilitate a smooth transition to Kindergarten.
Official Languages in Education French Programs (OLEP)	\$61,294	Funding for core French-language and Immersion programs and curriculum resources.
Community Link	\$225,426	Funding for programs and initiatives to improve the education performance of vulnerable students, including both academic achievement and social functioning.
Classroom Enhancement Fund (CEF)	\$2,170,552	Eligible expenses includes teacher staffing, overhead staffing and equipment costs resulting from restoration of class size and composition language.
Auditory Outreach Program	\$1,392,384	Auditory Outreach, in collaboration with provincial centres, local audiologists and other service providers, assists public and group 1 and 2 independent schools throughout the province address the needs of school-aged students through loans of assistive listening devices for individual students with hearing loss identified as needing this technology for school use.
Mental Health in Schools	\$55,000	To build capacity in mental health and well being.
Changing Results for Young Children	\$6,000	To implement on-going collaborative professional learning among educators.
Seamless Day Kindergarten	\$55,400	Licensed Before and After School Program for Kindergarten students.
JUST B4	\$25,000	Multi year pre-school pilot program.
SEY2KT	\$19,000	Focus on models to ensure children and their families experience coherent transitions from community based early learning experiences to kindergarten.
ECL Early Care & Learning	\$175,000	Capacity building support for current and future early learning programming.
Feeding Futures Fund	\$403,803	An initiative to ensure students are fed and ready to learn.

Annual Budget

School District No. 47 (qathet)

June 30, 2025

School District No. 47 (qathet)

June 30, 2025

Table of Contents

Bylaw	1
Annual Budget - Revenue and Expense - Statement 2	2
Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4	4
Annual Budget - Operating Revenue and Expense - Schedule 2	5
Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source	6
Schedule 2B - Annual Budget - Schedule of Operating Expense by Object	7
Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object	8
Annual Budget - Special Purpose Revenue and Expense - Schedule 3	10
Schedule 3A - Annual Budget - Changes in Special Purpose Funds	11
Annual Budget - Capital Revenue and Expense - Schedule 4	14

*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 47 (qathet) Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$53,019,633 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE 19th DAY OF JUNE, 2024;

READ A SECOND TIME THE 19th DAY OF JUNE, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE 19th DAY OF JUNE, 2024;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 47 (qathet) Annual Budget Bylaw 2024/2025, adopted by the Board the 19th DAY OF JUNE, 2024.

Secretary Treasurer

School District No. 47 (qathet)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,137,000	3,170,063
Adult	2,500	2,500
Total Ministry Operating Grant Funded FTE's	<u>3,139,500</u>	<u>3,172,563</u>
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	46,725,273	45,946,265
Other	75,000	75,000
Tuition	607,500	608,120
Other Revenue	2,622,389	2,109,897
Rentals and Leases	85,400	138,900
Investment Income	170,000	172,500
Amortization of Deferred Capital Revenue	1,700,000	1,706,519
Total Revenue	<u>51,985,562</u>	<u>50,757,201</u>
Expenses		
Instruction	42,532,593	41,707,129
District Administration	2,527,291	2,319,313
Operations and Maintenance	6,535,259	6,512,475
Transportation and Housing	1,424,490	1,371,557
Total Expense	<u>53,019,633</u>	<u>51,910,474</u>
Net Revenue (Expense)	<u>(1,034,071)</u>	<u>(1,153,273)</u>
Budgeted Allocation (Retirement) of Surplus (Deficit)	754,071	835,065
Budgeted Surplus (Deficit), for the year	<u>(280,000)</u>	<u>(318,208)</u>
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(280,000)	(318,208)
Budgeted Surplus (Deficit), for the year	<u>(280,000)</u>	<u>(318,208)</u>

School District No. 47 (qathet)

Annual Budget - Revenue and Expense
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	44,521,811	43,346,589
Special Purpose Funds - Total Expense	6,497,822	6,516,658
Capital Fund - Total Expense	2,000,000	2,047,227
Total Budget Bylaw Amount	<u>53,019,633</u>	<u>51,910,474</u>

Approved by the Board

Signature of the person of the Board

Signature of the Superintendent Date Signed

Signature of the Secretary/Treasurer Date Signed

DRAFT

School District No. 47 (qathet)

Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2025

	2025	2024 Amended
	Annual Budget	Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(1,034,071)</u>	<u>(1,153,273)</u>
Effect of change in Tangible Capital Assets		
Amortization of Tangible Capital Assets	<u>2,000,000</u>	<u>2,047,227</u>
Total Effect of change in Tangible Capital Assets	<u>2,000,000</u>	<u>2,047,227</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>965,929</u></u>	<u><u>893,954</u></u>

School District No. 47 (qathet)

Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	41,627,451	40,307,107
Other	75,000	75,000
Tuition	607,500	608,120
Other Revenue	1,222,389	1,232,397
Rentals and Leases	85,400	138,900
Investment Income	150,000	150,000
Total Revenue	43,767,740	42,511,524
Expenses		
Instruction	36,304,872	35,457,282
District Administration	2,426,744	2,218,766
Operations and Maintenance	4,465,705	4,390,660
Transportation and Housing	1,324,490	1,279,881
Total Expense	44,521,811	43,346,589
Net Revenue (Expense)	(754,071)	(835,065)
Budgeted Prior Year Surplus Appropriation	754,071	835,065
Budgeted Surplus (Deficit), for the year	-	-

School District No. 47 (qathet)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	41,885,919	40,300,516
ISC/LEA Recovery	(1,032,389)	(1,032,389)
Other Ministry of Education and Child Care Grants		
Pay Equity	243,304	243,304
Funding for Graduated Adults	2,000	2,000
Student Transportation Fund	91,754	91,754
FSA Scorer Grant	7,506	7,506
Labour Settlement Funding	179,357	694,416
Integrated Child Youth (ICY) Team Grant	250,000	
Total Provincial Grants - Ministry of Education and Child Care	41,627,451	40,307,107
Provincial Grants - Other	75,000	75,000
Tuition		
Summer School Fees	7,500	8,120
International and Out of Province Students	600,000	600,000
Total Tuition	607,500	608,120
Other Revenues		
Other School District/Education Authorities	110,000	120,008
Funding from First Nations	1,032,389	1,032,389
Miscellaneous		
Misc. Billings & Recoveries	80,000	52,600
Purchase Card Rebate		17,500
Art Starts Grants		9,900
Total Other Revenue	1,222,389	1,232,397
Rentals and Leases	85,400	138,900
Investment Income	150,000	150,000
Total Operating Revenue	43,767,740	42,511,524

School District No. 47 (qathet)

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Salaries		
Teachers	14,855,290	14,256,187
Principals and Vice Principals	2,491,776	2,822,400
Educational Assistants	4,226,701	4,048,858
Support Staff	3,811,640	3,260,120
Other Professionals	2,215,675	2,115,847
Substitutes	1,578,160	1,781,641
Total Salaries	29,179,242	28,285,053
Employee Benefits	6,668,161	6,324,200
Total Salaries and Benefits	35,847,403	34,609,253
Services and Supplies		
Services	3,945,450	3,867,555
Student Transportation	5,800	6,000
Professional Development and Travel	400,596	369,847
Rentals and Leases	322,100	306,100
Dues and Fees	288,500	288,500
Insurance	108,500	108,500
Supplies	2,998,462	3,161,334
Utilities	605,000	629,500
Total Services and Supplies	8,674,408	8,737,336
Total Operating Expense	44,521,811	43,346,589

School District No. 47 (qathet)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	11,922,765	59,328		213,605	262,018	1,072,660	13,530,376
1.03 Career Programs	94,627						94,627
1.07 Library Services	203,027						203,027
1.08 Counselling	440,672						440,672
1.10 Inclusive Education	1,607,511	222,480	4,226,701	15,049	564,348	195,500	6,831,589
1.30 English Language Learning	47,314						47,314
1.31 Indigenous Education	397,433	148,320		205,114		15,000	765,867
1.41 School Administration		1,690,848		931,411		32,500	2,654,759
1.60 Summer School						110,000	110,000
1.61 Continuing Education	94,627						94,627
1.62 International and Out of Province Students	47,314	74,160			72,163	2,500	196,137
Total Function 1	14,855,290	2,195,136	4,226,701	1,365,179	898,529	1,428,160	24,968,995
4 District Administration							
4.11 Educational Administration		296,640			301,653		598,293
4.40 School District Governance					91,827		91,827
4.41 Business Administration				274,456	674,760		949,216
Total Function 4	-	296,640	-	274,456	1,068,240	-	1,639,336
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				30,097	80,779		110,876
5.50 Maintenance Operations				1,457,258	124,630	100,000	1,681,888
5.52 Maintenance of Grounds				92,056			92,056
5.56 Utilities							-
Total Function 5	-	-	-	1,579,411	205,409	100,000	1,884,820
7 Transportation and Housing							
7.41 Transportation and Housing Administration				22,573	43,497		66,070
7.70 Student Transportation				570,021		50,000	620,021
Total Function 7	-	-	-	592,594	43,497	50,000	686,091
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	14,855,290	2,491,776	4,226,701	3,811,640	2,215,675	1,578,160	29,179,242

School District No. 47 (qathet)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	13,530,376	3,076,775	16,607,151	2,865,229	19,472,380	19,903,560
1.03 Career Programs	94,627	22,718	117,345	7,000	124,345	94,840
1.07 Library Services	203,027	48,725	251,752	25,558	277,310	292,172
1.08 Counselling	440,672	105,759	546,431	7,500	553,931	602,963
1.10 Inclusive Education	6,831,589	1,632,882	8,464,471	2,139,050	10,603,521	9,372,174
1.30 English Language Learning	47,314	11,355	58,669	5,000	63,669	24,784
1.31 Indigenous Education	765,867	179,292	945,159	65,250	1,010,409	972,819
1.41 School Administration	2,654,759	597,340	3,252,099	94,396	3,346,495	3,288,249
1.60 Summer School	110,000		110,000	20,000	130,000	132,000
1.61 Continuing Education	94,627	22,710	117,337	5,000	122,337	113,920
1.62 International and Out of Province Students	196,137	43,546	239,683	360,792	600,475	659,801
Total Function 1	24,968,995	5,741,102	30,710,097	5,594,775	36,304,872	35,457,282
4 District Administration						
4.11 Educational Administration	598,293	131,624	729,917	68,179	798,096	817,631
4.40 School District Governance	91,827	4,591	96,418	65,582	162,000	162,000
4.41 Business Administration	949,216	217,061	1,166,277	300,371	1,466,648	1,239,135
Total Function 4	1,639,336	353,276	1,992,612	434,132	2,426,744	2,218,766
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	110,876	25,295	136,171	113,000	249,171	290,061
5.50 Maintenance Operations	1,681,888	375,916	2,057,804	1,295,501	3,353,305	3,215,087
5.52 Maintenance of Grounds	92,056	21,173	113,229	145,000	258,229	256,012
5.56 Utilities	-	-	-	605,000	605,000	629,500
Total Function 5	1,884,820	422,384	2,307,204	2,158,501	4,465,705	4,390,660
7 Transportation and Housing						
7.41 Transportation and Housing Administration	66,070	15,212	81,282	20,000	101,282	118,321
7.70 Student Transportation	620,021	136,187	756,208	467,000	1,223,208	1,161,560
Total Function 7	686,091	151,399	837,490	487,000	1,324,490	1,279,881
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	29,179,242	6,668,161	35,847,403	8,674,408	44,521,811	43,346,589

School District No. 47 (qathet)

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2025

	2025	2024 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	5,097,822	5,639,158
Other Revenue	1,400,000	877,500
Total Revenue	6,497,822	6,516,658
Expenses		
Instruction	6,227,721	6,249,847
District Administration	100,547	100,547
Operations and Maintenance	169,554	166,264
Total Expense	6,497,822	6,516,658
Budgeted Surplus (Deficit), for the year	-	-

School District No. 47 (qathet)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year			150,000	300,000					
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	122,953	148,310			128,000	14,700	61,294	225,426	134,447
Other			200,000	1,200,000					
	122,953	148,310	200,000	1,200,000	128,000	14,700	61,294	225,426	134,447
Less: Allocated to Revenue	122,953	148,310	200,000	1,200,000	128,000	14,700	61,294	225,426	134,447
Deferred Revenue, end of year	-	-	150,000	300,000	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	122,953	148,310			128,000	14,700	61,294	225,426	134,447
Other Revenue			200,000	1,200,000					
	122,953	148,310	200,000	1,200,000	128,000	14,700	61,294	225,426	134,447
Expenses									
Salaries									
Teachers							30,245		
Principals and Vice Principals									
Educational Assistants		132,420						64,313	
Support Staff					94,142				46,601
Other Professionals								70,000	
Substitutes						7,455		12,500	69,340
	-	132,420	-	-	94,142	7,455	30,245	146,813	115,941
Employee Benefits		15,890			22,594	745	6,049	26,863	9,006
Services and Supplies	122,953		200,000	1,200,000	11,264	6,500	25,000	51,750	9,500
	122,953	148,310	200,000	1,200,000	128,000	14,700	61,294	225,426	134,447
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 47 (qathet)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

	Classroom Enhancement Fund - Staffing	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Student & Family Affordability	JUST B4	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year					120,000				
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	2,036,105	55,000	6,000	55,400		25,000	19,000	175,000	403,803
Other									
	2,036,105	55,000	6,000	55,400	-	25,000	19,000	175,000	403,803
Less: Allocated to Revenue	2,036,105	55,000	6,000	55,400	120,000	-	19,000	175,000	403,803
Deferred Revenue, end of year	-	-	-	-	-	25,000	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	2,036,105	55,000	6,000	55,400	120,000		19,000	175,000	403,803
Other Revenue									
	2,036,105	55,000	6,000	55,400	120,000	-	19,000	175,000	403,803
Expenses									
Salaries									
Teachers	1,642,020								
Principals and Vice Principals								120,000	28,320
Educational Assistants									40,320
Support Staff				41,533				22,500	
Other Professionals									
Substitutes		20,000	2,500				5,000		
	1,642,020	20,000	2,500	41,533	-	-	5,000	142,500	68,640
Employee Benefits	394,085	2,000	250	9,968			500	27,500	15,782
Services and Supplies		33,000	3,250	3,899	120,000		13,500	5,000	319,381
	2,036,105	55,000	6,000	55,400	120,000	-	19,000	175,000	403,803
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 47 (qathet)
 Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2025

	Auditory Outreach Program	TOTAL
	<u>\$</u>	<u>\$</u>
Deferred Revenue, beginning of year		570,000
Add: Restricted Grants		
Provincial Grants - Ministry of Education and Child Care	1,392,384	5,002,822
Other		1,400,000
	<u>1,392,384</u>	<u>6,402,822</u>
Less: Allocated to Revenue	<u>1,392,384</u>	<u>6,497,822</u>
Deferred Revenue, end of year	<u><u>-</u></u>	<u><u>475,000</u></u>
Revenues		
Provincial Grants - Ministry of Education and Child Care	1,392,384	5,097,822
Other Revenue		1,400,000
	<u>1,392,384</u>	<u>6,497,822</u>
Expenses		
Salaries		
Teachers	20,000	1,692,265
Principals and Vice Principals	148,320	296,640
Educational Assistants		237,053
Support Staff	120,000	324,776
Other Professionals	240,000	310,000
Substitutes		116,795
	<u>528,320</u>	<u>2,977,529</u>
Employee Benefits	115,000	646,232
Services and Supplies	749,064	2,874,061
	<u>1,392,384</u>	<u>6,497,822</u>
Net Revenue (Expense)	<u><u>-</u></u>	<u><u>-</u></u>

School District No. 47 (qathet)

Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2025

	2025 Annual Budget			2024 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		20,000	20,000	22,500
Amortization of Deferred Capital Revenue	1,700,000		1,700,000	1,706,519
Total Revenue	1,700,000	20,000	1,720,000	1,729,019
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	1,900,000		1,900,000	1,955,551
Transportation and Housing	100,000		100,000	91,676
Total Expense	2,000,000	-	2,000,000	2,047,227
Net Revenue (Expense)	(300,000)	20,000	(280,000)	(318,208)
Net Transfers (to) from other funds				
Total Net Transfers	-	-	-	-
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	-
Budgeted Surplus (Deficit), for the year	(300,000)	20,000	(280,000)	(318,208)



May 31, 2024

Ref: 299569

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

Capital Plan Bylaw No. 2024/25-CPSD47-02

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2024/25

This letter is in response to your School District's 2024/25 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- **Bus Acquisition Program (BUS)**

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, SAP, RDP)

Projects in Development from Previous Years

Project #	Project Name	Project Type	Comments
150043	Edgehill Elementary	Addition	Final business case (PDR) is with Ministry for funding approval.

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also, note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

NOTE: The Ministry encourages school districts to pursue simplified designs for new schools or expansion of existing schools. As projects proceed to Business Case, stakeholder engagement and design phases, please ensure simplified design parameters are considered as per the attached *Simplified Designs Guidelines*.

MINOR CAPITAL PROJECTS (SEP, FIP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Food Infrastructure Program (FIP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

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

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Henderson Elementary	SEP - HVAC Upgrades	\$2,000,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Henderson Elementary	CNCP - Energy Upgrades	\$75,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Henderson Elementary, James Thomson Elementary, Kelly Creek Community School, Texada Elementary	CNCP - Energy Upgrades	\$28,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

New projects for BUS

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
A7470	D (80+RE) with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) immediately from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

NOTE: BUS funding amounts will be determined once school districts place their order(s) with bus manufacturer(s). Please contact Branch Director [Michael Nyikes](#) with any questions regarding this.

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 2024/25 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2024/25 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated, and emailed to the Ministry’s Capital Management Branch at CMB@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2024/25 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2025/26 Annual Five-Year Capital Plan submission process (using the Ministry’s Capital Asset Planning System (CAPS) online platform) will be available on the Ministry’s [Capital Planning](#) webpage by April 1st, 2024.

School districts’ capital plan submission deadlines for the 2025/26 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2024**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **July 1, 2024**
 - Major Capital Programs (BEP)
- **September 30, 2024**
 - Minor Capital Programs (SEP, CNCP, PEP, BUS)
- **October 1, 2024**
 - Minor Capital Programs (FIP)

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.

Additionally, the Annual Facility Grant (AFG) project requests for the 2024/25 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2024.

NOTE: It is strongly encouraged that school districts discuss the draft versions of their intended capital projects and AFG project requests with Ministry staff well in advance of submission deadlines.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,

A handwritten signature in blue ink that reads "Damien Crowell". The signature is written in a cursive, flowing style.

Damien Crowell, Executive Director
Capital Management Branch

pc: Geoff Croshaw, Acting Director, Major Capital Projects, Capital Management Branch
Michael Nyikes, Director, Minor Capital Projects, Programs and Finance, Capital Management Branch

**CAPITAL BYLAW NO. 2024/25-CPSD47-02
CAPITAL PLAN 2024/25**

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

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2024/25 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 21, 2024*, is hereby adopted.
- 2. This Capital Bylaw may be cited as *School District 47 (Powell River) Capital Bylaw No. 2024/25-CPSD47-02*.

READ A FIRST TIME THE 19th DAY OF *June* 2024;
READ A SECOND TIME THE 19th DAY OF *June* 2024;
READ A THIRD TIME, PASSED THE 19th DAY OF *June* 2024.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original *School District 47 (Powell River) Capital Bylaw No. 2024/25-CPSD47-02* adopted by the Board on the 19th day of *June* 2024.

Secretary-Treasurer



School District No. 47 (Powell River)

2025-2026 Capital Plan Overview

Overview

The following projects are recommended for consideration under several government capital planning funding envelopes with an emphasis placed on system renewal and energy conservation. The first program outline has a June 30th submission deadline, the remaining three which are all marked draft are to be submitted for September 30th. An amended version of this document will go before the Board again in September for approval.

Seismic Mitigation Program (SMP)

Seismic Improvements

Texada - \$4.3 (million)*

**Based on 2023 costing – to be revised for escalation*

Texada Elementary School was previously reviewed for seismic risk assessment based on The National Building Code Hazard (2% in 50 years). The school is designated as H2 which is a vulnerable structure at high risk of widespread damage or structural failure. Within the H2 category, the assessment priority is P2, which has high probability of total damage in a moderate earthquake (5% in 50 years). Demolition of the building would be likely after an event. The proposed project under the SMP would retrofit portions of the building structure to improve structural integrity in the event of an earthquake.

School Enhancement Program (SEP) - [DRAFT]

Mechanical System & Ventilation Upgrade – Edgehill Elementary

Estimate - \$1.5 (million)

Mechanical System upgrade is planned during the Edgehill Elementary School addition project which will involve new mechanical systems to the new building areas. The supplementary SEP application will include improvements to the existing school spaces, including two unit ventilators, improved ventilation, increased building efficiency, automated DDC control, and cooling capacity.

Carbon Neutral Capital Program (CNCP) - [DRAFT]

LED Lighting Upgrade – Elementary (Westview & Edgehill)

Estimate - \$265,000

Bus Acquisition Program (BUS) - [DRAFT]

Expect one bus to fit the criteria for replacement.

Estimate - \$247,000

From: [Astra Balogh](#)
To: [Erica Reimer](#)
Subject: Schools for Locations Photography
Date: June 18, 2024 10:02:01 AM
Attachments: [INfilm Scouting Letter.pdf](#)

Caution! This message was sent from outside your organization.

Good morning

I am the new Locations Photographer in the qathet region for Vancouver Island Film Commission (INfilm). The contract is to photograph as many potential filming locations here as possible over the next year. On the list I was given by INfilm are Brooks High School and an Elementary School.

I am wondering if I can arrange with the school district to photograph Brooks and James Thomson Elementary School (my daughter is a student there and I am familiar with the building) when there are no students? I am thinking this month might be good as the students will be finished school on June 27th (at James Thomson) but the school is open on June 28th with only staff in the building. Or, I can go on another date that would be more appropriate. I can contact each principal to make arrangements or whoever else you would recommend.

I am available Monday to Friday after 1:30pm and almost any time on weekends. Each school will probably take about 1 hour to photograph and I can do both on the same day or separately.

Find the official scouting letter attached. The photo files live on the Reel Scout database (for locations managers across BC) and the district can say yes or no if they are ever contacted re filming.

Thank you,
Astra

--



Astra Balogh
Videographer/Photographer
604-719-5186
astra@astralimages.ca
www.astralimages.ca



Hello,

We are reaching out to you as we believe your property has certain creative aspects that may potentially appeal to BC's motion picture industry and could attract a production to film in your community.

About Us: Vancouver Island North Film Commission (INfilm) is a not for profit organization with a provincial service contract mandate to attract and facilitate the motion picture industry to the mid, north, west of Vancouver Island including areas of the mainland coast. INfilm is a member in good standing of the Association of Film Commissions International (AFCI) and operates with municipal, regional, and provincial support, formally representing the following areas: Mount Waddington Regional District, Strathcona Regional District, qathet Regional District, Comox Valley Regional District, Nanaimo Regional District and the Alberni Clayoquot Regional District.

The most effective tool used by the motion picture industry to attract productions are digital location files. The Province of BC uses an online industry recognized digital image data-base called Reel-Scout to manage the image library. Over a period of 18 months INfilm will use local photographers to scout, photograph and upload location images to Creative BC's digital Reel-Scout database ensuring the region is fully represented.

If you are interested in having your property photographed and uploaded to the provincial library for use as a film production location please contact us so we can discuss what is entailed in documenting your property and to set up an appointment for one of our photographers to return and document your property. This process will take approximately 20 - 60 minutes depending on this size and scope of your property.

Once loaded into the library if your property is short-listed by a production as a filming location based on the photographs you will be contacted by either INfilm or from the production itself. If your property is chosen as a filming location, the Location Manager would then contact you to negotiate compensation, discuss insurance and logistics.

Verification: Vancouver Island North Film Commission encourages you to reach out either by phone or email to check credentials of anyone who approaches you interested in accessing your property at 250 287 2772 email: film.info@infilm.ca Locations Library <https://www.infilm.ca/locations>

Please be aware that at any time you have the option to remove your property from the database.

Vancouver Island North Film Commission
#100 -401 11th Ave, Campbell River, B.C., V9W 4G2
250 287 2772 www.infilm.ca

**REPORT TO TRUSTEES
FOR THE PERIOD ENDING: May 31, 2024**

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
INSTRUCTION						
100 Salaries	24,358,090	0	24,358,090	26,736,501	2,378,411	9
200 Employee Benefits And Allowances	5,555,415	0	5,555,415	5,973,340	417,925	7
300 Services Purchased	3,485,349	2,288	3,487,637	3,399,700	-87,937	-3
500 Supplies And Materials	1,859,271	0	1,859,271	2,372,876	513,605	22
	-----	-----	-----	-----	-----	-----
Total For INSTRUCTION	35,258,125	2,288	35,260,413	38,482,417	3,222,004	8
DISTRICT ADMINISTRATION						
100 Salaries	1,263,622	0	1,263,622	1,437,924	174,302	12
200 Employee Benefits And Allowances	246,478	0	246,478	307,334	60,856	20
300 Services Purchased	374,473	0	374,473	427,550	53,077	12
500 Supplies And Materials	41,470	14,690	56,160	45,959	-10,201	-22
	-----	-----	-----	-----	-----	-----
Total For DISTRICT ADMINISTRATION	1,926,043	14,690	1,940,733	2,218,767	278,034	13
OPERATIONS AND MAINTENANCE						
100 Salaries	1,464,680	0	1,464,680	1,852,576	387,896	21
200 Employee Benefits And Allowances	308,574	0	308,574	403,341	94,767	23
300 Services Purchased	838,553	0	838,553	1,014,254	175,701	17
500 Supplies And Materials	1,046,325	0	1,046,325	1,163,802	117,477	10
	-----	-----	-----	-----	-----	-----
Total For OPERATIONS AND MAINTENANCE	3,658,132	0	3,658,132	4,433,973	775,841	17
TRANSPORTATION & HOUSING						
100 Salaries	638,802	0	638,802	659,709	20,907	3
200 Employee Benefits And Allowances	148,071	0	148,071	148,172	101	0
300 Services Purchased	108,590	0	108,590	109,500	910	1
500 Supplies And Materials	368,721	0	368,721	362,500	-6,221	-2
	-----	-----	-----	-----	-----	-----
Total For TRANSPORTATION & HOUSING	1,264,184	0	1,264,184	1,279,881	15,697	1
	-----	-----	-----	-----	-----	-----
Grand Total	42,106,484	16,978	42,123,462	46,415,038	4,291,576	9



COMMITTEE OF THE WHOLE

12:00 pm, Wednesday, June 12, 2024
School Board Office

NOTES

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

Also in attendance: Steve Hopkins (Secretary-Treasurer)

Regrets: Jay Yule (Superintendent)

The meeting was called to order by Chairperson Miller at 11:59 am.

1. APPROVAL OF AGENDA

MOVED: D. LAWSON

SECONDED: K. VAN'T SCHIP

THAT the Committee of the Whole Meeting Agenda of June 12, 2024, be adopted as circulated.

STATUS: CARRIED

2. STANDING COMMITTEES

2.a) Education & Strategic Planning Committee

2.a.i) District Planning Day Summary (oral)

K. Brach and A. Burt reported on the recent district planning day held on June 7, 2024. This day provides an opportunity for school-based teams to explore the board's strategic priorities and create school-specific plans that align with these priorities.

The event began with keynote speaker Kevin Lamoureux, who continued his presentation on the ten journeys of decolonization from the previous year's event. Following the keynote, schools reviewed their data to update their school plans, which are to be submitted to the district by July 15.

During the planning day, schools were encouraged to:

- Review implementation strategies alongside data to identify successes and areas for improvement.
- Use tools such as a data walk, with a focus on student learning survey results and district data, an ecocycle, and in some cases, a SWOT analysis.
- Develop multi-year plans.

The goal is for schools to critically assess what worked and what can be improved, ensuring their strategies are data-driven and aligned with district priorities.

2.a.ii) Framework for Enhanced Student Learning (FESL) Report Preparation

K. Brach and A. Burt provided an update on the FESL annual report to the ministry, which will be presented to the board in September for review and adoption.

The ministry has requested additional information in the year plan, covering intellectual development, human and social development, and career development. The data supporting these areas will include satellite data, such as the student learning survey, completion rates, and transitions to post-secondary education, with a focus on diverse learners, Indigenous learners, and children and youth in care.

A new requirement involves adopting a continuous improvement approach, which includes reviewing successes, engagement, and adaptations. This year's report will incorporate both local and provincial feedback and will shift to a data storytelling format rather than simply presenting data and associated strategies.

The ministry is providing additional support to small districts, including access to real-time district data and a coach to aid in developing the report.

2.a.iii) Childcare Programming Update (oral)

R. Rainbow provided an update on potential changes to after-school care programs at Henderson Elementary and Texada Elementary due to low enrollment.

- Henderson Elementary: The after-school care program has been operating for two years but has consistently had lower enrollment than anticipated, resulting in significant financial losses. The district considered raising the program fee, which would allow the district to recoup additional ministry grants without increasing the financial burden on parents. The board is contemplating whether to continue operating the program at a loss with this fee adjustment.
- Texada Elementary: The after-school care program has faced low enrollment and staffing challenges. Initially, the district expected the program to run at a loss due to the island's small population. However, only two students attended before staffing issues arose. The district will consider running the program if eight students commit to attending regularly, though staffing could still be an obstacle. Before-school care

will continue as there have been no enrollment or staffing issues with that program.

For the 2024-2025 school year, the district plans to run before and after-school programs at all schools except Henderson and Texada Elementary. Trustees supported the direction suggested by R. Rainbow.

R. Rainbow also reported that the district is negotiating with the YMCA to provide childcare at the new daycares operating from Kelly Creek Elementary and Edgehill Elementary in the 2024-2025 school year. The district is pleased that the YMCA has shown interest in these locations, as their strong background and experience in childcare services are expected to benefit families.

2.a.iv) BAA Course – Brooks Publishing and Yearbook 11

2.a.v) BAA Course – Brooks Publishing and Yearbook 12

A. Burt introduced two new locally developed courses: Publishing and Yearbook 11 and 12. These courses recognize the significant effort involved in creating a yearbook and highlight the skills students develop, including digital skills, writing, and photography. Each course offers 4 credits, with grade 12 students serving as mentors to grade 11 students. Trustees expressed their appreciation for the valuable skills these courses develop and offered their support.

2.b) Finance & Facilities Committee

2.b.i) 2024/2025 Annual Budget Information

S. Hopkins reported on the annual budget, noting that it will come to the board for approval at the June meeting using the ministry's template. The service levels included in the budget are generally consistent with current service levels and incorporate a 3.0% salary increase in line with negotiated collective agreements.

- Revenues:
 - Facility Rental Revenue: Reduced due to the district needing to reclaim space previously occupied by Youth and Family Services. The budget also includes a modest addition to offset costs related to the two new childcare centers, specifically for utilities and maintenance.
 - Ministry Grants: An updated grant announcement from the ministry is anticipated to increase all salaries to 3.0%. The previous grant announcement included a 2% salary increase but did not account for the additional COLA increase, which had not yet been quantified.
- Staffing:
 - Teaching FTE and Enrollment: Similar to the previous year.
 - Additional Roles: Includes two additional vice-principal positions.
 - Funding Levels: May see an increase in the amended budget if projected budgets rise following the adoption of the preliminary budget.
 - Increases: Accounting, bussing, and custodial staff.

- Educational Assistants: Funds to support additional EA hours have been incorporated, increasing coverage at all sites. However, staffing to fill these positions remains an area of need.
- Maintenance Department:
 - Plans to better utilize existing space by shifting the director of maintenance and supporting staff to the maintenance/bus garage.
- Trades:
 - Remains relatively static, including CUPE workers in tech and theatre.
 - Changes include a new director of technology, a reduction of one excluded staff position in that department, and the addition of one CUPE support staff.
- Exempt Staff:
 - Remains static, including a Health and Safety position that has just been posted.
 - An SLP position is included in this preliminary budget; if unfilled by February, funds will be reallocated to other areas.
- Replacements:
 - Reduction based on the current year's experience, as sick leaves have decreased compared to the prior year.
- General Services and Supplies:
 - Remain similar to the previous year.
- Additional Expense for PIE:
 - The PIE program in Victoria will require additional funding for space rental, which will be included in the final budget presented at next week's meeting.

2.b.ii) 2023 Climate Change Accountability Report

S. Hopkins reported that the district's overall emissions are being reduced year after year due to HVAC and lighting upgrades to district buildings. The full report will be presented for formal receipt at next week's meeting. J. Formosa will share this information with the Environmental and Sustainability Committee.

2.c) Policy Committee

2.c.i) Administrative Procedures

(1) AP 100 – Strategic Planning: Reporting & Accountability

A. Burt reported on changes to the administrative procedure to reflect the new planning day schedule for the 2024-2025 school year. Revisions were made with input from the educational leadership group and DPAC, outlining a planning process that extends throughout the school year.

(2) AP 145 – Use of Personal Digital Devices

Changes to this regulation reflect ministerial direction to limit cell phone access during instructional hours. The committee sought clarification on enforcing media release requirements for student images taken by parents at events. A. Burt indicated that fields and tracks are considered public spaces, so the district cannot control photography in those cases.

The district requests annual media releases for photos taken by school staff. R. Hill expressed concerns about elementary students accessing cell phones before school hours and suggested stronger enforcement language. S. Hopkins mentioned that schools would have the opportunity to update their student codes of conduct accordingly.

- (3) AP 175 – Safety: Violence in the Workplace for District Employees
T. Gaudreau reported that language related to student violence had been revised, replacing the violent incident protocol with a Violent Threat Risk Assessment (VTRA) process. The AP was also updated to address violent incidents involving students with diverse needs, including a requirement to review or establish a safety plan.
- (4) AP 194 – Sexual Misconduct (*New*)
T. Gaudreau reported on the newly developed administrative procedure, which follows a provincial template. Appendices include checklists for incidents involving students under 12, students over 12, and employees. A guidebook is being developed with the RCMP, qathet Safe, and MCFD. A request was made to remove the criminal code definition and ensure consistent language throughout (complainant/respondent). These changes will be implemented before the final review.
- (5) AP 206 – Sexual Health
T. Gaudreau indicated that the AP had been updated to incorporate current language and simplified language. The new AP will include a public facing link that outlines grade-by-grade scope and sequence for sexual health education.
- (6) AP 310 – Supervision of Students
K. Brach reported updates to include guidance on screen time during supervision hours at elementary schools. A request was made to include language limiting usage outside of school, such as on the school bus.
- (7) AP 311 – Safe, Caring and Orderly Schools
T. Gaudreau reported minor housekeeping changes to the AP, primarily to align with the current ministry direction.
- (8) AP 313 – Harassment & Bullying – Students (*New*)
T. Gaudreau introduced a new AP specific to student harassment and bullying behaviors. Previously, these procedures were included in AP 170, which covered both staff and students. The new APs will replace the former.
- (9) AP 325 – Child Abuse Investigation in Schools
Updates specify that reports should be directed to the RCMP and/or MCFD as required. The AP also references the newly developed sexual misconduct AP.

(10) AP 350 – Student Conduct/Codes of Conduct

The AP was updated to require addressing cell phone restrictions during instructional hours in school Codes of Conduct. It also includes clear directives for the annual review and communication of codes of conduct with students and staff.

(11) AP 355 – Student Discipline

The committee reviewed minor language updates. A suggestion to shift from a punishment-based model to a restorative model will be brought forward to the principals and vice-principals' group for consideration.

(12) AP 409 – Harassment & Bullying – Staff (previously AP 170)

The AP previously included procedures for student harassment and bullying behaviors, which have now been moved to a new AP. Procedures related to employees have been renumbered and will replace the previous AP.

(13) AP ### – Violent Risk Threat Assessment (*New*)

This newly developed AP will replace the former violent incident protocol. An error in the header will be corrected prior to publication.

2.c.ii) 2024/25 Draft Board Meeting Calendar

Trustees agreed to maintain the current meeting schedule for the 2024/2025 school year. The calendar will be formally adopted at the upcoming regular meeting.

2.c.iii) 2024/25 Draft Board Work Plan

Trustees discussed the draft work plan. A request was made to add recognition of Asian Heritage Month in May. Additionally, trustees discussed making the agenda-setting process more board-driven. Further conversations will take place either during a summer working session or at the first Committee of the Whole in September. S. Hopkins will request slides from a BCSTA professional development session related to board work plans. It was also noted that items in red could be better placed on the communications department's annual content calendar.

3. COMMITTEE REPORTS

3.a) Sustainability Committee Recommendations

Trustees expressed support for the resource allocation plan described in R. Barfoot's written report. The committee discussed the potential challenges of prioritizing sustainability as a school goal. Hopkins indicated that the district would operationalize sustainability where possible and would report back to the committee with a rationale if any changes or modifications are required.

A motion recommending approval of resources will be made at the upcoming regular meeting.

4. OTHER INFORMATION

- 4.a) Prospective Letter advocating for more financial resources in support of reconciliation initiatives – Discussion
Trustees agreed to defer discussion on the advocacy letter to a fall agenda

- 4.b) Partners in Education School Calendar
A. Burt reported that the Partners in Learning program has suggested a modification to their 2024-2025 school calendar. They propose allowing attendance at the digital learning PSA on May 1, 2025, and replacing the October 25 professional day with this date for Partners in Learning only.

- 4.c) Board Work Plan – For Information

ADJOURNMENT

MOVED: D. LAWSON

THAT the meeting be adjourned at 2:00 p.m.

STATUS: CARRIED

SH/attachments



qathet School District Board/Authority Authorized Course

School District/Independent School Authority Name: qathet School District 47	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 47
Developed by: Michelle Doyle	Date Developed: April 17, 2024
School Name: Brooks Secondary School	Principal's Name: Jasmin Marshman
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Publishing and Yearbook 11 (YCCT 11A)	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Equipment: Computer Lab, Publishing Software (Canva, Photo Shop), Cameras, Layout site from Publisher

Materials: Training videos. Guidebooks, Manuals, and student packages from the yearbook publisher

Instructor Training: Background in English Language Arts, Photography and Computer Layout, digital media an asset

Course Synopsis:

Publishing and Yearbook 11 provides the opportunity for students to collaborate and work together to create a yearbook for the school. Students use and develop media and technology skills, communication skills, and art/design and work transferrable skills in creating the yearbook. Students work on all aspects of the yearbook including design, content, and photography, as well as developing both theme and content guides for the production of all pages. Students may also have the opportunity to produce an independent published project.

The course is taught in conjunction with Publishing and Yearbook 12. Publishing and Yearbook 12 students will serve as mentors, group leaders, and final editors for the Publishing and Yearbook 11 students.

Goals and Rationale:

The goal for this course is to give students the opportunity to work on a project of importance to themselves and to their school. It is a course where individual assignments and responsibility contribute to the completion of the common project of the class, to be shared with the student body and the community. Course credit for the yearbook not only encourages, promotes, and awards positive participation in the yearbook process, but also it is an opportunity for students to actively combine academic, creative, and personal skills together resulting in a culminating project that demonstrates learning. The assignments for the course are the tasks needed to complete the yearbook, making this course a project-based, student-centered course that meets the outcomes of BC's Core Competencies.

The following Core Competencies are reflected in the course.

- **Communication** – connecting and engaging with others, focusing on intent and purpose, acquiring and presenting information, working collectively, supporting group interactions, and determining common purposes
- **Thinking** – creating and innovating, designing and developing, reflecting and assessing
- **Personal and Social** – identifying personal strengths and abilities, contributing to community, resolving problems

Aboriginal Worldviews and Perspectives:

Publishing and Yearbook 11 focuses on **Connectedness and Relationship** and relates learning to students' selves, families, and communities. This course demonstrates many of the values illustrated in Aboriginal Worldviews and Perspectives while we work to build a team of editors, photographers, and graphic designers.

Specific characteristics that will guide teaching and learning in this course are as follows:

- 1) **Local Focus** – This course is focused on students choosing and creating photo layouts that commemorate their shared local school experience within their community.
- 2) **Emphasis on Identity** – Self-awareness and self-expression is promoted through personal reflection of all experiences and planning regarding their yearbook contributions. The identity of school groups and individual students is demonstrated throughout the pages of the completed book.
- 3) **The Power of Story** – Self-reflection, retelling of experiences, and making connections to own experiences will be a main component of the class discussions. The finished yearbook will tell a story of this school year and its students and staff. The teachable moment from

both student and teacher will drive discussions and storytelling. The idea that “students benefit from opportunities to tell their own experiential stories and listen and respond to those of peers” is an important feature of the course.

- 4) **Experiential Learning** – All activities and learning will be derived from and connected to direct experiences that will take place during the course. This is an action-based course in which students must be productive and work collaboratively towards a common goal.

BIG IDEAS

<p>Yearbook is an essential element of school culture and reveals insights into the student experience, showcasing the cultural, social, recreational, and academic diversity of the school environment.</p>	<p>Media tools, technology, and art can be learned and adapted for specific purposes, including photo editing and design layout to create a visually appealing product.</p>	<p>Publishing and journalism require digital citizenship and ethical considerations regarding consent, representation, and editing practices to ensure respectful and responsible content.</p>	<p>Teamwork, time management, effective communication, problem solving, reflection, and collaboration are needed to plan, organize, and execute the completion of a school yearbook.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Design and Create:</p> <ul style="list-style-type: none"> • Create a story through images and written works using imagination and inquiry • Experiment with photography as a means to communicate a theme and emotion • Create a theme that continues throughout the finished product • Experiment with innovative photographic images for a specific audience • Develop photographic skills and techniques related to various styles and genres • Develop digital design skills and techniques related to various styles and genres • Experiment with innovation in creating photographic images, digital layouts, and written expression and resolving creative challenges 	<p><i>Students are expected to know the following:</i></p> <p>Concept Development:</p> <ul style="list-style-type: none"> • The steps involved in bring a yearbook to print • Strategies to develop a plan and ladder diagram that incorporates all groups of the student population in the publication • Features to identify and explain good design in a variety of publications <p>Create:</p> <ul style="list-style-type: none"> • Edit team members work and help ensure a common theme and a consistent voice • Be able to apply standards to their production and layout design • Use technology to organize, plan, design, and produce yearbook events, pages, and write ups

Industry Standards:

- Consider and learn how photographers and graphic designers use materials, technologies, processes, and environments in yearbook production
- Develop and consider design choices in photography and graphic design
- Understand the social responsibility of publishing a yearbook
- Meet real life deadlines within the **constraints** of the production process
- Engage in digital citizenship throughout the design process
- Contribute to discussions on budgets that reflect the sales associated with the yearbook

Connect and Expand:

- Demonstrate safe and responsible use of materials, equipment, and work space
- Evaluate personal, educational, and professional opportunities in photography, graphic design, and related fields
- Connect with diverse student communities to represent Indigenous and other diverse groups of students

Communication:

- Demonstrate respect for self, others, and place through photography and written expression
- Communicate and collaborate effectively with students, teachers, and others to gather and create the photos needed for the yearbook.

- Use different cameras and photography skills to photograph events
- Write copy and captions appropriate to the content

Publishing Industry:

- Aspects of digital citizenship
- Ethics of reporting, photography, and copyright laws
- Required software applications

Leadership and Self:

- Strengths that are brought to the yearbook project team
- Their own contributions to the yearbook production and be able to assess and evaluation those contributions
- Personal areas for improvement and put in action plans for improvement

Big Ideas – Elaborations

Curricular Competencies – Elaborations

Content – Elaborations

Recommended Instructional Components:

Direct Instruction - photography, page design, writing, steps and plan

Modelling - how to take a photo, how to design a page, how to manage files, how to use the yearbook website

Experiential - task based challenges to practice the skills needed in creating page layouts

Group work - photoshoots, event photography, page design

Independent work - photography, design, editing, assigned layout pages

Peer reviews - opportunities to provide in progress and final critiques of work

Self-reflection and work-logs – opportunities to assess own production, work ethic, and efficiency

Recommended Assessment Components:

Ensure alignment with the [Principles of Quality Assessment](#)

Term 1 – assessment will be based on learning using formative practice to acquire the skills needed to produce the yearbook

Term 2 – assessment will be based on the production of pages and completion of tasks toward the final outcome of a completed yearbook

Quality assessment

- is fair, transparent, meaningful, and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Learning Resources:

- Collection of yearbooks
- Lifetouch Yearbook training resources and videos

Adviser Resource Hub

The new schools.lifetouch.com [Adviser Resource Hub](#) is your central location for resources, training, and educational tools.

Additional Information:

Some parts of this course curriculum were adapted from the following:

- Victoria School District Yearbook 11
- Cowichan Valley School District Yearbook Journalism 11 and 12
- BC Core Competencies



qathet School District Board/Authority Authorized Course

School District/Independent School Authority Name: qathet School District 47	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 47
Developed by: Michelle Doyle	Date Developed: April 17, 2024
School Name: Brooks Secondary School	Principal's Name: Jasmin Marshman
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Publishing and Yearbook 12 (YCCT 12A)	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Equipment: Computer Lab, Publishing Software (Canva, Photo Shop), Cameras, Layout site from Publisher

Materials: Training videos. Guidebooks, Manuals, and student packages from the yearbook publisher

Instructor Training: Background in English Language Arts, Photography and Computer Layout, digital media an asset

Course Synopsis:

Publishing and Yearbook 12 builds on the skills developed in Publishing and Yearbook 11, giving students the opportunity to improve on their production from the previous year, try new creative ideas, and provide mentorship and leadership within the class. Publishing and Yearbook 12 also provides the opportunity for students to collaborate and work together to create a yearbook for the school. Students use and develop media and technology skills, communication skills, and art/design and work transferrable skills in creating the yearbook. They work on all aspects of the yearbook including design, content, photography and develop both theme and content guides for the production of the pages. Students may also have the opportunity to produce an independent published project.

The course is taught in conjunction with Publishing and Yearbook 11. Publishing and Yearbook 12 students will serve as mentors, group leaders, and final editors for the Publishing and Yearbook 11 students.

Goals and Rationale:

The goal for this course is to give students the opportunity to work on a project of importance to themselves and to their school. It is a course where individual assignments and responsibility contribute to the completion of the common project of the class, to be shared with the student body and the community. Course credit for the yearbook not only encourages, promotes, and awards positive participation in the yearbook process, but also it is an opportunity for students to actively combine academic, creative, and personal skills together resulting in a culminating project that demonstrates learning. The assignments for the course are the tasks needed to complete the yearbook, making this course a project-based, student-centered course that meets the outcomes of BC's Core Competencies.

The following Core Competencies are reflected in the course.

- **Communication** – connecting and engaging with others, focusing on intent and purpose, acquiring and presenting information, working collectively, supporting group interactions, and determining common purposes
- **Thinking** – creating and innovating, designing and developing, reflecting and assessing
- **Personal and Social** – identifying personal strengths and abilities, contributing to community, resolving problems

Aboriginal Worldviews and Perspectives:

Publishing and Yearbook 12 focuses on **Connectedness and Relationship** and relates learning to students' selves, families, and communities. This course demonstrates many of the values illustrated in Aboriginal Worldviews and Perspectives while we work to build a team of editors, photographers, and graphic designers.

Specific characteristics that will guide teaching and learning in this course are as follows:

- 1) **Local Focus** – This course is focused on students choosing and creating photo layouts that commemorate their shared local school experience within their community.

- 2) **Emphasis on Identity** – Self-awareness and self-expression is promoted through personal reflection of all experiences and planning regarding their yearbook contributions. The identity of school groups and individual students is demonstrated throughout the pages of the completed book.
- 3) **The Power of Story** – Self-reflection, retelling of experiences, and making connections to own experiences will be a main component of the class discussions. The finished yearbook will tell a story of this school year and its students and staff. The teachable moment from both student and teacher will drive discussions and storytelling. The idea that “students benefit from opportunities to tell their own experiential stories and listen and respond to those of peers” is an important feature of the course.
- 4) **Experiential Learning** – All activities and learning will be derived from and connected to direct experiences that will take place during the course. This is an action-based course in which students must be productive and work collaboratively towards a common goal.

BIG IDEAS

<p>Yearbook is an essential element of school culture and reveals insights into the student experience, showcasing the cultural, social, recreational and academic diversity of the school environment.</p>	<p>Media tools, technology and art can be learned and adapted for specific purposes, including photo editing and design layout to create a visually appealing product.</p>	<p>Publishing and journalism require digital citizenship and ethical considerations regarding consent, representation, and editing practices to ensure respectful and responsible content.</p>	<p>Teamwork, time management, effective communication, problem solving, reflection, and collaboration are needed to plan, organize, and execute the completion of a school yearbook.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Design and Create:</p> <ul style="list-style-type: none"> • Create a story through images and written works using imagination and inquiry • Experiment with photography as a means to communicate a theme and emotion • Create a theme that continues throughout the finished product • Experiment with innovative photographic images for a specific audience • Develop photographic skills and techniques related to various styles and genres • Develop digital design skills and techniques related to various styles and genres • Experiment with innovation in creating photographic images, digital layouts, and written expression and resolving creative challenges 	<p><i>Students are expected to know the following:</i></p> <p>Concept Development:</p> <ul style="list-style-type: none"> • The steps involved in bring a yearbook to print • Strategies to develop a plan and ladder diagram that incorporates all groups of the student population in the publication • Features to identify and explain good design in a variety of publications <p>Create:</p> <ul style="list-style-type: none"> • Edit team members work and help ensure a common theme and a consistent voice • Be able to apply standards to their production and layout design

Industry Standards:

- Consider and learn how photographers and graphic designers use materials, technologies, processes, and environments in yearbook production
- Develop and consider design choices in photography and graphic design
- Understand the social responsibility of publishing a yearbook
- Meet real life deadlines within the **constraints** of the production process
- Engage in digital citizenship throughout the design process
- Contribute to discussions on budgets that reflect the sales associated with the yearbook

Connect and Expand:

- Demonstrate safe and responsible use of materials equipment, and work space
- Evaluate personal, educational, and professional opportunities in photography, graphic design, and related fields
- Connect with diverse student communities to represent Indigenous and other diverse groups of students

Communication:

- Demonstrate respect for self, others, and place through photography and written expression
- Communicate and collaborate effectively with students, teachers, and others to gather and create the photos needed for the yearbook.

- Use technology to organize, plan, design, and produce yearbook events, pages, and write ups
- Use different cameras and photography skills to photograph events
- Write copy and captions appropriate to the content

Publishing Industry:

- Aspects of digital citizenship
- Ethics of reporting, photography, and copyright laws
- Required software applications

Leadership and Self:

- Strengths that are brought to the yearbook project team
- Their own contributions to the yearbook production and be able to assess and evaluation those contributions
- Personal areas for improvement and put in action plans for improvement

Big Ideas – Elaborations

Curricular Competencies – Elaborations

Content – Elaborations

Recommended Instructional Components:

Direct Instruction - photography, page design, and writing, steps and plan

Modelling - how to take a photo, how to design a page, how to manage files, how to use the yearbook website

Experiential - task based challenges to practice the skills needed in creating page layouts

Group work - photoshoots, event photography, page design

Independent work - photography, design, editing, assigned layout pages

Peer reviews - opportunities to provide in progress and final critiques of work

Self-reflection and work-logs – opportunities to assess own production, work ethic and efficiency

Recommended Assessment Components:

Ensure alignment with the [Principles of Quality Assessment](#)

Term 1 – assessment will be based on learning using formative practice to acquire the skills needed to produce the yearbook

Term 2 – assessment will be based on the production of pages and completion of tasks toward the final outcome of a completed yearbook

Quality assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Learning Resources:

- Collection of yearbooks
- Lifetouch Yearbook training resources and videos

Adviser Resource Hub

The new schools.lifetouch.com [Adviser Resource Hub](#) is your central location for resources, training, and educational tools.

Additional Information:



2023 PSO Climate Change Accountability Report

Organization Name: School District 47 (qathet)

Declaration Statement

This Carbon Neutral Action Report for the period January 1 to December 31, 2023, summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net zero emissions, the actions we have taken in 2023 to reduce our GHG emissions, and our plans to continue reducing emissions in 2024 and beyond.

2023 Actions Taken

In 2023, the qathet School District continued to work towards its ongoing goal of reducing its carbon footprint. Over the course of 2023, light emitting diode (LED) upgrades were completed at both Kelly Creek Community School and James Thomson Elementary School. These lighting upgrades represent the third and fourth such upgrade across the school district bringing the inventory of buildings with LED technology in place to more than 50 percent.

In addition, James Thomson Elementary also received a mechanical Heating, Ventilation, and Air Conditioning (HVAC) upgrade. The scope of work involved both facility buildings including the removal of the existing eight (8) natural-gas fueled hydronic unit ventilators and replacement with variable refrigerant flow (VRF) heat pump unit ventilators in the main school building. The gym air handler was replaced with a rooftop packaged unit with electric-primary heat pump. The Annex Building had one of the natural gas furnaces removed and four (4) heat pump packaged units were installed in upper classrooms with electric backup heat.

Kelly Creek Community School also received a major washroom renovation. These annual upgrades included the installation of auto flush valves, pressure tank, and other low flow accessories which will contribute to the district wide reduction in the total amount of water consumed in schools. This upgrade follows similar upgrades which have been completed in the previous few years.

2024 Climate Sustainability and Resiliency Planning

At the school level, the qathet School District continues to take pride in educating the next generation to protect our future by continuing to fund various school led initiatives including the expansion of outdoor teaching and gathering spaces for students and staff. An outdoor classroom gazebo is still in the

planning stages for James Thomson Elementary School. Once completed, this will bring the total number of outdoor teaching spaces in the district to four. Similarly, the planning stage for a covered bicycle storage facility for Brooks Secondary was completed with construction having begun late in the school year.

Further planning for 2024 includes an HVAC upgrade at Henderson Elementary which involves the replacement of three gas boilers with electric heat pumps. The transition to electric heat pumps is expected to significantly reduce greenhouse gas emissions by removing natural gas as the primary heating source throughout the facility. Additionally, a comprehensive lighting upgrade is planned, which will involve replacing lighting fixtures and domestic hot water tanks at Henderson Elementary to achieve additional energy savings.

Further HVAC related upgrades are planned for Brooks Secondary School, along with the installation of a mechanical heating and cooling system at the Districts Administration building.

School led initiatives continue to include participation in Destination Imagination, gardening and recycling programs, as well as several community events such as the Trash Bash and Seedy Saturdays. The Outdoor Learning Centre (OLC) continues to be a contributing factor to the education of students, in both its operation and programs offered. The OLC consists of several cabins and a main lodge, runs largely on solar power, and maintains other environmentally friendly operating practices. Each year, the OLC offers numerous educational programs to District students, instructing them in practices such as composting, and use of renewable energy sources in a hands-on way.

Our **Total GHG Emissions for 2023 were 1,000 tCO₂e** with **758 tCO₂e in offsets** to make us Carbon Neutral.

We believe in the benefits of our continued efforts and look forward to seeing a further reduction in offsets over the next few years. Financially, we aim to put some of the savings directly back into our schools, funding materials that continue to educate and provide awareness of how to reduce our carbon footprint. Environmentally, we aim to make our small actions have a big impact, both in the present and in the future, as our students take what they've learned into their adult lives, into our community and far beyond. We are proud of our District and continue to be amazed at the significant efforts from both staff and students in making positive changes that will better our world for years to come.

Retirement of Offsets

In accordance with the requirements of the *Climate Change Accountability Act* and Carbon Neutral Government Regulation, School District 47 (qathet) is responsible for arranging for the retirement of the offset's obligation reported above for the 2023 calendar year, together with any adjustments reported for past calendar years. The Organization agrees that, in exchange for the Ministry of Environment and Climate Change Strategy ensuring that these offsets are retired on the Organization's behalf, the

Organization will pay the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf.

2023 GHG Emissions and Offsets Summary Table

School District 47 (qathet) 2023 GHG Emissions and Offsets	
Total Emissions (tCO ₂ e)	1014
Total BioCO ₂ (tCO ₂ e)	14
Total Offsets (tCO ₂ e)	758
Adjustments to GHG Emissions Reported in Prior Years	
Total Offset Adjustments (tCO ₂ e)	0
Grand Total Offsets for the 2023 Reporting Year	
Grand Total Offsets (tCO ₂ e)	758
Offset Investment @\$25.00 per CO ₂ e	\$ 18,950.00 + GST

Sincerely,



Steve Hopkins
Secretary Treasurer

Date: May 31, 2024



BOARD OF EDUCATION MEETINGS

2024-2025 SCHOOL YEAR

School Board Office – Board Room

Closed Board Meetings 3:30 pm

Regular Board Meetings 4:00 pm

2024

September 11	Committee of the Whole Meeting
September 18	Closed and Regular Meetings
October 9	Committee of the Whole Meeting
October 16	Closed and Regular Meetings
November 13	Committee of the Whole Meeting
November 20	Closed and Regular Meetings
December 11	Committee of the Whole Meeting
December 18	Closed and Regular Meetings
<i>December 21 – January 7</i>	<i>Winter Break (Schools re-open Jan 6)</i>

2025

January 8	Committee of the Whole Meeting
January 15	Closed and Regular Meetings
February 12	Committee of the Whole Meeting
February 19	Closed and Regular Meetings
March 12 *	Closed and Regular Meetings
<i>March 15-30</i>	<i>Spring Break (Schools re-open March 31)</i>
April 9	Committee of the Whole Meeting
April 16	Closed and Regular Meetings
May 14	Committee of the Whole Meeting
May 21	Closed and Regular Meetings
June 11	Committee of the Whole Meeting
June 18	Closed and Regular Meetings

Environmental Stewardship and Sustainability Action Committee (ESSAC)

Report to the Board – May 8th, 2024

Environmental Stewards and Sustainability Committee (ESSAC)

Introduction: The Environmental Stewards and Sustainability Committee (ESSAC) was instituted in the autumn of 2023 with the mandate to support recommendations and facilitate the qSD Board of Trustees in attaining their objectives pertaining to *Cultivating Integrity/Responsibility, with a particular emphasis on prioritizing climate change, organizational health, and sustainability*. In recognition of the dynamic nature of our objectives, it is pertinent to acknowledge the presence of both technical challenges, which require known solutions and expertise, and adaptive challenges, which demand innovative approaches and systemic change, particularly pertinent in the context of climate change and sustainability.

Achievements and Progress: Since its inception, the committee has convened three times during the fall of 2023 and continuing into early 2024. A cohesive timeline has been established, synchronized with the current strategic plan of the board.

Environmental Stewardship and Sustainability Action Plan (Action 1.3)

The formulation of the Environmental Stewardship and Sustainability Action Plan marks the initiation of a coordinated strategy towards sustainability, thereby transcending isolated efforts by individual educators or compartmentalized operational enhancements, towards a holistic systemic approach.

The Action Plan has been informed by the following initiatives:

- a. National Scan: A comprehensive examination of leading educational districts across Canada to ascertain their sustainability endeavors.
- b. Staff Surveys: A series of Sustainability Surveys, encompassing qualitative and quantitative aspects, made accessible to all staff members. Executive Summaries of these surveys are annexed herewith.
- c. Inventory: A compilation of Outdoor and Sustainability Learning Opportunities and Educational Initiatives within SD47.
- d. Audit: An ongoing Operational Audit conducted throughout the school year 2023/2024.
- e. Student Engagement: A targeted engagement strategy involving solicitation of feedback from Brooks students, reflecting an enthusiastic response towards the comprehensiveness and scope of the Action Plan. Incorporation of received feedback has been integrated into the document.

Current Focus and Future Outlook: The paramount objective in these nascent stages is to invigorate leadership within the school district and establish pivotal structures to propel sustained progress in this endeavor.

Environmental Stewardship and Sustainability Action Committee (ESSAC)

Eco-Teams (Action 4.1, 4.3): Our aim is to institute student-led Eco-Teams at each educational institution within the district by the school year 2024/2025. These teams will be tasked with spearheading local sustainability initiatives and fostering systemic approaches towards sustainability at their respective schools. District-sponsored Eco-Team events will be convened thrice annually, serving as platforms for cross-regional collaboration, learning, and celebration.

Sustainability Leads (Action 4.3): The district has designated Sustainability Leads at each educational institution, charged with acting as intermediaries between the district Committee and the implementation of the Action Plan at the grassroots level. These leads convened on February 29th to review the Action Plan and offer feedback and recommendations for its implementation. Sustainability has been integrated as a recurring agenda item in staff meetings, where leads will provide updates and receive feedback. Additionally, they will oversee the operations of the school-based Eco-Teams.

Integration of Sustainability into School Goals (Action 1.9): Efforts are underway to collaborate with school leadership to seamlessly integrate sustainability objectives into the overarching goals of each educational institution. This process will culminate during the June Professional Development (PD) days.

Resource Allocation:

To support this work on behalf of the board, our committee requests consideration of the following allocations:

Sustainability Coordinator (.5 FTE) – To support continued management of qSD Sustainability file.

Base funding for Eco-Teams (\$3500) - \$500 per school preferably to be matched by individual school administration.

Registration with Eco-Schools Canada (\$1400) – Yearly rate for small school districts to utilize their platform and coaching

Sustainability Initiatives Fund (\$10,000) – The proposed fund works to support a culture of sustainability throughout qSD. The fund will support our community to actively engage in sustainability initiatives at school and empowering individuals to be change agents in their own learning environments.



LOCAL SCHOOL CALENDAR 2024-2025 Amended

2024

Tuesday	September 3	Schools Open
Friday	September 20	Professional Development Day
Monday	September 30	Truth and Reconciliation Day
Monday	October 14	Thanksgiving Day
Friday	October 25	Professional Development Day (Provincial)
Monday	November 11	Remembrance Day
Friday	December 20 Dec. 23 to Jan. 3	Schools Close (end of day) for Winter Vacation Winter Vacation

2025

Monday	January 6	Schools Re-open
Friday	February 14	Professional Development Day
Monday	February 17	B.C. Family Day
Friday	March 14 March 17-28	Schools close (end of day) for Spring Break Spring Vacation – School District No. 47 <i>(March 27 & 28- in lieu for two summer Pro-D days)</i>
Thursday	April 17	Professional Development Day
Friday	April 18	Good Friday
Monday	April 21	Easter Monday
Monday	May 19	Victoria Day
Friday	June 27	Administrative Day, Schools Close



LOCAL SCHOOL CALENDAR
2024-2025
PARTNERS IN EDUCATION PROGRAM
Amended

2024

Tuesday	September 3	Schools Open
Friday	September 20	Professional Development Day
Monday	September 30	Truth and Reconciliation Day
Monday	October 14	Thanksgiving Day
Monday	November 11	Remembrance Day
Friday	December 20 Dec. 23 to Jan. 3	Schools Close (end of day) for Winter Vacation Winter Vacation

2025

Monday	January 6	Schools Re-open
Friday	February 14	Professional Development Day
Monday	February 17	B.C. Family Day
Friday	March 14 March 17-28	Schools close (end of day) for Spring Break Spring Vacation – School District No. 47 <i>(March 27 & 28- in lieu for two summer Pro-D days)</i>
Thursday	April 17	Professional Development Day
Friday	April 18	Good Friday
Monday	April 21	Easter Monday
Thursday	May 1	Professional Development Day
Monday	May 19	Victoria Day