

## **COMMITTEE OF THE WHOLE**

**4:00 pm, Wednesday, October 8, 2025**  
**School Board Office**

### **AGENDA**

**1. APPROVAL OF AGENDA**

- 1.a) **MOTION:** “THAT the Committee of the Whole Meeting Agenda of October 8, 2025, be adopted as circulated.”

**2. STANDING COMMITTEES**

2.a) Finance and Facilities

2.a.i) N/A

2.b) Education and Strategic Planning

2.b.i) Suspension Review

- Appendix A – Administrative Procedure 355 (Student Discipline)
- Appendix B – Administrative Procedure 356 (Drugs and Alcohol)
- Appendix C – Administrative Procedure 162 (Smoking on District Facilities and on District Grounds)

2.b.ii) School Growth Plans

- Appendices: School Growth Plans

2.c) Audit

2.c.i) N/A

2.d) Policy Development

2.d.i) N/A

**3. COMMITTEE REPORTS**

- 3.a) South Coast Branch – Review of Constitution

**4. OTHER INFORMATION**

- 4.a) Land Acknowledgements – M. Mason

**5. ADJOURNMENT**

# MEMORANDUM



**Date:** October 8, 2025  
**To:** Board of Education of qathet School District  
**From:** Paul Mckenzie, Superintendent  
**Re:** **Suspension Data Review**

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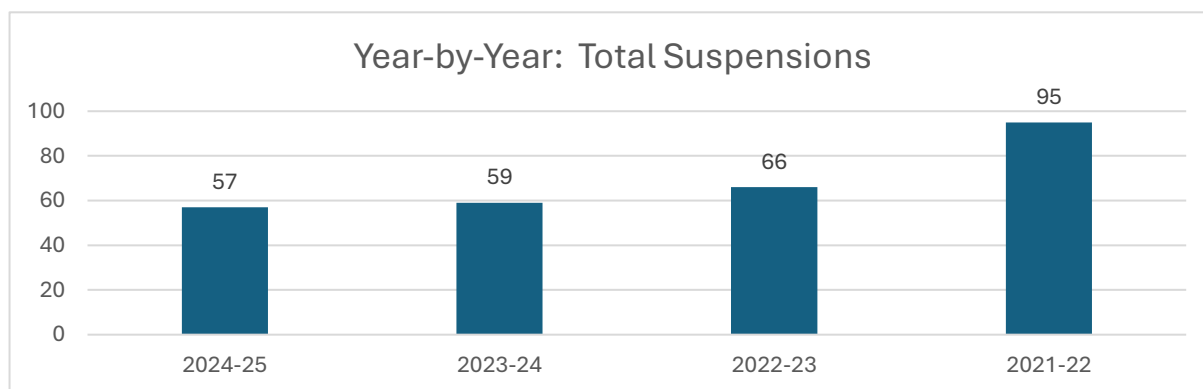
## 1.0 BACKGROUND

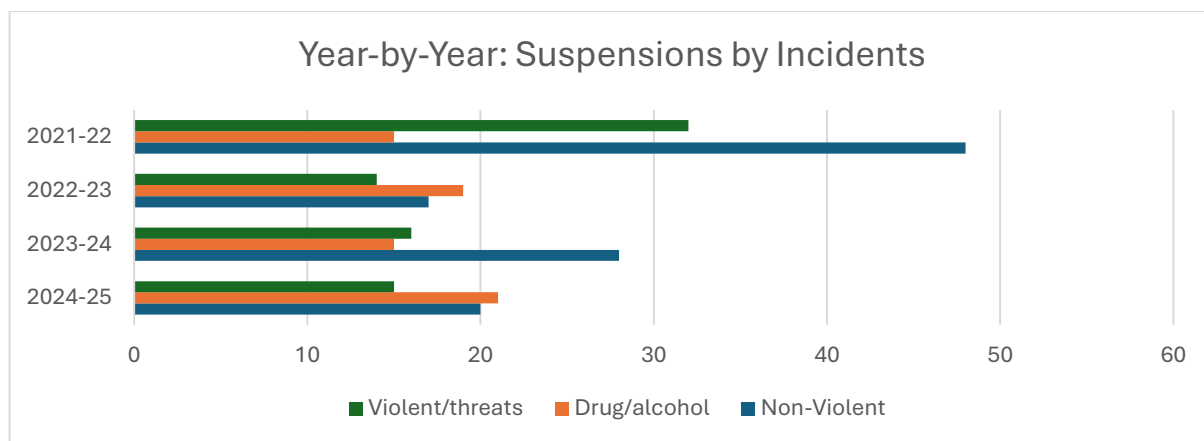
In February 2025, Trustees asked us to take a closer look at student suspensions and to bring forward practices that keep learners connected to school while maintaining safe, orderly environments. On February 26, the Board directed the Superintendent to review suspension details and report back; this work has proceeded alongside information gathered for a separate report to the Ombudsperson regarding exclusions. The analysis below reflects the direction and the collective work of principals, teachers, counsellors, and support staff who engage students daily with care and professionalism. Outlined in this report are analytics on suspension trends over time, with a more detailed review of the last two years of suspension data. This report will also delve into the story inside the data and review current practices and mitigating strategies inside a progressive discipline framework. Finally, this report will surface recommended actions and commitments for improved consistency and alignment of practice to administrative procedures and codes of conduct.

## 2.0 ADDITIONAL INFORMATION

### System picture

Over four years (2021–22 to 2024–25), suspensions have declined overall, approximately 40% from 95 to 57, while in-school suspensions have not been recorded consistently across sites, limiting year-over-year comparisons in that category.





### Two-year detailed review

In 2023–24 there were 60 suspensions involving 45 students; in 2024–25 there were 57 suspensions involving 46 students. Time away from school was 148.5 days in 2023–24 and 151.5 days in 2024–25.

Suspensions vs # of Students				
	2023-24		2024-25	
	All Suspensions	# of Students	All Suspensions	# of Students
Drug/alcohol	16	15	18	17
Non-violent	26	22	17	12
Violent/threats	18	16	22	21
<b>Grand Total</b>	<b>60</b>	<b>45</b>	<b>57</b>	<b>46</b>

Last year, drug/alcohol incidents accounted for 80 of 151.5 days (about 52%), with non-violent incidents at 29.5 days and violent/threats at 42 days. Average suspension length across categories typically ranged from two to four days.

Suspensions vs # of Days		
Days Removed by Incident Type and Year	2023-24	2024-25
Drug/alcohol	59.5	80
Non-violent	47	29.5
Violent/threats	42	42
<b>Grand Total</b>	<b>148.5</b>	<b>151.5</b>

In all cases, students are provided with an opportunity for continuation of learning, with work assigned to be completed during their absence from school.

### The story beneath the numbers

The incident data shows interesting patterns. Among non-violent suspensions, vaping represented about half of non-violent incidents in 2023–24 and roughly a quarter in 2024–25. Within the violent/threats category, fighting made up the majority of incidents in both years. For drug/alcohol

suspensions, cannabis possession/use accounted for the largest share (approximately 87% in 2023–24 and 72% in 2024–25). As expected, most suspensions occur at the secondary level.

### **Current practice and mitigating efforts**

Across schools, suspension is used judiciously and typically after progressive responses have been attempted. Codes of Conduct are reviewed annually and reinforced throughout the year. Administrators and counsellors emphasize conversation, mediation, and restitution; staff employ de-escalation, short-term activity restrictions, and behaviour support plans to stabilize situations without removing students. When substance use is involved, students are connected to counselling and, with consent, to community agencies. Violent or threat-related incidents commonly trigger VTRA processes beginning at the school level, with escalation if needed. These practices reflect our commitment to safety, dignity, and learning continuity for every student.

### **3.0 NEXT STEPS**

To strengthen consistency, equity, and alignment with progressive discipline practices, board staff will commit to moving forward with, and reporting back to the board, on the following:

- Implementing standardized reporting of suspensions through the MyEd Conduct Module;
- Reviewing and update AP 355, AP 356, and AP 162 to clarify expectations that prioritize learning continuity, mental health supports, and culturally responsive practices;
- Updating suspension letter templates to track offence progression; and
- Aligning school Codes of Conduct and website content with updated APs.

### **4.0 STAFF RECOMMENDATION**

THAT: The Board of Education receive the Suspension Review report as presented.

### **5.0 APPENDICES**

Appendix A – Administrative Procedure 355 (Student Discipline)

Appendix B – Administrative Procedure 356 (Drugs and Alcohol)

Appendix C – Administrative Procedure 162 (Smoking on District Facilities and on District Grounds)



## STUDENT DISCIPLINE

### Background

The District believes that student conduct should always contribute to a safe, orderly, and positive learning environment. Each student is expected to respect the rights and property of others, and to adhere to District and school procedures.

District and school procedures shall set expectations for student conduct that:

- Direct the student toward responsible behaviour;
- Maintain an orderly, positive school environment conducive to learning, and
- Protect persons and property.

Discipline expectations are designed to teach students to be responsible citizens in the school community. For misbehaviour, there shall be reasonable disciplinary action that promotes personal/social development.

### Procedures

#### 1. Discipline

- 1.1. In general, consequences for inappropriate behaviour are to direct students to attain the attributes of an educated citizen and are to support the District's core values. An educational component that will help students understand the relationship between mis-behaviour and its impact on others can be vital to the discipline process. Wherever practical and appropriate, students will be provided with opportunities to make restitution for their mis-behaviour.
- 1.2. Consequences for inappropriate behaviour will vary based on the age and diverse needs of the students, as well as the severity of the behaviour. Severe, persistent, pervasive, or retaliatory misbehaviour will warrant stronger consequences.
- 1.3. The Principal of the school shall, in accordance with this Administrative Procedure and other procedures of the District, exercise paramount authority within the school in matters concerning the discipline of students. Discipline may include the suspension of a student from attending the school where in the opinion of the Principal, such action is warranted.
- 1.4. The Principal may, and is hereby authorized to suspend a student from the school for a period not exceeding five (5) consecutive school days provided that the student is assigned schoolwork, to be completed at home. An in-school suspension is not a suspension, it is reported as an exclusion.



## Administrative Procedure 355

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- 1.5. Subject to clause 1.4, a suspension under clause 1.2 shall not be confirmed until the Principal has provided the student and parent an opportunity to review the suspension being considered.
- 1.6. The Principal may and is hereby authorized to suspend a student from the school for a period exceeding five (5) consecutive school days, provided that an alternate educational program is made available to the student in another school, another District or through a home study program offered by the District. Such suspension may be in addition to and may be made during a period of suspension imposed pursuant to clause 1.2. A school-based Suspension Review Meeting will be held to consider a suspension in excess of five (5) days.
- 1.7. Despite anything in Section 1, where a student, in the opinion of the Principal poses a present danger to the safety, health or welfare of other students or to employees of the District, or presents an immediate disruptive influence on the learning environment, the Principal may forthwith suspend the student and shall as soon as possible thereafter provide an opportunity for review as set out in clause 1.5.

### 2. Refusal of An Educational Program

- 2.1. In the case of a student 16 years of age or older, the District may refuse to offer an educational program where the student:
  - 2.1.1. Has refused to comply with this Administrative Procedure, the school procedures, or other procedures of the District; or
  - 2.1.2. has failed to apply himself or herself to his or her studies.
- 2.2. Where the District is considering the refusal of an educational program to a student under clause 2.1, and before it makes any determination about such refusal, the Board shall:
  - 2.2.1. Ensure that the Principal has informed the student and the parent of that student that a refusal to offer an educational program is being considered
  - 2.2.2. Ensure that the Superintendent has provided to the student together with his or her parent a reasonable opportunity to meet with the Superintendent to review the reasons why a refusal to offer an educational program is being considered, and to provide an opportunity to make representations to the Superintendent as to why the student is not to be refused an educational program.
  - 2.2.3. Receive a report and recommendation in writing from the Superintendent,
  - 2.2.4. Provide the Superintendent's report and recommendations to the student and his or her parent together with notification of the date and time that the Board will meet to consider the matter.
  - 2.2.5. Meet to consider the report and recommendations of the Superintendent, hear from the student and their parent, and determine the matter.



## Administrative Procedure 355

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- 2.3. A refusal to offer an educational program under section 2 may be considered and determined notwithstanding that the student is at the time suspended from school pursuant to section 1, of this Administrative Procedure.

### 3. Appeals

- 3.1. An appeal pursuant to section 11 of the School Act lies in respect of any decision relating to discipline or a refusal to offer an educational program made pursuant to section 1 or section 2 of this Administrative Procedure. See **Board Policy 13 – Appeals**.

Reference: Sections 6, 7, 8, 11, 17, 20, 22, 26, 65, 79, 85 *School Act*

Adopted: May 18, 2022

Reviewed: February 14, 2024

Revised: June 12, 2024



## DRUGS AND ALCOHOL

### Background

The District believes students are to be assisted to realize their individual potential. It recognizes that the consumption of alcohol and drugs can impair individual student's well-being and can interfere with their ability to learn and to function in society. In addition, the District acknowledges that the sale, offer for sale, transfer, possession or use of alcohol or drugs by any student under its jurisdiction, either on its property, traveling to and from school or at its events, interferes with the overall safety and well-being of other students and staff. Finally, the District recognizes that such students require intervention and support.

Accordingly, the District has adopted this Administrative Procedure to foster healthy lifestyles and to address current and potential student alcohol and drug use and the attendant problems. It shall endeavour to provide sufficient resources to support this Administrative Procedure.

The District recognizes that to be effective, this Administrative Procedure cannot stand alone, but must be coordinated with the related policies of other agencies. It will, therefore, cooperate and collaborate with students, staff, parents, and community agencies to the fullest extent possible to ensure the implementation and evaluation of this Administrative Procedure and to support community-wide initiatives to address drug and alcohol problems among children and youth.

This Administrative Procedure is based on student rights and responsibilities that include:

- a right to a public school education that fosters healthy living free from substance abuse;
- a right to a drug and alcohol-free environment at all school and District functions;
- a right to freedom from individuals impaired by drugs or alcohol; and,
- the responsibility to abstain from these substances while under the charge of the school.

It is intended to balance discipline and deterrence with education and services. It is to send a clear message as follows: while under the charge of the school, students who:

- use, or are under the influence of drugs or alcohol, or,
- distribute, sell, or offer to sell drugs or alcohol, or,
- possess drugs or alcohol,

will be subject to firm and expeditious disciplinary action.

But the Administrative Procedure is not just disciplinary. First and foremost, it is intended to prevent substance, drug and alcohol abuse and encourage intervention at the earliest stage. It must therefore also send a message to parents and the community that:





## Administrative Procedure 356

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- The District is committed to a home-school-community partnership support program that includes prevention, intervention, community treatment, referral, and aftercare support;
- school-based helping services are part of that support program.

Finally, while every attempt will be made to treat drug or alcohol abusing students in a consistent and systematic manner, it must be understood that each student is unique and that there will be individual factors and circumstances to consider in implementing this Administrative Procedure.

### Procedures

1. Each Principal shall make helping services for drug and alcohol prevention accessible to students. These services shall include, but not be restricted to:
  - 1.1. Screening students for drug or alcohol problems.
  - 1.2. Implementing drug and alcohol prevention activities.
  - 1.3. Participation in case conferences for students with needs.
  - 1.4. Providing school counselling services, providing written referrals and background information to community agencies (with parent and/or student knowledge and consent).
  - 1.5. Serving as case managers or team participants for students referred for community-based treatment services, as appropriate.
  - 1.6. Informing parents and students about the drug procedures and consequences each year.
2. Personnel employed by the District and other persons authorized to supervise students shall notify a Principal whenever they have suspicions that a student is:
  - 2.1. Using, or under the influence of drugs or alcohol.
  - 2.2. Distributing, selling or offering to sell drugs or alcohol.
  - 2.3. In possession of drugs or alcohol.
  - 2.4. This applies to students while they are:
    - 2.4.1. Attending school.
    - 2.4.2. In transit to and from school.
    - 2.4.3. Attending a school function, regardless of location.
3. Principals, with other staff as required, shall interview students reported to them and if they have a reasonable suspicion that a student has been using, distributing, selling, offering to sell, or in possession of drugs or alcohol, as outlined previously, then they may require the student submit to a drug or alcohol test (alcohol test using a handheld breathalyzer, drug test using a



## Administrative Procedure 356

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saliva sample). Refusal to submit to a drug or alcohol test will be considered an admission of guilt. Parents will be informed both verbally and in writing of the incident with a copy to the Superintendent.

4. Principals shall consider the nature of any drug and alcohol-related offence, determine at which step the District Drug and Alcohol Discipline Procedure the student is at, and act according to that procedure.
5. Drug and Alcohol Offences
  - 5.1. Students K–7 will receive consequences on an individual basis. The consequences will be therapeutic in nature with minimal loss of instructional time.
  - 5.2. Secondary students will be given one chance to rehabilitate their drug use. Drug infractions carry over each year Grades 8–12.
  - 5.3. First Offence (Secondary):
    - 5.3.1. Principal will automatically impose an in or out of school suspension of up to ten (10) days. A meeting will be arranged between the Parent(s), student, and the Principal to determine the course of action prior to the student's return. The meeting will be held within ten (10) days of the infraction. The first-time offender, at the Principal's discretion, may receive a one-month suspension with Board approval. The Board or Principal may require the student attend drug and alcohol counselling, complete assignments related to the offence and complete all school assignments. While on suspension the student may be required to attend a full day alternate program. If the suspended student violates any of the provisions of the suspension, a hearing of the Board will be held to determine further consequences. The student's parent(s) will also be made aware that any further offence will result in automatic removal from a regular program. The student will not be re-admitted to school until all appointments are met and assignments are complete.
    - 5.3.2. If the Parent(s) wish to appeal the decision of the Principal, the Board will meet with the Parent(s) and student within ten (10) days of the original suspension.
  - 5.4. Second Offence (Secondary):
    - 5.4.1. The Principal will automatically impose an indefinite suspension until a meeting is arranged with the Board. Parent(s) and student must meet with the Board to determine the consequences of any offence. At the discretion of the Board a second time offender will undergo extensive drug and alcohol counselling. At the discretion of the Board the student will be referred to an alternate path for their education. At the discretion of the Board the student will remain with the alternate path for up to one calendar year. A student may only return to a regular program when they have a letter of recommendation from professional staff with the opinion that they are confident the student will not be using drugs/alcohol at school and is serious about their studies. To



## Administrative Procedure 356

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be re-admitted to a regular program, the student must meet with the Board for approval.

### 5.5. Third Offence:

- 5.5.1. Upon a student's third drug infraction between Grades 8–12, the student will automatically be recommended for permanent expulsion.
- 5.5.2. The student and their parent(s) will be required to meet with the Board to determine the terms of expulsion (an educational program will be provided if the student is under the age of 16) or other courses of action required to allow the student to return.

Reference: Sections 6, 7, 8, 17, 20, 22, 26, 65, 79, 85 *School Act*

Adopted: November 8, 1994

Reviewed: February 12, 2020

Revised: May 18, 2022



## SMOKING IN DISTRICT FACILITIES AND ON DISTRICT GROUNDS

### Background

Smoking is a health hazard for employees and students – both for those who smoke and for those who ingest smoke. All District facilities (including school buses and vehicles), District grounds, facilities, and properties leased by the District are to be smoke-free at all hours and times of the year. For the purposes of this Administrative Procedure, smoking includes the use of tobacco, cannabis, and vaping.

### Procedures

#### 1. Infractions

- 1.1. Students - Discipline pursuant to District procedures on student conduct and established school rules will be used by school personnel as required. Assistance will be offered to students who need services to abide by this No-Smoking Administrative Procedure.
- 1.2. Employees - Progressive discipline may be used as required. Assistance will be offered to employees who need services to abide by this No-Smoking Administrative Procedure.
- 1.3. Others - District facilities and grounds owned or leased by the District shall be posted with No-Smoking signs, and others who use the facilities shall be informed of this No-Smoking Administrative Procedure. Individuals who violate this Administrative Procedure may be denied access to school properties. Violations by outside groups will lead to the cancellation of Rental or Use Agreements.

Reference: Sections 17, 20, 22, 65, 85, 89, 90, 91 *School Act*  
*Health Act*  
*Safety Standards Act*  
*Workers' Compensation Act*  
Communicable Diseases Regulation  
Occupational Health and Safety Regulation  
A Quick Guide to Common Childhood Diseases

Adopted: May 1991  
Reviewed: October 9, 2018  
Revised: May 18, 2022

# MEMORANDUM



**Date:** October 8, 2025  
**To:** Committee of the Whole  
**From:** Paul Mckenzie, Superintendent  
**Re:** School Growth Plans

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## 1.0 BACKGROUND

In accordance with Administrative Procedure 430, school principals shall:

*“(3.) Develop school plans for student achievement which will address present and future educational needs of the school/program”*

Further, Administrative Procedure 100 outlines that:

*“School/Department Growth Plans are school and department specific strategic plans. These plans align with the District Strategic Plan and set out the specific strategic actions that a school/department will make to improve outcomes for student learning and well-being. These plans show how and when these changes will be made. They are also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement. Multi-year School/Department Growth Plans are to be considered working documents that principals and staff use to monitor progress over time and make revisions when necessary to ensure that plans stay on course.”*

## 2.0 INFORMATION

Each year, the school principals complete a comprehensive review of their school’s data and using the information, develop school plans that support the needs of their learners and align with Board of Education directives, as outlined in the qathet School District Strategic Plan. These school plans are then submitted to the Directors of Instruction and the Superintendent of Schools and then finally the Board of Education for approval. During the course of the year, school teams will present their Growth Plans at regular Board meetings.

## 3.0 APPENDICES

Appendix A – School Growth Plans



# School Growth Plan

School: Brooks Secondary School

Principal: Jasmin Marshman

## Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

## Content:

The following content will be used to create School Growth Plan documents and/or website pages for each school and department. Please also email three pictures to the Director of Communications: an image to go with *Our Story*, an image to go with *Our Learners*, and an image to go with *Our Story is Beyond*.

### Our Story

Brooks Secondary is the sole secondary school in qathet School District. Brooks serves all students, grades 8-12, in the qathet region, with offsite campuses to support diverse learners with flexible and experiential learning opportunities. Brooks currently enrolls approximately 960 students and will host over 100 international students this school year. Brooks strives to meet the needs of diverse learners, as all students in the area attend Brooks. We have a strong French Immersion program, 8-12; a well-established music program, both band and choral; athletic teams that compete with Vancouver Island; a successful trades and dual credit program; an accredited grade 8-12 Ayajuthem language program and the Guided Indigenized Journey to Excellence (GIJE) Program to share Indigenous learning by local knowledge keepers. We are constantly seeking to improve and expand what we offer our students to create opportunities for them past our walls.

### Our Learners

Brooks students represent every corner of the qathet Regional District. From Saltery Bay to Lund to Texada Island and all points in between. Over its long history, first built as an 8-room schoolhouse in 1926, Brooks has always reflected big changes in the area. From boom times and expansion, changing social values, changing economics, to our present-day emphasis on inclusiveness and reconciliation, our students' educational and emotional needs are our first priorities. Our learners range from 4<sup>th</sup> generation Brooks, born and raised in the qathet region to students new to the area, each with their own needs and goals. Our objective is for all students to graduate from Brooks with dignity, purpose and options.

### Inquiry Question

Will improved attendance and student engagement increase our grad rate?

### Goal 1

To increase our graduation rate.

Through improved student engagement and achievement, we will increase the number of students meeting the graduation requirements.

Exceptional attention will be paid to our priority populations:

- Indigenous students
- Students with disabilities and diversibility
- Youth in care

Aligned with:

District Strategic Plan-Foster deep learning so all students can flourish in a rapidly changing world, support students with setting goals for the future.

Continue to create and promote safe, welcoming, and inclusive learning environments

Embedding First Peoples Principles of Learning-Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place)

## Action

1. Through an inquiry framework, staff will collaborate to improve practice, assessment and reporting practices to improve student outcomes
2. Improve daily attendance and engagement. By supporting students in developing stronger feelings of being welcomed, connected and sense of belonging in our school community, students will want to be present at Brooks more.
3. In collaboration with the Tla'amin Nation, provide culturally relevant supports and safe educational spaces
4. Identify and address knowledge learning gaps from 2020 and on, providing interventions as needed
5. Engage in professional development to improve our practice using trauma-informed practice, Universal Design for Learning, Project Based Learning, Formative Assessment, Strength based descriptive feedback, etc.
6. Admin following a structured plan to be in classrooms to support instruction, provide feedback and collaborate for improvement. In class visits will be noted and tracked for equity and transparency.
7. Increase student voice through surveys and meetings with a variety of student groups
8. Tracking Learning Update results (monitoring IEs & Fs), to ensure grad requirements and credits can be met on time
9. Weekly meetings to identify at risk students, attended by admin, counsellors, students support services, Indigenous student success teacher, Tla'amin nation staff, Family School Liaison Workers
10. Monthly evaluation of attendance records, families contacted of concerned students to offer support
11. Provide alternate learning spaces, such as quiet room in the library, Flex online room, Grade 8/9 learning support room, Indigenous Student Success room, Resource room
12. Increase variety of clubs/extra curricular/intramurals including activities for grade 8 & 9 specifically
13. Improve our new staff/student orientation

[See Below for evidence associated with each action](#)

## Evidence

- Grade 12 students meeting Ministry Graduation requirements [1, 2, 3, 4, 5, 8, 9](#)
- Grade 8/9 assessments exhibiting proficient [1, 2, 4](#)
- Grades 10/12 Provincial Assessments completed successfully with greater proficiency [1, 2, 4](#)
- All priority populations seeing improved graduation rates [1, 2, 3, 4, 5, 8, 9, 11](#)
- Improved attendance, evident through monthly examination through MyEd [1, 2, 3, 5, 7, 9, 10, 11](#)
- Student Learning Survey results [2, 3, 5, 7, 11, 13](#)
- School based student, staff, family surveys [2, 3, 6, 7, 10, 11, 12, 13](#)
- High engagement in extracurricular activities [2, 7, 12](#)
- Increased involvement/connection for families [8, 9, 10, 13](#)

**Our Story is Beyond**





# 2025-2026 School Growth Plan

School: Edgehill Elementary School

Principal: Jamie Burt

Vice-Principal: Ashley Nordman

## Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

## Content:

The following content will be used to create School Growth Plan documents and/or website pages for each school and department. Please also email three pictures to the Director of Communications: an image to go with *Our Story*, an image to go with *Our Learners*, and an image to go with *Our Story is Beyond*.

### Our Story

Edgehill Elementary is located on the traditional gathering territory of the Tla'amin Nation; a site known as xa?aji, place with cranberries.



***We take care of ourselves.***  
***We take care of others.***  
***We take care of our place.***

Our code of honour is based on this motto:

At Edgehill: We Take Care of Ourselves, We Take Care of Others, and We Take Care of Our Place

We do this by using a Heart-Mind-Well-Being Framework. The Heart-Mind Well-Being "heart" is a powerful tool for fostering social and emotional development and well-being in children, youth and adults. It was created as a visual representation of five positive human qualities that researchers from the fields of developmental and educational psychology and human development tell us are essential to promoting overall well-being. The heart framework offers a way for caring adults to organize, plan and inspire to create environments and opportunities that contribute to healthy learning and development.

Applying this framework and motto encourages a school culture that promotes an inclusive learning environment to meet the diverse needs of all our families. Our families are actively involved with the school, bringing varied experiences and perspectives to our continued growth as a learning community. They all have something unique to offer. We take pride in our ability to meet our learners where they are at, to encourage them into exciting and challenging learning opportunities. Each year we are growing, and our numbers continue to increase which has meant that portables are in use for classrooms and music experiences as we provide a robust learning program

for learners of all ages! We also have a before and after school care for families and are transitioning a final year of seamless Kindergarten program.

Edgehill students are offered a rich musical experience. Our music program is annually highlighted by a vibrant winter concert and a spring whole-school performance. We highlight student abilities through an annual Talent Show, our volunteer picnic in the park and our Winter concert. We have a Primary Choir, Intermediate Choir, and a School Rock

Band. They are provided opportunities to collaborate with choirs and bands from other schools in our district, further developing their capacity for leadership and personal growth. We also perform monthly at assemblies and can be found performing at our neighbourhood senior centre as well as throughout the community! Edgehill students make good use of their performance opportunities to positively represent our school throughout the community.

Outdoor Education and Experiential Learning is very important to us. We have 4 outdoor classrooms in our neighbouring forest that are in frequent use. Edgehill staff are able to nurture the development of students' core competencies in a nature-based setting. Also, we offer a playground featuring a Mud Kitchen, garden area with edible plants and a bike park. With the construction of our new gazebo and plans for an additional increase to our outdoor garden and seating spaces, we are excited to bring in nature based social-emotional learning and Indigenous learning initiatives. Edgehill is home to the Rippers Bike Club. The Rippers are made up of past and present Edgehill staff, students in Grade 4 – 7, and parents. The Rippers go on weekly trail rides in two separate skill-based groups. Our Rippers Bike Club even has bikes that can be 'signed out' as in the spring and fall we do weekly rides to encourage more bikers!

### **Our Learners**

Our students are the heart of our school. They are keen, they are creative, and they love to learn. Some specifics about our learners this year:

- 14% of our learners have Aboriginal Ancestry
- 16 % of our learners have individualized education plans
- Our grades 1, 3 and 5 make up the largest cohorts of our school population

### **Inquiry Question**

How can we foster and celebrate a consistent, team-based approach to learning at Edgehill?

### **Goal 1- Literacy**

**Students will practice their communication skills through literacy to foster a school environment where we can all grow actively as speakers, listeners, viewers, representors, readers, and writers.**

#### **FPPL**

Learning is holistic, reflective, experiential, and relational.

Learning involves recognizing the consequences of one's actions.

Learning is embedded in memory, history, and story.

Learning requires exploration of one's identity.

#### **Strategic Priorities (č'ε'εgatawl)**

##### **Cultivating an Ethic of Learning (titiwš'εm ?ams ta?ow)**

- Focus on foundational learning in literacy.
- Enhance early learning plans, opportunities and partnerships.
- Increase student learning and voice.

##### **Supporting Self-Determination (?a?jinx'εgas)**

- Support students with setting goals for the future (?imot θ titiwš'εm, toxnegosəmčx'wom θoθo)
- Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.

Objective 1: Continue to apply and support the K-3 District Literacy Framework.

Objective 2: Continue to support oral-reading fluency, accuracy, comprehension skills and vocabulary in the intermediate grades 4-7.

Objective 3: Implement a school-wide writing focus for K-7 learners.

#### **Action**

- Students complete the DIBELS assessment three times a year.
- Literacy teams meeting twice a year to review progress and re-prioritize supports based on need (Classroom teacher(s), Reading Specialist, Student Support Specialist, Admin).
- Use of an evidence-based phonics program in all 6 primary classes as Tier 1 instruction.
- Use of Reading Rev in one classroom.
- Communication plan to families regarding the importance of reading at home (school-home connections strengthened).
- Pilot UFLI as home practice in participating primary classes.
- Pilot a school-wide writing program and solicit support from the district for release time.
- Dedicate time during monthly Professional Learning Meetings for staff sharing/planning/reflecting on school literacy goal.

#### **Evidence**

- DIBELS assessment (beginning/middle/end).
- Student Learning Updates (Term 1, 2 and 3).
- Classroom assessments.
- Teacher observations.
- UFLI progress..
- Reading fluency monitoring tools.
- Diagnostic assessments: core phonics survey, morphology assessments, spelling assessments, 6 syllable types assessments.
- Improved parent/community participation in home reading.
- Street data:
  - Student via class conversations.
  - Family communication via PAC meetings, conversations, IEP meetings, surveys.

#### **Goal 2- Numeracy**

**Students will practice their creative thinking by confidently using mathematics with imagination, inventiveness, resourcefulness, and flexibility.**

#### **FPPL**

Learning is holistic, reflective, experiential, and relational.

Learning involves recognizing the consequences of one's actions.

Learning requires patience and time.

Learning recognizes the role of Indigenous knowledge.

#### **Strategic Priorities (č'ęgatawł)**

##### **Cultivating an Ethic of Learning (titıwš'em ȝəms ta?ow)**

- Focus on foundational learning in numeracy.
- Enhance early learning plans, opportunities and partnerships.
- Foster deep learning so all students can flourish in a rapidly changing world.
- Increase student learning and voice.

##### **Cultivating Curiosity (payot gagay'eltən)**

- 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.

#### **Cultivating Connection (paʔa kʷoms qʷayigən)**

- Engage, involve, and support connections within the school and community.

Objective 1: Build conversations around “Math Mindset” and how to support staff, learners and families.

Objective 2: Examine assessment data and create a school-wide approach to improving student achievement.

Objective 3: Find and trial a classroom-based assessment tool for localized data collection.

#### **Action**

- Continue teacher Professional Development focus opportunities, including collaboration, to share best Math practices and begin implementation.
- Share out scope and sequence to newly onboarded staff.
- Consider numeracy skills when creating classroom groupings for the 2025-26 school year.
- Streamline location for accessing inventory of Math manipulatives and supplies.
- Examine curricular competencies and create an example question and answer for each proficiency.
- Collect and review data from all grades.
- Investigate “Math Mindset” and communicate to school community via meetings, visuals, announcements and newsletters.
- Investigate “Numeracy Week,” “Math Olympics,” or “Problem of the week” to join the school community in conversation, play, and fun.
- Dedicate time during monthly Professional Learning Meetings for staff sharing/planning/reflecting on school numeracy goal.

#### **Evidence**

- Numeracy Committee meets regularly and shares insights with the wider staff community.
- Examination of SNAP assessment data to target areas of improvement in Number Sense. (Twice, annually.)
- A classroom-based tool is found and trialed in participating classes with an opportunity for staff to reflect and assess value together.
- Scope and sequence are referenced frequently by classroom teachers.
- Increased staff participation in numeracy-related professional development.

### **Goal 3- Social Emotional Learning**

**Students will cultivate their social-emotional wellness by increasing awareness, understanding, and appreciation of connections among people, including between people and the natural environment.**

#### **FPPL**

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflective, experiential, and relational. Learning involves recognizing the consequences of one’s actions. Learning involves generational roles and responsibilities. Learning is embedded in memory, history, and story. Learning requires patience and time. Learning recognizes the role of Indigenous knowledge.

#### **Strategic Priorities (č̣č̣’εgatawl)**

##### **Cultivating Connection (paʔa kʷoms qʷayigən)**

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

### **Supporting Self-Determination (ʔaʔjɪnʔegəs)**

Support students with setting goals for the future (ʔimot θ titiwsɛm, toxnegosəmčxʔom θoθo)  
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.

### **Cultivating Truth and Reconciliation (gonaʔxʔuθs)**

Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔaʔuθəm language revitalization initiatives and education.

Objective 1: Strengthen student connections with peers and adults by implementing daily relationship-building practices that support a consistent, team-based approach across the school.

Objective 2: Deepen students' sense of belonging and connection by using outdoor learning spaces for social-emotional reflection and nature-based activities that highlight relationships with self, others, and the land.

### **Action**

- Use the Heart-Mind Well-Being (HMWB) Committee to propose the next segment to focus on within the framework for year 3.
- Distribute and use the re-branded visuals in formal and informal settings.
- Staff members implement the 2 x 10 strategy during Term 1 by connecting with one student for 2 minutes each day for ten consecutive days with a focus on building a personal connection.
- Cultivate opportunities for students to explore and reflect on their relationships with others.
- Incorporate stories and testimonials to illustrate the impact of social emotional wellness on individuals and communities.
- Encourage mindfulness and empathy practices to deepen understanding of others.
- Continue using the school-wide W.I.T.S. program for solving problems.
- Dedicate time during monthly Professional Learning Meetings for staff sharing/planning/reflecting on school SEL goal.
- Focus on the conflict resolution process for students through explicit teaching (ex: non-violent communication).
- Use restitution and acts of community service as consequences.
- Continue tracking use of our Sensory Room and make adjustments/schedules as needed.
- Mention our HMWB focusses in all TTOC notes and binders.
- School Counsellor to do short-term, in-class interventions where needed.
- Use our morning announcements and STARR Program to promote strategies while updating and adapting awareness initiatives based on emerging research and school needs.
- Use newsletters, PAC meetings, and WAG for families to share resources.

### **Evidence**

- Teacher observation survey form (October and June).
- Student survey (January and May).
- Parent survey (end of May).
- Student Learning Surveys/MDI.
- Office referral data.
- Observations of students regulating, solving problems peacefully and (Year 3 focus of *Compassionate and Kind*).

- Use of sensory room.
- Students noticeably walking away from conflict, talking it out, or seeking help.

### **Our Story is Beyond**

Edgehill Elementary is well known for its strong connections with our wider school community. We work hard with all partners to create a safe, rich learning environment for all students. In 2022-2023, we had a large turnover of staff, including our principal. For the past three years this group has honoured existing school traditions while creating new ones as well. Our school community is excited about a new addition and reno for our school. See link: <https://www.prpeak.com/local-news/school-district-47-capital-plan-supported-7184853> . We will continue to use the Heart-Mind-Well-Being Framework as our guide to establish strategies and school wide events that support all aspects of the framework. We started with Secure and Calm, moved on to Solves Problems Peacefully, and have selected Compassionate and Kind as a focus for 2025-26. Our staff looks forward to working collaboratively with our school partners to preserve everything that makes Edgehill a safe, caring place for students to learn, while bringing fresh ideas to our school.



# School Growth Plan

School: Henderson Elementary

Principal: Dean Thorsell

## Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

## Content:

The following content will be used to create School Growth Plan documents and/or website pages for each school and department. Please also email three pictures to the Director of Communications: an image to go with *Our Story*, an image to go with *Our Learners*, and an image to go with *Our Story is Beyond*.

### Our Story

Henderson Elementary is the Little School with a Big Heart. With 122 students enrolled for the 2025 school year we feel it is important to get to know each student and their unique strengths and stretches. By focusing on a growth mindset, and the belief that every child is unique, we create an atmosphere of care, and foster a positive learning environment.

Henderson Elementary is honoured to be located near the traditional village tiskʷət over-looking the Salish Sea. The tiskʷət village was used as hunting and fishing grounds for thousands of years and as such, we believe we are continuing a tradition of learning in this beautiful place. We draw primarily from neighbourhood families which gives us a distinctive feel of connection and belonging.

Henderson Elementary may be a small school, however, with our focus on developing social-emotional skills we know that our students make an impact on their school, family, and community

### Our Learners

In addition to developing social-emotional skills and deepening our appreciation for the land and land keepers in our area, staff at Henderson Elementary place a strong focus on improving the literary skills of our learners. We have resourced programs throughout our primary grades to ensure that students receive a strong foundation; and we are beginning to see some very positive results. The DIBELS results from the 2024-25 year saw a full grade increase for nearly all our students. We expect to continue to see this growth as we plan to again focus on literacy as our core academic goal for the upcoming year.

### Inquiry Question

If we consistently teach, model and reinforce positive behaviour expectations, how will this affect students' self-regulation, sense of belonging, and overall school culture?

How does recognizing and celebrating positive behaviours influence both classroom climate and student connectedness to school?

### Goal 1

Henderson Elementary will work on improving all students' reading achievement level by the end of the year as measured by DIBEL's reading assessment

**District Priority 1: Cultivating an Ethic of Learning**

*Ensure early learners and students have the best possible learning experience (student success).*

*Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*

**Action**

1. All students will have a reading assessment done at the beginning, middle, and end of the year using the DIBELS reading assessment. Teachers will utilize additional assessments such as Benchmarks, Jerry Johns etc. as required for individual students. Following each assessment period, the school learning team will review the results with the District Director of Instruction. Following that meeting the school learning team will meet with the classroom teacher to determine the next step for each student.
2. Staff will engage in classroom-based developmental, accelerated, and interventive reading programs. Teachers and intervention staff will assess students regularly to determine progress towards their individual goals.
3. Staff will use formative assessment tools to know where students are at and can tailor their lessons to meet the needs of all the students in their class.

**Evidence**

1. There will be a 10% decrease in students labelled as vulnerable in the DIBELS reading assessments by June. All students will see an improvement in their DIBELS assessment from September to January to June.
2. The school administration will meet with teachers once a term to discuss their classroom-based programs and in conjunction with their reading assessment data, determine if there are any adjustments that are needed. Staff will collaborate with one another to utilize evidence-based practices in literacy. These programs could include things like UFLI, Heggerty, Reading Rev, Raz Kids, Choice Reading, Book Bags, Decodable Books, Writer's Workshop, Reader's Workshop, etc.
3. All teachers have literacy frameworks that include formative assessment as part of their toolkit.

**Goal 2**

The staff at Henderson will promote connectedness with the school, local community and land

**District Priority 3: Cultivating Connection**

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

*Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*

*Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.*

**Action**

1. Henderson Staff will take part in the STARR program as a school, on daily announcements, at assemblies, in our daily routines, and classroom instruction.
2. Henderson will work to improve our culture of acceptance, mindfulness, and respect through engagement in EDAS (Everyone Deserves a Smile).
3. Henderson will promote connectedness with our community through School/PAC activities where the Community will be invited in for an event at the school. These activities will look like: a September BBQ (Meet the teachers), at least 3 family movie nights and a community dinner.
4. Henderson staff will recreate house teams and house team events to create a culture of connection amongst the whole school where mixed age group teams come together to create, compete, and connect with one another. There will be at least 4 house team events this year.
5. Henderson staff will intentionally foster school culture through classroom and behaviour management practices. Teachers will recognize and reward positive behaviour through praise, phone calls home, and providing students with special responsibilities and privileges. Teachers will also support student regulation and behaviour through consistent approaches including verbal reminders, brain breaks, high expectations, restorative practices, time in the sensory room, phone calls home, and expecting work to be completed later.



### **Evidence**

1. The STARR program is woven into the culture of Henderson Elementary in the many ways listed above throughout the year. A short survey will be done in the first and second half of the year on SEL competencies with some classes and we will compare the results to see if the STARR program has helped improve school culture.
2. Staff involved with the EDAS project will provide activities for students to provide feedback on their participation, as well as seek feedback from community stakeholders. We will review the feedback at the end of the year. We will also be providing students with an opportunity to complete a Henderson focused student survey.
3. Community events were all held and were well attended. Feedback form or direct feedback from families on how to increase attendance is received.
4. By the end of September, all students will be divided onto 4 house teams and at least one event will be planned to occur before November to bring house teams together, allow students to connect with one another, and work together to achieve a goal. By the end of the year, house teams will have participated in at least 3 events throughout the year that have fostered connection within each house team.
5. Staff will anecdotally make notes of positive student behaviour and dysregulation and work to increase the former and reduce the latter throughout the school year.

### **Goal 3**

Improve Indigenous student success and/or a sense of belonging and presence for Indigenous learners

District Priority 5: Cultivating Integrity/Responsibility

*Truth and Reconciliation, climate change, organizational health and sustainability.*

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

### **Action**

1. Henderson staff will continue to foster a deeper relationship with the Indigenous education department and work with our Indigenous success teachers, and the čępθ to create learning opportunities for students. Staff will be working to increase their use of ayajuthem in their classroom as part of their professional learning throughout the year. Additional opportunities that will be explored are:
  - Introduce opportunities for students to carve, to connect with the land, to use some of the resources and knowledge that Corey Gordon would have done with the GIJE program
  - Purchase resources and materials to create Indigenous Ed kits for classrooms

### **Evidence**

1. We will measure success through anecdotal and observational reviews of student engagement. We will also use data obtained by FSA, MDI, Student Survey, and report cards.
2. Staff will complete two reflections on the rubric from the InEd conference in September. One reflection in the first half of the year, and another at the end of the year to determine areas of growth and areas to continue to grow.
3. At least \$1000 of resources will be purchased to create Indigenous Ed kits for classrooms, or have some posters up around the school.

### **Goal 4**

To embed core competencies (creative thinking, critical thinking, personal and social responsibility, communication and collaboration) into teaching and learning at Henderson.

District Priority 1: Cultivating an Ethic of Learning

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

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

### **Action**

1. Henderson staff will work to intentionally plan for and embed core competencies into daily instruction and classroom routines. Henderson staff will use the "Notice It, Name It, Nurture It" strategy as a framework to highlight competencies within lessons and interactions.
2. Students will engage in at least one self-assessment of core-competencies each term, using formats such as video, audio, or written reflections

### **Evidence**

1. Core competencies are visible in all classrooms and school spaces and are referenced regularly in teaching and classroom discussions.
2. Students can clearly describe what each competency means and demonstrate their growth through self-assessments across the year.

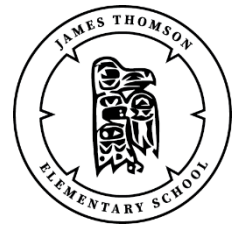
### **Our Story is Beyond**

In addition to our Academic and Social-Emotional goals for this upcoming year we at Henderson Elementary will also be engaging frequently with the High School to find as many opportunities as possible to bring Brooks students into our classrooms. This may be through buddy reading, passion project presentations, sports days, and exploring growth within the performing arts. We will also be implementing a Student Leadership program that provides students from Grades 6 and 7 with an opportunity to be an active member of the school community and continue to work with staff to exemplify what it means to be the Little School with a Big Heart.



School: James Thomson Elementary

Principal: Matthew Hull



## School Growth Plan

### Purpose and Vision:

At James Thomson Elementary, we are dedicated to nurturing confident, compassionate, and capable learners. Through a commitment to inclusive literacy instruction and social-emotional development, we empower every student to thrive academically and personally in a safe, respectful, and engaging environment.

We envision a school community where every child is seen, heard, and valued—where literacy unlocks opportunity and social-emotional learning fosters empathy, resilience, and ethical leadership. By cultivating curiosity, connection, and courage, we prepare our students to navigate the world with confidence and compassion.

### Our Story

James Thomson School is honoured to be located on the unceded traditional and treaty lands of the łaʔamɨn (Tla'amin) people. The area known today as Wildwood is traditionally called ʔiçəm (Thichum), meaning “on the edge of the forest.” This land has been home to the łaʔamɨn people since time immemorial, and their deep connection to the land, waters, and culture continues to shape our community.

Our school recognizes that education is a powerful tool for reconciliation. We are committed to learning from and with the łaʔamɨn Nation, and to honouring the stories, language, and knowledge systems that have existed here long before colonial settlement.

While the first formal school in Wildwood opened in 1923, we acknowledge that learning and teaching have always been integral to łaʔamɨn life—through oral traditions, land-based knowledge, and intergenerational teachings.

In 1986, with the guidance and support of the łaʔamɨn Nation, an afternoon language enrichment program was introduced for kindergarten students. This marked the beginning of a renewed commitment to Indigenous language revitalization. Today, ayajuthem language instruction is integrated into all classrooms, helping students connect with the land and culture of the territory they learn on.

In 2010, James Thomson expanded to include French Immersion, offering students the opportunity to graduate with a dual-language diploma. We celebrate linguistic diversity.

Our school community is enriched by strong parent and community involvement, including in our school garden, Farm to School feasts, and breakfast program. These initiatives reflect traditional values of sharing, sustainability, and community care.

Our school mascot is the raven, a figure of transformation and knowledge. Our motto reflects our shared journey:

You Have to Believe to Achieve!  
klahsum kwath kwy yehgon ooksum kwol ee!  
Vous devez croire pour atteindre!

### **Our Learners**

James Thomson Elementary School is a tri-lingual (English, French, ayajuthem) Eco-Immersion school fostering rich learning experiences, environmental respect, and healthy living through exploring our outdoors and connecting children to nature. We are situated on the traditional and unceded territory of the Tla'amin People. Being the only French Immersion elementary school in Powell River, we draw students from all areas between Saltery Bay and Lund. We have 266 students spread throughout 12 divisions supported by 30 staff. We are a diverse student population, including 28% Indigenous learners as well as learners whose first language is French. We take pride in meeting our students where they are and helping them find their full potential.

### **District Priority 1: Cultivating an Ethic of Learning**

***Ensure early learners and students have the best possible learning experience (student success).***

#### **Goal 1**

James Thomson Elementary will improve literacy achievement for all students by the end of the 2025-2026 school year through the implementation of structured, evidence-based instruction aligned with the SD 47 *Literacy Foundations: A Teacher Toolkit for the K-3 Reading Instruction*.

#### **Inquiry Question:**

What interventions are most effective in reducing literacy gaps for students with learning differences?

#### **Action 1: Structured Literacy Implementation**

Staff will implement a structured literacy approach that is explicit, systematic, and cumulative. Instruction will target foundational skills including phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. Literacy blocks will be scheduled to include whole-class and small-group instruction guided by diagnostic assessment data.

##### *First Peoples Principle:*

- *Learning involves patience and time.* Structured literacy respects that foundational reading skills develop step by step.
- *Learning is holistic, reflexive, reflective, experiential, and relational.* By including diagnostic assessment and adapting to individual needs, instruction is relational and reflective.

#### **Evidence**

Administration and the Learning Team will meet with teachers frequently to review classroom literacy programs. Instructional adjustments will be made based on student assessment data and observed progress.

- DIBELS and IDAPEL screening and UFLI progress monitoring
- CORE phonics and UFLI assessments.
- Classroom-based formative assessments.

#### **Action 2: Tiered Literacy Support**

Targeted Tier 2 and Tier 3 interventions will be provided for students identified as at risk through the universal screening tools. Instruction will be delivered through push-in small group formats and literacy centers focused on specific, identified skill development.

First Peoples Principle:

- *Learning involves recognizing the consequences of one's actions.* Providing interventions honors that equitable support ensures every student has the tools to succeed.
- *Learning requires exploration of one's identity.* Supporting struggling learners allows them to see themselves as capable and valued members of the community.

**Evidence**

- Intervention attendance and participation tracking.
- Progress monitoring using DIBELS, UFLI fluency checks, and teacher observations.
- Movement across skills bands and reading levels.

**Action 3: Collaboration**

Each teacher staff meeting will include dedicated time for literacy-focused professional learning. Topics will include decoding strategies, comprehension scaffolds, and structured literacy routines. Peer observation and collaborative planning will be encouraged to share best practices.

First Peoples Principle:

- *Learning is embedded in memory, history, and story.* Sharing strategies across teachers echoes Indigenous traditions of oral knowledge-sharing.
- *Learning involves generational roles and responsibilities.* Collaboration models mentorship and collective responsibility for student success.

**Evidence**

- Staff feedback and reflection surveys.
- Implementation of strategies observed in classroom walkthroughs.
- Growth in student outcomes linked to instructional excellence.

**Action 4: Culturally Responsive Literacy**

Literacy instruction will integrate Tla'amin stories, oral traditions, and texts that reflect diverse cultures and student identities. This will foster engagement, belonging, and deeper comprehension.

First Peoples Principle:

- *Learning requires exploration of one's identity.* Integrating Tla'amin stories and oral traditions affirms student identities.
- *Learning is embedded in memory, history, and story.* Indigenous texts highlight the centrality of story to learning.

**Evidence**

- Student engagement in culturally relevant texts.
- Inclusion of Indigenous content in classroom libraries and lessons.
- Student reflections and writing samples.

**Action 5: Student Voice and Ownership**

Students will be supported to set personal reading goals and monitor their progress. Classroom libraries will be co-curated with student input to promote ownership and motivation.

First Peoples Principle:

- *Learning is relational, focused on connectedness, on reciprocal relationships, and a sense of place.* Co-curating libraries reflects reciprocal relationships between students and teachers.
- *Learning involves patience and time.* Personal goal setting acknowledges growth is a journey.

**Evidence**

- Student goal setting records and progress charts.
- Reading logs and book reviews.
- Student surveys on reading confidence and enjoyment.

**Comprehensive Evidence of Growth**

- Writing Samples: Use [BC Performance Standards](#) to assess growth in writing conventions, ideas, and structure.
- Teacher Observations: Use rubrics or anecdotal records to document skill development.
- Participation Data: Monitor attendance in intervention groups and literacy events.
- Classroom Literacy Data: Collect frequency of reading aloud, independent reading time, and use of literacy centers.

## District Priority 3: Cultivating Connection

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

### Goal 2

James Thomson Elementary will foster a respectful, inclusive, and emotionally supportive environment where all students feel safe and valued. Through a focus on social-emotional learning, we aim to nurture empathy, resilience, and ethical decision-making across all school experiences.

### Inquiry Question:

How do explicit strategies for self-regulation (breathing, brain breaks, mindfulness) affect students' readiness to learn?

### Action1: Embed SEL into daily instruction

Integrate social-emotional learning (SEL) competencies—such as self-awareness, empathy, and responsible decision-making—into classroom routines and curriculum.

#### First Peoples Principle:

- *Learning involves recognizing the consequences of one's actions.* SEL helps students reflect on choices and relationships.
- *Learning is holistic, reflexive, reflective, experiential, and relational.* SEL competencies align directly with holistic well-being.

### Evidence

- Student, family, and staff surveys measuring perceptions of safety, belonging, emotional wellbeing, and inclusion.
- Teacher observations and anecdotal records documenting student interactions, emotional regulation, and peer relationships
- Classroom walkthroughs noting SEL integration
- Frequency of positive behaviour referrals or recognitions
- Reduction in office referrals, conflict incidents, or peer mediation needs.
- Journals, goal-setting sheets, or exit-slips focused on SEL competencies (e.g., empathy, resilience, self-awareness)

### Action 2: Monthly school-wide themes and assemblies

Use monthly themes (e.g., Respect, Integrity, Accountability) aligned with Tla'amin values to guide assemblies, classroom discussions, and school-wide activities.

#### First Peoples Principle:

- *Learning is embedded in memory, history, and story.* Using Tla'amin values and themes builds cultural memory.
- *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* Assemblies reinforce collective values and shared responsibility.

### Evidence

- Student reflections or journal entries
- Participation rates in assemblies and community-building events
- Number and nature of students involved in SEL activities, leadership programs, buddy initiatives, and school-wide events.

- Feedback from staff and families on theme relevance
- Artifacts like posters, student-created content, and assembly scripts

### **Action 3: Create safe spaces for student voice**

Establish regular opportunities for students to share ideas, concerns, and feedback through class meetings, suggestion boxes, or student-led initiatives.

#### First Peoples Principle:

- *Learning requires exploration of one's identity.* Safe spaces allow students to articulate and shape their identity.
- *Learning is relational and connected to community.* Encouraging student voice reflects reciprocity and trust in relationships.

#### **Evidence**

- Number and nature of students involved in SEL activities, leadership programs, buddy initiatives, and school-wide events.
- Reflections from student leaders on their contributions and growth
- Survey responses indicating students feel heard
- Follow-up actions taken based on student input

### **Action 4: Staff collaboration on inclusive practices**

Dedicate time in staff meetings to share strategies for building inclusive, trauma-informed, and culturally responsive classrooms.

#### First Peoples Principle:

- *Learning involves generational roles and responsibilities.* Staff collaboration models mentorship, collective responsibility, and intergenerational learning.
- *Learning is holistic and relational.* Inclusive practices recognize the interconnectedness of social, emotional, and academic learning.

#### **Evidence**

- Staff meeting notes and shared resources
- Peer observations and feedback
- Staff survey responses on confidence in inclusive practices
- Frequency of positive behaviour referrals or recognitions
- Reduction in office referrals, conflict incidents, or peer mediation needs.

### **Action 5: Community engagement and feedback**

Engage families and caregivers in conversations about school culture through events, newsletters, and surveys.

#### First Peoples Principles:

- *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* Engaging families ensures learning is connected to community well-being.
- *Learning is embedded in memory, history, and story.* Families bring lived experiences and stories that enrich collective understanding.



**Evidence**

- Family engagement survey results
- Attendance at school culture-related events
- Testimonials or stories shared during conferences or newsletters
- Qualitative feedback from families

**Our Story is Beyond**

In addition to our academic and social-emotional goals for the year, James Thomson Elementary is excited to deepen our connection with Brooks Secondary School. We will actively seek opportunities to welcome Brooks students into our learning spaces—whether through buddy reading, passion project showcases, collaborative arts experiences, or shared celebrations like sports days. We are also launching a new K–7 Student Leadership initiative that empowers students to take an active role in shaping our school community. Through meaningful participation and mentorship, students will be supported in developing a strong sense of identity, belonging, and ethical responsibility.



School: Kelly Creek Community School

Principal: Michael Hilleren

### **School Growth Plan 2025/2026**

#### **Purpose and Vision:**

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

#### **Content:**

The following content will be used to create School Growth Plan documents and/or website pages for each school and department. Please also email three pictures to the Director of Communications: an image to go with *Our Story*, an image to go with *Our Learners*, and an image to go with *Our Story is Beyond*.

#### **Our Story**

Kelly Creek Community School is located in qathet Regional District, 15 kilometers south of the City of Powell River and on the traditional territory of the Tla'amin Nation. Kelly Creek has seen a growth in our school population and is now at enrollment of 174 students from Kindergarten to Grade 7 (7 divisions). In addition to our school, we have a Strong Start early learning centre and a Daycare operated by the YMCA as part of our facility. Our team of teachers, support staff and community coordinators work hard to provide a caring, inclusive learning environment for all learners.

Community schools are regular schools with special belief in, and emphasis on, the value of community involvement. Our community school has a coordinator who works on many of the special offerings and programs. As a community school, Kelly Creek is a neighbourhood hub and offers a variety of programs and services to meet the specific educational, recreational and social needs of our students and the area we serve.

Additionally, our location allows our school to focus on intentional, place-based learning opportunities in, around and outside the building, taking advantage of the incredible natural environment we are situated on (including but not limited to the coastal rainforest, creek, fish hatchery, estuary and beachfront, extended forested play area and outdoor classroom).

## **Our Learners**

What we know

- Our learners are diverse, coming from all over Powell River and qathet Region
- 9% (15) of our learners are of Aboriginal Ancestry
- 15% (26) of our learners have documented exceptional need (and a learning plan)
- Some of our learners are not reading at grade level but most students are improving reading year-over-year with targeted instruction, a systematic approach, and interventions
- Most of our learners enjoy project-based, rich and continuous outdoor learning opportunities, with many families seeking Kelly Creek for this reason
- Majority of our learners enjoy being at school (feel welcomed and safe)

## **Inquiry Question**

In what ways can outdoor and place-based learning strengthen students' literacy and numeracy skills while fostering a deeper sense of belonging and connection to the school community?

**Goal 1:** To improve literacy achievement for all learners.

- We want our students to experience growth in their reading every year.
- We want to nurture readers who are passionate, responsive and feel empowered to access challenging texts with skills and strategies that work for them.
- We want to create readers who read to enjoy, and who read to learn.
- We want students who leave Kelly Creek to take with them the passion and stamina to be lifelong readers.

## **Action**

- Support teachers with the rollout and implication of the district's "Literacy Tool Kit."
- Scheduled group or community-invited reading (scheduled family reading times in the pod/school. Pod was keen)
- Align literacy and numeracy intervention schedules with specialist timetables (Library, Music, Gym) to ensure equitable access for all learners.
- Open Library times
- Reading Intervention scheduling done in concert with other scheduling(s), including Library, Music, Gym to ensure appropriate access for all learners
- *One School, One Book*
- DEAR opportunities

- Additional literacy-based professional learning resources for teachers through intervention teacher
- Book clubs (intermediate and primary) in the library space (might be during the time when students usually eat lunch. They could bring lunch into library to eat and talk books)
- Information Literacy learning in the library
- Reading Interventions, including smaller groups and or more targeted interventions
- More intervention time (continue with primary focus)
- Improvements and growth in T1 reading instruction.

### Evidence

- DIBELS assessments
- Classroom assessments
- Increased library circulation
- Improved parent/community participation in reading-based events including DEAR and OSOB
- Street data
  - Student via class conversations and student council feedback
  - Family communication via PAC meetings, conversations, IEP meetings, informal conversations, surveys

### Goal 2: To improve numeracy achievement for all learners

- We want our students to experience growth in their mathematical understanding and skills every year.
- We want to nurture mathematicians who are curious, confident, and feel empowered to tackle challenging problems with strategies that work for them.
- We want to create learners who use math both to enjoy the challenge of problem-solving and to make sense of the world around them.
- We want students who leave Kelly Creek to take with them the confidence, perseverance, and passion to be lifelong mathematical thinkers.

### Action

- Collaboration with district numeracy rep.
- Increased numeracy literacy around the school
- Support teachers with release time to collaborate on planning integrated numeracy lessons.
- Provide professional development in evidence-based numeracy practices.
- Align literacy and numeracy intervention schedules with specialist timetables (Library, Music, Gym) to ensure equitable access for all learners.
- Establish **Math Clubs** (intermediate and primary) to build joy and confidence in numeracy, similar to book clubs.

- Create school-wide **Math Challenge Days** or “Problem of the Week” opportunities to foster excitement.
- Continue DEAR (Drop Everything and Read) and introduce **DEM (Drop Everything Math)** as parallel practices.
- Provide additional literacy- and numeracy-based resources for teachers through intervention support staff.
- Grow Tier 1 instruction in both reading and math to strengthen classroom practices before intervention.
- Expand targeted small-group interventions in literacy and numeracy.

**Goal 3:** To foster student and family engagement by building strong relationships, creating a welcoming inclusive environment, and integrating outdoor learning into a place-based school experience.

- We want our students and families to feel a sense of belonging and connection to our school community every year.
- We want to nurture relationships where students and families feel valued, included, and empowered to contribute to our shared learning journey.
- We want to create experiences where students and families engage with one another, the school, and the land through meaningful, place-based and outdoor learning.
- We want students who leave Kelly Creek to carry with them lasting connections, positive memories, and a deep appreciation for community, environment and place.

### **Action**

- Classroom assessments (formal and informal)
- Making outdoor ed meaningful, “what are the learning intentions?” for all activities
- Increased meaningful use of outdoor classroom
- Increased authentic use of school garden
- Ability to tie the increased use of outdoor education with relevant classroom learning and curriculum
- Improved parent/community participation in cultural events
- Street data
- Student via class conversations and student council feedback
- Parent/community via PAC meetings, informal conversations and surveys
- Cross-grade (buddy) activities
- Open day PAC coffee “meet and greet”
- Invite community to assemblies
- Community BBQ’s hosted by the school/ Principal
- Whole school initiatives (taking learning outside, learning together)
- Intermediate student council to increase student voice
- Students doing announcements
- Open library to families more than one afternoon per week

- Increase number of community experts and diverse individuals coming into our spaces
- Publish a “ways to get involved” calendar at the onset of the year so parents/community members can more easily be available to support the school
- Having an opportunity for students to showcase their learning or lesson their peers (start: Learning Fairs; continue: Rockin’ the Creek, Music Market, Winter Concert)
- Improvement in social media sharing, including adding Facebook and Instagram content for sharing

### **Evidence**

- Attendance for student council and or student voice initiatives
- Improved parent/community participation in classroom or school-based events, including learning fairs and concerts
- Street data
  - Student via class conversations and student council feedback
  - Parent/community via PAC meetings, informal conversations and surveys
  - Improvement in school social media engagement
- classroom assessments
- Making outdoor ed meaningful
- Increased meaningful use of outdoor classroom
- Increased authentic use of school garden
- Ability to tie the increased use of outdoor education with relevant classroom learning and curriculum
- Improved parent/community participation in cultural events
- Improved parent/community participation in outdoor events
- Street data
- Student via class conversations and student council feedback
- Parent/community via PAC meetings, informal conversations and surveys

### **Evidence**

- Survey results,
- Ongoing school growth document and notes
- Video links
- Street data
- Conversations with PAC

### **Progress:**

- Meetings with Director

### **Our Story and Beyond**

Kelly Creek Community School values the relationships with our families and community partners to create deep, creative and purposeful learning opportunities. We see and respect the natural world as a place that enriches learning and promotes a sense of stewardship and belonging and joy for learners.



## School Growth Plan

School: Texada Elementary School

Principal: Alexandra Bella




### Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

### Content:

The following content will be used to create School Growth Plan documents and/or website pages for each school and department. Please also email three pictures to the Director of Communications: an image to go with *Our Story*, an image to go with *Our Learners*, and an image to go with *Our Story is Beyond*.

<i>Our Story</i>	<i>Our Learners</i>	<i>Our Story is Beyond</i>
		

### Our Story

Texada Elementary School, now the only school on Texada Island, is located in the village of Van Anda, in what was once a fully functioning secondary school, housing grades 8-12. At one time, Texada had an elementary school in each of the 3 villages on the island, and as needs and demographics changed over the years, a decision was made to move secondary education to Powell River and move the remaining elementary students into the existing high school, as it was the largest, newest and best outfitted building.

Since 2003, Texada Elementary has been housed in the former high-school building. The old elementary school has been converted into a remarkable museum by a group of dedicated volunteers. As the high school building was built for secondary students, some modifications were necessary to meet the needs of younger children. The science lab was reconfigured to become a spacious primary classroom, blackboards were lowered, and some lockers were removed and replaced with primary friendly hooks and shelves. The "Home-ec" room was redesigned for use as a shared gathering space, and it still houses two ranges, a refrigerator, freezer, washer and dryer to facilitate a hot-lunch program and student baking/cooking lessons. A half-dozen sewing machines remain so that students and teachers can



complete sewing projects on occasion with the support of community volunteers, and the room lends itself well to completion of large-scale art projects, sock-hops, shared meals, and schoolwide activities. Other changes made to the building over time include building a pre-school space and a community-owned commercial kitchen, and what was once a large, fully functioning woodworking, metalworking and drafting room were transformed into a beautiful, sound-proofed band room and a community owned pottery studio.

Texada Elementary enjoys the use of a full-scale gymnasium that includes an impressive bouldering wall for student and community use, a well-stocked library that has been the focus of our school growth plan for the last two years, and now has a set of iPads and laptops to share within the school to support digital learning and speech-to-text supports. Staff and students are fortunate to have flexibility in the school space, and despite a very small student population, there is a tendency to use all parts of the building. As of 2025, Texada now has a daycare space, Salamanders Daycare, run by a local community member.

Because Texada students live in a somewhat isolated community, there has long been a focus on providing an abundance of unique opportunities for the island's children. Community volunteers frequently engage the school in a variety of activities and projects, from photography, music and choir, to baking, cooking and pottery lessons and more.

### **Our Learners**

Texada Elementary overlooks the ocean in Van Anda. The current student population sits at 36, with one intermediate and one primary division. On staff we have a teaching & interventionist principal, two full-time teachers, a full-time educational assistant, a part-time custodian on site daily and an Office Manager one day per week. Our school also has support from a school counsellor that connects with some of our students on a weekly basis.

Texada staff address academic needs through a Response to Intervention (RTI) model, through which individual student needs are consistently assessed and addressed via intervention programs, instructional differentiation, and individualized student learning plans for all. In addition, the school has an abundance of community support in the way of volunteerism, donations, and public performance attendance.

### **Inquiry Question**

"If we improve home-school communication and parent-family engagement in literacy opportunities and school life, we will see improvements in literacy rate."

The First Peoples Principles of Learning has an overall principle that encompasses our school goal around literacy:

"Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)" (FP Principles of Learning)

Kelty et al. (2020) cite the importance of family engagement and relationship to student success. They identified several factors in increasing parental engagement in their children's learning in a school community and made recommendations to address barriers. Interwoven into the goals below are actions and structures intended to increase family engagement. Some themes common to Kelty et al are:

- 1) Relationships between families, schools, and communities are essential – Inclusive activities and communication are essential to family engagement (Goal #1, 2)
- 2) Celebrating parents as the first teacher of a child and highlighting that education happens in many areas of a child's life, including but not limited to school (Goal #1, 2)
- 3) Opportunities for parent education can increase family engagement; move beyond fundraising and fun events to more meaningful activities (Goal #2)

Kelty et al. lean on Bronfenbrenner's Ecological Systems Model (1979), which complements the First Peoples Principles and highlights how multiple systems influence a child, using concentric circles to illustrate spheres of influence from most to least influential (microsystem to chronosystem).

## Goal 1

Priority :

Year focus: To increase the number of meaningful literacy activities for students

Action	Evidence
Use communication pouches for students for weekly library book loans	90% of families' permission forms signed and returned before due date; uptake in number of weekly newsletter draw participants, library book use
Open library nights (PAC)	30% of families (7-8 families) visit PAC night, browse library books and/or check out books throughout the PAC nights during the school year
Increase daily literacy instruction and practice to 75 minutes a day for all teachers. Schedule adjusted to 30 minutes of independent practice followed by 30-45 minutes of instruction for each of literacy and numeracy.	25% of students shift to a different level of DIBELS scores 75% of students, on average, access the library weekly (measured at random throughout the school year); steady or increased uptake in library loan system use and interlibrary loan requests
Continue weekly library time Continue with UFLI, Reading Rev, and include Comprehension activities Ongoing assessments (DIBELS PM or alternative) Attendance logging and following up directly with families with absences Review and analyze June literacy data to plan specific and targeted programming in September, and review DIBELS after beginning, middle and end-of-year assessments Ensure that levelled reading materials are readily accessible for all reading abilities (RAZ kids) Review literacy goals periodically throughout the year (staff meetings) Utilize Heggerty, Reading Eggs, and Raz Kids to focus targeted reading instruction. Use of intervention programs with struggling readers (Heggerty Intervention, UFLI, Orton Gillingham, ASD programming) Update library with seating, check-in and check-out system, and arrangements to increase student use and interaction EA and SPED teacher targeted intervention/schedule for reinforcement of content taught as well as review of previous skills taught	Growth in independent reading by ALL readers in red by May 2026 as measured by DIBELS ALL readers in red to have checked out books by May 2026

## Goal 2

Priority 3 - Cultivating Connection

Year Focus: Building empathy and emotional intelligence

**Action**

- Use communication pouches for daily communication between home and school
- Open library (all materials including SOGI and indigenous education materials for viewing)
- Potluck night
- Use of Everyday Speech in each class (year-long focus)
- Using Zones of regulation regularly to help students develop emotional intelligence
- Sharing SEL learning with families (newsletter)
- Use restitution and acts of community service as consequences
- Home-school system for reading and celebrations of learning

**Evidence**

30% of families visit PAC night at some point? (tbd by PAC group)  
Family survey – students, parents & SEL awareness in school at start and end of year  
50% of families will have participated in monthly newsletter contest by end of school year  
50% or more families participate in literacy home-school reading celebrations

Kelty et al. <https://journals.sagepub.com/doi/full/10.1177/2158244020973024>



# School Growth Plan

School: Westview Elementary

Principal: Jennifer Kennedy

Vice Principal: Michelle Shipley

## Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

## Content:

The following content will be used to create School Growth Plan documents and/or website pages for each school and department. Please also email three pictures to the Director of Communications: an image to go with *Our Story*, an image to go with *Our Learners*, and an image to go with *Our Story is Beyond*.

### Our Story

Westview Elementary is a vibrant school of 360 students in 15 divisions, housed in a modern LEED-certified facility that opened in 2013. With full enrolment and a strong connection to the Westview community, our school is a lively hub for children and families.

The Westview Way – being kind, safe, respectful, and responsible – anchors our identity, alongside a strong tradition of athletics, active living and student leadership. Our student population is becoming increasingly diverse, with more than eight languages other than English spoken at home, adding richness to our community and daily learning.

We are proud of our strong, dedicated teaching and support staff who work together to create welcoming spaces and engaging learning opportunities. At the same time, we continue to face challenges, including supporting all learners to achieve at grade level in literacy and numeracy and ensuring students are consistently ready to learn socially and emotionally. These challenges drive our commitment to growth and improvement.

### Our Learners

Westview Elementary serves a diverse community of 360 students across 15 divisions. Our learners bring a wide range of experiences, cultures, and languages that enrich the school community.

- **Indigenous Students:** Approximately 9% of our students identify as Indigenous (First Nations or Metis).
- **English Language Learners (ELL):** More than eight languages other than English are spoken at home, and about 6% of our students are formally identified as English Language Learners requiring additional support. This diversity strengthens our classrooms and fosters opportunities for cross-cultural understanding.
- **Students with Diverse Abilities and Needs:** About 12% of our learners have identified diverse learning needs and receive additional supports through Individual Education Plans or other accommodations.
- **All Learners:** Beyond identified groups, our school community includes students with a wide range of strengths and challenges. We recognize that not all students are reading at grade level or consistently ready to learn, and we see it as our role to support growth in both academic and social-emotional areas.

Together, our learners reflect the changing and growing diversity of the Powell River region. They are at the centre of our planning and are the reason we continue to refine our practice, strengthen relationships, and create learning environments where all students feel they belong and can succeed.

## Inquiry Question

What strategies help students grow in reading and math while also feeling connected, supported, and ready to learn?

## Goal 1

Improve Literacy and Numeracy Achievement for All Learners

### Alignment Note:

*This goal reflects the **First Peoples Principle of Learning** that “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).” By embedding Indigenous texts, story, and place-based numeracy into daily instruction, we make foundational learning meaningful and connected.*

*It aligns with the **SD47 Strategic Plan** by prioritizing **Foundational Learning** in literacy and numeracy, advancing **Equity** for all learners, and contributing to **Transforming Learning Environments** through culturally grounded and innovative practices.*

## Action

- Use common literacy and numeracy assessments (e.g., DIBELS, district numeracy assessments) to identify needs, monitor growth, and adjust instruction. Use opportunities to engage staff in these processes inside and outside their classroom to better develop understanding around purpose.
- Strengthen Tier 1 instruction through evidence-based strategies that emphasize clarity, scaffolding, and student engagement.
- Embed Indigenous perspectives and the First Peoples Principles of Learning by including Indigenous literature, oral storytelling, and place-based contexts in literacy and numeracy instruction.
- Align classroom, intervention, and Learning Services supports to create seamless, equitable pathways for student growth.
- Collaborate with families, community partners, and district initiatives to extend literacy and numeracy opportunities beyond the classroom.
- Celebrate student growth in reading, writing, and numeracy alongside arts, athletics, and other achievements, reinforcing the value of learning in all its forms.

## Evidence

- Growth in student achievement data (literacy and numeracy) at both individual and cohort levels, disaggregated by subgroups (Indigenous learners, ELL, diverse abilities).
- Classroom observations and student work demonstrating use of Indigenous texts, story, and local/place-based numeracy examples.
- Teachers report increased clarity and confidence in delivering foundational skills, with evidence of collaborative use of assessment data.
- Student reflections or self-assessments showing increased confidence and engagement in core learning.
- Visible examples of learning showcased in classrooms, hallways, assemblies, and school communications.

## Goal 2

Build a Connected, Caring, and Collaborative School Community

### Alignment Note:

*This goal reflects the **First Peoples Principle of Learning** that “Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.” By co-creating school culture with shared values and responsibilities, we honour relationships and foster belonging.*

*It aligns with the **SD47 Strategic Plan** by advancing **Belonging** and **Wellness** for students and staff, supporting **Truth and Reconciliation** through Indigenous perspectives, and elevating **Student Voice** as a key driver of positive culture.*

### **Action**

- Co-create and explicitly teach school-wide SEL and behaviour expectations, rooted in the Westview Way and connected to FPPL (e.g., recognizing relationships, identity, and responsibilities).
- Develop consistent routines and shared language across classrooms and common spaces that promote safety, respect, and belonging.
- Engage with Indigenous partners and community members to ensure school culture reflects Indigenous values, local knowledge, and reconciliation commitments.
- Protect staff collaboration time to align practices, share strategies, and promote staff wellness, consistent with district priorities.
- Create structures for student voice and leadership that amplify diverse perspectives, including Indigenous and ELL students.
- Celebrate kindness, contributions, and progress of both students and staff in multiple, visible ways.

### **Evidence**

- Improved school climate data: reductions in office referrals, positive behaviour tracking, and student survey results showing stronger sense of belonging and safety.
- Staff surveys and feedback indicating improvements in wellness, collaboration, and clarity around shared expectations.
- Student leadership activities and contributions evident across grades, with broad participation across cultural and linguistic backgrounds.
- Examples of SEL and behaviour language connected to FPPL visible in classrooms, hallways, assemblies, and community communications.
- Feedback from Indigenous families and community partners on the cultural safety and inclusiveness of school initiatives.
- Documented recognition of student and staff contributions in newsletters, assemblies, and classroom practices.

### **Our Story is Beyond**

Our story is beyond academics. It is about belonging, connection, and pride in our community. At Westview, we honour diversity, celebrate learning in all its forms, and nurture students to grow as confident, caring people who know themselves, their place, and their responsibilities.



# School Growth Plan

## Purpose and Vision

<b>School:</b>	Partners in Education (PIE)
<b>Principal</b>	Stephanie Hall

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan;
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

## Content:

The following content will be used to create School Growth Plan documents and/or website pages for each school and department. Please also email three pictures to the Director of Communications: an image to go with *Our Story*, an image to go with *Our Learners*, and an image to go with *Our Story is Beyond*.

### Our Story

We are grateful that our school district, and the original centre of our school, is situated in the breathtakingly beautiful traditional territory of the Tla'amin Nation, who have inhabited these lands since time immemorial. Our other centres, staff, students, and their families are situated in the many unceded and final agreement territories throughout British Columbia.

Partners in Education (PIE) is a K-12 Provincial Online School (POLS) operated by qathet School District in the [qathet Regional District](#). We currently have 1,486 students with an approximate combine full-time equivalency (FTE) of 1,171. While many students are enrolled with PIE full-time, some students in Grades 8-12 are enrolled part-time, which is the reason for the difference between the number of students and the FTE.

PIE students are primarily located in the or near our main centres – the qathet Regional District, the Comox Valley, and Bowen Island. We also have several community-based cohorts and home-based learners from other locations in BC as many families and students choose PIE as their online school. We collaborate with parents/caregivers and, when appropriate, students to plan individualized learning programs that meet Ministry of Education and Child Care provincial curriculum and assessment standards in flexible, student-centered learning opportunities, both online and in-person. Developing relationships between the students, parents/caregivers, and the teachers in an integral part of that process.

### Our Motto:

*Where Life and Learning Meet*

### Our Vision:

*PIE Supports students and parent in developing and carrying out an educational program that meets provincial learning standards. Education programs utilize paper and electronic resources but also incorporate the experiences of families, in order to realize the unique possibilities, open to every student. We embrace the First People's Principles of Learning because learning, for all, is embedded in memory and history and that learning is sacred, takes time, and requires patience.*

### Our Values:

*PIE is a relationship-based school where collaboration between students, parents, and teachers is of utmost importance in the creation of meaningful and engaging individualized student learning plans.*



## **Design Statements** (gleaned from several stages on and Appreciative Inquire process)

### **In the PIE, we strive to:**

- *build supportive, respectful, trustworthy relationships with all members of our community, both in person and online*
- *collaboratively develop holistic individualized learning programs for every child and an intergenerational learning environment that acknowledges, reflects, and celebrates unique interests, passions, quirks, goals, and abilities*
- *be flexible in all aspects of our shared educational experiences*



## **Our Learners**

Of the 1,486 students enrolled in PIE this year we currently support 327 students with disabilities and diverse abilities, and 122 Indigenous learners. Because PIE is not a neighborhood school, families/students choose to come to us, and their reasons for doing so are varied. We attract learners who want to:

- develop a meaningful relationship with their teacher and the PIE community
- be involved in the design of their educational plan in a collaborative way with teachers and parents
- have the flexibility to be creative across all areas of study and to pursue passion topics in-depth, when desired
- work in environments that suit their particular needs



- have more flexibility in their daily schedules
- weave their educational journey through their time together as a family



### Inquiry Question

How do we design an extracurricular, inclusive, virtual space to cultivate connection and build a sense of belonging for students.

### Goal 1

This goal relates to **Priority 3** of our [District Strategic Plan](#) and the following First People's Principle of Learning: *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors*

#### **Priority 3: Cultivating Connection** (ᑭᐱᑭᐱᑭᐱᑭ)

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

- Continue to create and promote safe, welcoming, and inclusive learning environments.
- Promote the development of social-emotional skills

### Actions

- Provide time for Inclusive Education Teachers (IETs) to design an extracurricular, inclusive, virtual space to cultivate connection and build a sense of belonging for students

- Design and offer an inclusive virtual space for PIE students, to go live in January 2026
- Continue to provide locally relevant and enriching In-Person Learning Opportunities for PIE students (from Sept-June)

#### Evidence

- Tracking the number of students engaging in the virtual space (e.g. compare attendance of first event to later events)
- Analysis of the students accessing the space over the course of the year (e.g. same students? Different students?)
- Use student surveys to evaluate engagement within the virtual space

#### Inquiry Question

How might increased engagement for PIE learners impact their achievement of core and curricular competencies?

#### Goal 2

This goal relates to **Priority 1** of our [District Strategic Plan](#) and the following First People's Principle of Learning: *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*

##### **Priority 1: Cultivating an Ethic of Learning** (titwšem ta?ow)

*Ensure early learners and students have the best possible learning experience (student success).*

- Increase student engagement and voice
- Foster deep learning so all students can flourish in a rapidly changing world

#### Actions

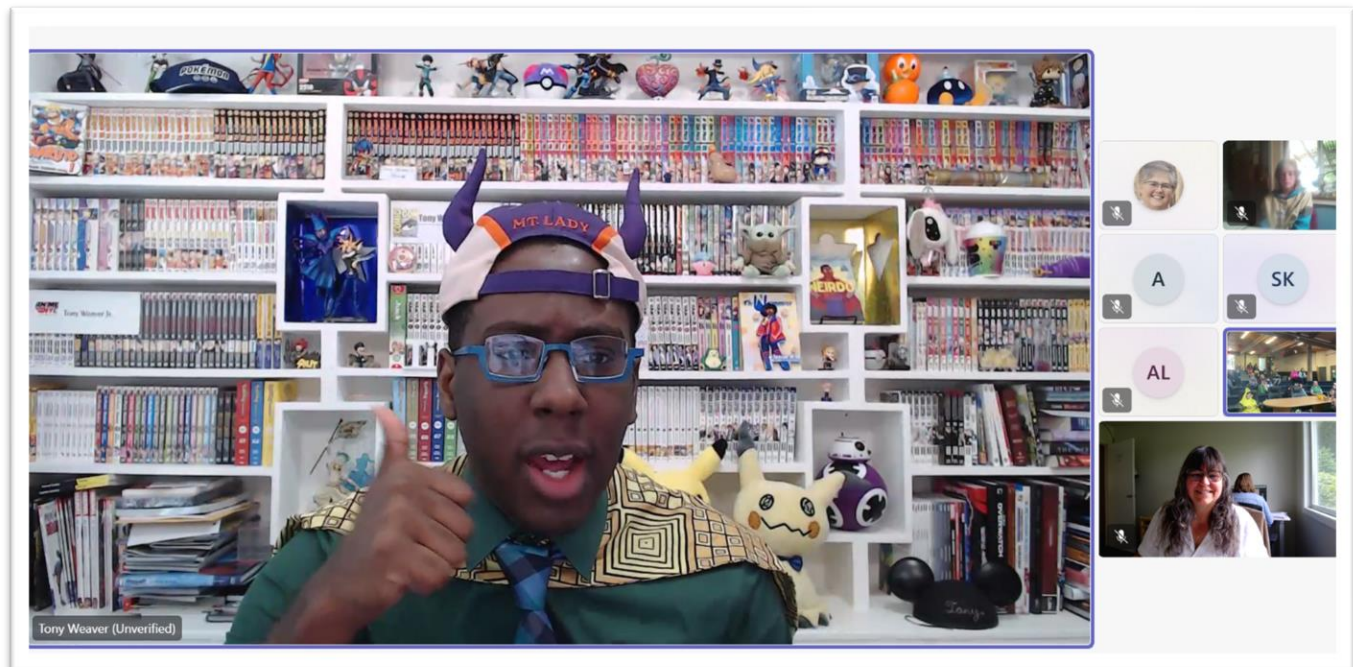
- Assess levels of student engagement
  - a. Analyze AQA data to monitor student progress
  - b. Teachers will develop an Engagement Rubric to assess engagement level for all of their students on an [Evidence of Student Engagement Survey](#)
  - c. Teachers choose three students to employ strategies intended to foster increased engagement and reflect on their efforts by April 30<sup>th</sup>
  - d. Dedicate time in our May staff meeting to review results of our efforts to foster engagement
  - e. Include a survey in the HL 101 course where families can provide feedback on what's working well and what they would like to see/see more of
- Develop strategies to foster student engagement
  - a. Provide Brightspace access to our HL 101 course for interested families with K-3 students in September 2025.
  - b. For teachers, use UDL and Spiral of Inquiry processes to guide change in practice, as necessary



- c. Provide time in our November staff meeting to review and discuss strategies for increasing student engagement
- d. Create a section in the teaching team for engagement ideas and best practices, drawing on teacher feedback
- e. Develop an inclusive virtual space (see Goal 1)

## Evidence

- Brightspace data showing usage of HL 101 course
- AQA data will be reported to the Ministry of Education and Child Care in October 2025 and shared with PIE Staff at the following staff meeting
- Collect evidence of student engagement
  - Survey results showing engagement level of students on a scale of 1-4 (rubric to be provided for guidance) by October 31<sup>st</sup>
  - Teachers and IETs to share, at our May meeting, their year-end reflection on what worked well and what didn't work in terms of attempting to foster increased engagement



## Our Story is Beyond

Online schools were significantly affected by the pandemic as large numbers of students and families sought alternatives to in-class instruction. In the 2019-2020 school year, our school-wide FTE was 726. In 2020-2021, it increased to 1,438. In 2021-2022, when many of us expected our numbers to rapidly decline, we instead maintained an FTE of over 1,200 students. While there was still a great deal of uncertainty regarding in-class instruction at the beginning of that school year, we suspect the higher-than-expected FTE (that increased over the course of the year) was also due, in large part, to an increased number of families/students discovering that online learning worked really well for them.

Online schools are typically a 'first choice' or 'last resort' for many and we regularly serve students who fall into the following categories: 'full-time, high academic achievers', 'students with full or part-time jobs', 'part-time students requiring specific courses for graduation', 'students experiencing anxiety in traditional settings', 'students who have encountered significant challenges in the traditional system' and 'students with disabilities and diverse learning abilities'. In all of these cases, our school's focus on **relationships**, **flexibility**, and **individualization** helps students achieve positive academic outcomes.

A word cloud graphic centered on the word "flexible" in a large, bold, dark teal font. Surrounding it are several other words in various sizes and colors (brown, green, orange, and dark green). The words include: "relationships" (large, brown, top right), "supportive" (medium, green, top right), "individualized" (medium, dark green, bottom center), "progressive" (small, brown, top center), "positive" (small, brown, top center), "unique" (small, green, top right), "rigorous" (small, orange, bottom right), "familial" (small, dark green, left), "connection" (small, brown, left), "collaborative" (small, brown, left), "multi-age" (small, brown, top center), "personalized" (small, brown, top center), "warm" (small, brown, top right), and "inclusive" (small, dark green, bottom left).

**flexible**

**relationships**

**supportive**

**individualized**

**progressive**

**positive**

**unique**

**rigorous**

**familial**

**connection**

**collaborative**

**multi-age**

**personalized**

**warm**

**inclusive**

## CONSTITUTION

- I. These articles comprise the constitution and bylaws of:

THE SOUTH COAST BRANCH  
A DISTRICT BRANCH ASSOCIATION

(hereinafter called "the Branch")

AFFILIATED WITH THE BRITISH COLUMBIA SCHOOL TRUSTEES ASSOCIATION FORMED  
IN ACCORDANCE WITH SECTION 9 OF THE BRITISH COLUMBIA SCHOOL TRUSTEES  
ASSOCIATION INCORPORATION ACT, 1956 AND THE ASSOCIATION'S BYLAWS

(hereinafter called "the Association")

- II. The objectives of the Branch are:
- a. To promote effective trusteeship.
  - b. To meet and discuss matters of mutual interest and concerns in education.
  - c. To identify problems, consider alternatives and formulate solutions to the satisfaction of the Branch and the Association.
  - d. To cooperate with the Association in furthering the objectives of the Association; and by any other means compatible with the Constitution and Bylaws of the Association
- III. The composition of the Branch shall be those school districts so specified in the Association's Bylaws.

## BYLAWS

### 1. MEMBERSHIP

- a. Membership in the Branch shall be open to all boards of education in the area defined as "South Coast Branch" outlined in the Association's Operational Guidelines, which may be varied as the Association's Board of Director's, in its discretion, thinks appropriate.
- b. Trustees serving on the board of education for the Conseil Scolaire Francophone de la Colombie-Britannique (CSF) have the right to attend meetings of the Branch and to vote on Branch matters to the extent determined by the Association.
- c. All serving trustees of member districts are members.

- d. Honorary life membership in the Branch may, by extraordinary resolution requiring not less than two-thirds (2/3) majority of those present, for approval, be conferred upon trustees who have served on school boards within the Branch, and who have done outstanding work in education.
- e. Superintendents of Schools, Secretary-Treasurers and other administrative personnel of member boards may be associate members without vote.

## 2. BRANCH EXECUTIVE

- a. The Executive of the Branch shall, where possible, consist of:
  - i. President
  - ii. Vice-president
  - iii. Immediate Past President
  - iv. Branch Education Representative
  - v. Secretary-Treasurer (ex-officio)
  - vi. Professional Learning Committee representative. (PLC)
- b. The President, Vice-President, and PLC shall be elected at the annual meeting for once-year term and shall take office at the end of the Branch annual meeting.
- c. In the event of a vacancy occurring on the Branch Executive other than with respect to the position of Secretary-Treasurer, the remaining members of the Executive shall have the power to appoint a trustee to fill the term of the vacancy.

In the event of a vacancy occurring in the position of Secretary-Treasurer, members of the Executive shall have the power to appoint a Secretary-Treasurer to fill the term of the vacancy.

- d. Nothing shall prevent an individual from holding more than one of these offices concurrently.
- e. The Branch Executive may appoint a Branch Superintendent to act in an advisory and resource role to the Executive
  - i. The Secretary-Treasurer shall be appointed by the Branch Executive to perform such duties as deemed necessary by the Branch Executive; the appointee shall be the Secretary-Treasurer of the Same board of which the President is a member
  - ii. A Superintendent of School will be appointed as Branch Superintendent by the Branch Executive to serve as an advisor on education matters.

### 3. DUTIES AND POWERS OF BRANCH EXECUTIVE AND OFFICERS

- a. The Branch Executive shall carry out such duties as the Branch shall from time to time assign by resolution.
- b. The president shall preside at every meeting and shall be an ex-officio Member of all committees.
- c. The president may appoint committees as deemed necessary, with terms of reference for each committee to be approved by the branch executive.
- d. The professional learning committee representative shall attend all meetings of the branch executive and report on activities of educational concern.
- e. The branch secretary treasurer shall send notices for all general, special, annual and executive meetings when directed to do so; have charge of and maintain records of the branch and perform such other duties as the branch executive may require from time to time.
- f. The appointed Superintendent shall attend meetings of the branch executive to advise on educational matters of concern to the branch.

### 4. MEETINGS

- a. The Annual General Meeting of the branch shall be held in conjunction with the BCSTA Annual General Meeting.
- b. Not fewer than two (2) general meetings shall be held during the year; one to coincide with the BCSTA Academy, and one other to coincide with the BCSTA Annual General Meeting.
- c. Not less than twenty-one (21) days notice of general special and annual meetings shall be given to all member boards.
- d. Special general meetings may be called by branch executive; and shall be called upon the request in writing of any two (2) member boards stating the nature a business to be transmitted; not less than twenty one (21) days notice shall be given in writing to the branch secretary treasurer specifying the place, date and the hour of the meeting and the general nature of the business.
- e. No business other than that specified in the notice of the meeting, maybe transacted at a special general meeting.

- f. Meetings of the branch executive may be called at the request of the president and shall be called at the request of any two (2) members branch executives.

## 5. ELECTIONS

- a. Elections shall occur with the trustees present at the annual meeting of the branch.
- b. Any member of the branch not seeking election may conduct the election of officers.
- c. Nomination for president vice president, professional learning committee and branch secretary treasurer shall be called from the floor at the annual meeting prior to voting on each office.
- d. Before any ballot is taken, any person nominated may decline the office or withdraw their name.

## 6. VOTING

- a. At any general meeting an ordinary motion shall be decided on by a show of hands, unless a ballot vote is called for by any eleven (11) trustees.
- b. In the event of a ballot vote on an ordinary motion, each trustee that is present shall be entitled to one vote.
- c. In the event of a ballot vote on an extraordinary resolution, each member board shall be entitled to five (5) votes, and these may be exercised by proxy.
- d. A motion to destroy the ballots shall be in order after all voting has been concluded.
- e. The president shall cast one vote only. In the case of equality in votes, the question shall be declared defeated.

## 7. RESOLUTIONS

- a. Ordinary resolutions which are not binding upon member districts may be proposed at anytime by members present at the meeting. These persons may exercise one vote each.
- b. Extraordinary resolutions are required:
  - i. to add, delete, or amend the constitution and bylaws.
  - ii. to appoint associate members.
- c. Extraordinary motions may be proposed and voted by trustees.



- d. Notice of extraordinary motions shall be posted to all members boards at least six (6) weeks in advance of the meeting of the branch.
- e. A 2/3 majority of trustee members present is required to pass an extraordinary motion.

8. FINANCE

- a. Member boards shall share equally in the cost of branch operations.

9. QUORUM

- a. A quorum shall be a simple majority of trustees present at a branch meeting providing there at least two (2) members present per member board.

10. AMENDMENT TO CONSTITUTION AND BYLAWS

- a. The constitution and bylaw of the branch shall not be altered or added to except by extraordinary resolution.
- b. All amendments to the constitution and bylaw must be approved by the BCSTA Board of Directors.

11. CEASING TO FUNCTION

- a. In the event of the branch ceasing to function, the minutes, accounting statements, financial records, and all other documents of the branch and any monies of the branch shall become the property of and be duly transferred to the association.

12. RULES OF ORDER

- a. In all cases not provided for under these bylaws, Roberts rules of order shall govern.

RESPONSIBILITIES OF OFFICERS OF THE BRANCH EXECUTIVE

## PRESIDENT

1. The president shall be chairperson of all meetings of the branch, save and accept the elections.
2. Provide leadership and direction in matters concerning the branch and the branch executive.
3. Establish ad hoc committees, each to have terms of reference formulated by the president and approved by the branch executive.
4. Serve as an ex officio member of all committees.
5. If unable to attend, delegate an alternate to serve as chair of the meeting.
6. The branch president shall act as branch legislative liaison.

## VICE PRESIDENT

1. In the absence of the president, assist in all matters delegated and act as president, in the absence of the president.

## PROFESSIONAL LEARNING COMMITTEE REPRESENTATIVE

1. Have initiated events or programs which will help school trustees become more effective policy makers in education.
2. Participate in the BCSTA professional learning committee; convey trustee concerns on educational matters to the BCSTA education committee
3. Provide a liaison between the BCSTA professional learning committee and members boards in the branch on matters of educational significance.
4. Assist in recommending a topic(s) for BCSTA trustee effectiveness programs.

## BRANCH LEGISLATIVE LIAISON (BRANCH PRESIDENT)

1. Initiate events or programs which will assist school trustees in becoming more effective in influencing other levels of government.
2. Participate in the BCSTA legislative communications system with other branch presidents.

3. Provide a liaison between member boards and the BCSTA legislative communications system, either through telephone or correspondence to advise trustees of critical developments in the legislature and obtain their reactions where necessary to construct a BCSTA position.

#### BRANCH SECRETARY TREASURER

1. Shall send notices for all general, special, annual and branch executive meetings when directed to do so.
2. Have charge and maintain the records of the branch and perform such other duties as the branch executive may require from time to time.
3. Forward a copy of the minutes of each and all branch meetings to the secretary treasurer of each member board in the branch and the executive director of the association.
4. Distribute copies of the constitution and bylaw to each new trustee in the branch at the first branch meeting following their election as trustee.

#### BRANCH SUPERINTENDENT

1. Shall serve as an adviser to the branch on educational matters.
2. Assist in promoting the discussion of education topics at branch meetings and seminars.



# **What are land acknowledgements and why do they matter?**



**Land acknowledgements,  
also known as territorial  
acknowledgements, are short  
statements that recognize  
both the land and the  
Indigenous people who lived,  
and in many situations  
continue to live, on the land  
prior to Canada's colonial  
history.**



**Land acknowledgements  
matter because they  
recognize Indigenous  
peoples' deep connection  
to their traditional  
territories and honour  
their role as caretakers of  
the land.**



**Land acknowledgments  
educate non-Indigenous  
people about the land's  
history and the ongoing  
existence, rights, and  
governance of Indigenous  
peoples.**



**They encourage  
individuals and  
institutions to reflect on  
their roles in treaty  
relationships and work  
toward equity with  
Indigenous communities.**





**When done with  
sincerity and ongoing  
commitment, they  
support real  
understanding and serve  
as a step toward truth,  
reconciliation, and  
decolonization.**

