



COMMITTEE OF THE WHOLE

12:00 pm, Wednesday, October 9, 2024
School Board Office

A G E N D A

1. APPROVAL OF AGENDA

- 1.a) **MOTION:** "THAT the Committee of the Whole Meeting Agenda of October 9, 2024, be adopted as circulated."

2. STANDING COMMITTEES

2.a) Finance and Facilities

- 2.a.i) Quarterly Financial Summary

2.b) Education and Strategic Planning

2.b.i) School Growth Plans

- Appendix A – School Growth Plans
- Appendix B – School Growth Plans Presentation Cycle

2.b.ii) Proposed Program Review Cycle

- Appendix A – Draft Program Review Cycle

2.b.iii) Graduation Program Planning

- Appendix A – Graduation Requirements
- Appendix B – BC Course Curriculum
- Appendix C – Board/Authority Authorized (BAA) Courses

2.b.iv) Child Care Program at Henderson Elementary

2.c) Audit

- 2.c.i) N/A

2.d) Policy Development

- 2.d.i) N/A

3. OTHER INFORMATION

- 3.a) Election Advocacy – Draft Letter to Party Candidates

- 3.b) South Coast Branch Advocacy Discussion

Resource Information:

- 3.b.i) South Coast Branch (SCB) Constitution

- 3.b.ii) Professional Learning Committee Report
- 3.b.iii) Professional Learning Committee Minutes
- 3.b.iv) Prospective SCB Motion Building Process

4. ADJOURNMENT

- 4.a) **MOTION:** "THAT the Committee of the Whole Meeting be adjourned."

SH/attachments

REPORT TO TRUSTEES
FOR THE PERIOD ENDING: September 30, 2023

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
INSTRUCTION						
100 Salaries	3,292,777	0	3,292,777	26,736,501	23,443,724	88
200 Employee Benefits And Allowances	728,054	0	728,054	5,973,340	5,245,286	88
300 Services Purchased	386,544	2,288	388,832	3,399,700	3,010,868	89
500 Supplies And Materials	474,308	0	474,308	2,372,876	1,898,568	80
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Total For INSTRUCTION	4,881,683	2,288	4,883,971	38,482,417	33,598,446	87
DISTRICT ADMINISTRATION						
100 Salaries	362,271	0	362,271	1,437,924	1,075,653	75
200 Employee Benefits And Allowances	61,905	0	61,905	307,334	245,429	80
300 Services Purchased	115,426	0	115,426	427,550	312,124	73
500 Supplies And Materials	5,696	0	5,696	45,959	40,263	88
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Total For DISTRICT ADMINISTRATION	545,298	0	545,298	2,218,767	1,673,469	75
OPERATIONS AND MAINTENANCE						
100 Salaries	386,223	0	386,223	1,852,576	1,466,353	79
200 Employee Benefits And Allowances	74,987	0	74,987	403,341	328,354	81
300 Services Purchased	316,327	0	316,327	1,014,254	697,927	69
500 Supplies And Materials	164,808	0	164,808	1,163,802	998,994	86
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Total For OPERATIONS AND MAINTENANCE	942,345	0	942,345	4,433,973	3,491,628	79
TRANSPORTATION & HOUSING						
100 Salaries	116,291	0	116,291	659,709	543,418	82
200 Employee Benefits And Allowances	28,627	0	28,627	148,172	119,545	81
300 Services Purchased	16,808	0	16,808	109,500	92,692	85
500 Supplies And Materials	88,112	0	88,112	362,500	274,388	76
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Total For TRANSPORTATION & HOUSING	249,838	0	249,838	1,279,881	1,030,043	80
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Grand Total	6,619,164	2,288	6,621,452	46,415,038	39,793,586	86

REPORT TO TRUSTEES
FOR THE PERIOD ENDING: September 30, 2024

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
INSTRUCTION						
100 Salaries	3,513,077	0	3,513,077	27,333,263	23,820,186	87
200 Employee Benefits And Allowances	839,561	0	839,561	6,175,987	5,336,426	86
300 Services Purchased	397,887	34,388	432,275	3,553,896	3,121,621	88
500 Supplies And Materials	209,834	0	209,834	2,320,657	2,110,823	91
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Total For INSTRUCTION	4,960,359	34,388	4,994,747	39,383,803	34,389,056	87
DISTRICT ADMINISTRATION						
100 Salaries	388,444	0	388,444	1,639,336	1,250,892	76
200 Employee Benefits And Allowances	68,260	0	68,260	353,276	285,016	81
300 Services Purchased	179,165	0	179,165	395,550	216,385	55
500 Supplies And Materials	1,558	0	1,558	38,582	37,024	96
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Total For DISTRICT ADMINISTRATION	637,427	0	637,427	2,426,744	1,789,317	74
OPERATIONS AND MAINTENANCE						
100 Salaries	438,947	0	438,947	1,941,693	1,502,746	77
200 Employee Benefits And Allowances	91,798	0	91,798	425,386	333,588	78
300 Services Purchased	188,309	0	188,309	1,012,500	824,191	81
500 Supplies And Materials	169,341	0	169,341	1,146,001	976,660	85
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Total For OPERATIONS AND MAINTENANCE	888,395	0	888,395	4,525,580	3,637,185	80
TRANSPORTATION & HOUSING						
100 Salaries	109,689	0	109,689	673,091	563,402	84
200 Employee Benefits And Allowances	26,788	0	26,788	151,399	124,611	82
300 Services Purchased	38,300	0	38,300	104,500	66,200	63
500 Supplies And Materials	61,850	0	61,850	382,500	320,650	84
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Total For TRANSPORTATION & HOUSING	236,627	0	236,627	1,311,490	1,074,863	82
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Grand Total	6,722,808	34,388	6,757,196	47,647,617	40,890,421	86



Memorandum

Date: October 9, 2024
To: Committee of the Whole
From: Vianne Kintzinger, Interim Superintendent
Re: School Growth Plans and Presentation to the Board

1.0 BACKGROUND

In accordance with Policy 430, school principals shall--
(3.) Develop school plans for student achievement which will address present and future educational needs of the school/program

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 OPTIONS:

- (A) Accept the 2024/25 School Growth Plans
- (B) Make recommendations for further information or adjustments to the submitted school growth plans

4.0 STAFF RECOMMENDATION:

That: Staff accept the 2024/25 School Growth Plans as presented

5.0 APPENDICES

- (A) School Growth Plans
- (B) Presentation Schedule

Appendix A:

School Growth Plans (Summary)

School	Goals	Strategic Plan (Link)
Partners in Education (PIE)	Prioritize mental health, community connections, and social-emotional learning	Cultivating Connection (ʔaʔaθəm)
	Ensure early learners and students have the best possible learning experience (student success)	Cultivating an Ethic of Learning (titwšəm taʔow)
Brooks Secondary	Improve student engagement and achievement by continuing to align instruction, assessment & reporting with the refreshed BC K-12 curriculum and the newly implemented reporting order	Cultivating an Ethic of Learning (titwšəm taʔow)
	Students and staff develop stronger feelings of being welcomed, connected and sense of belonging in our school community	Cultivating Connection (ʔaʔaθəm)
James Thomson Elementary	James Thomson Elementary will work on improving all students' reading achievement level by the end of the year as measured by the DIBEL's reading assessment.	Cultivating an Ethic of Learning (titwšəm taʔow)
	Staff at James Thomson Elementary feel it is important to foster a culture of respect and integrity to ensure every student feels physically, emotionally, and socially safe at school. As such the school will emphasize character education in both classroom and school-based activities to create students of moral and ethical courage. Growth will be measured through engagement surveys with students, families, and staff.	Cultivating Connection (ʔaʔaθəm)
	Improve Indigenous student success and/or a sense of belonging and presence for Indigenous learners. Staff will also work on delivering curriculum through an Indigenous lens helping to deepen understanding and create connections through the First Peoples Principles of Knowing	Cultivating Integrity/Responsibility (hays qayumux ^w ʔayʔaytaʔwθ) Supporting Self-Determination (ʔaʔjinx ^w egəs)
Texada Elementary	Focus on Literacy	Cultivating an Ethic of Learning (titwšəm taʔow)
	Building Connection to Place	Cultivating Curiosity (payot gagayətən)

	Building Empathy and Emotional Intelligence	Cultivating Connection (ʔaʔaθəm)
Kelly Creek Community School	To improve literacy achievement for all learners.	Cultivating an Ethic of Learning (titiwšəm taʔow)
	More students and families are connected and engaged in the school community (<i>people</i>).	Cultivating Connection (ʔaʔaθəm)
	More students and families are connected and engaged in the school community (<i>place</i>).	Cultivating Connection (ʔaʔaθəm)
Henderson Elementary	Ensure early learners and students have the best possible learning experience (student success	Cultivating an Ethic of Learning (titiwšəm taʔow)
	Prioritize mental health, community connections, and social-emotional learning.	Cultivating Connection (ʔaʔaθəm)
	Improve Indigenous student success and/or a sense of belonging and presence for Indigenous learners	Cultivating Integrity/Responsibility (hays qayumix ^w ʔayʔaytaθ)
Edgehill Elementary	To improve our students' READING skills	Cultivating an Ethic of Learning (titiwšəm taʔow)
	To cultivate our students' social-emotional wellness and self-regulation skills	Cultivating Connection (ʔaʔaθəm)
	To support students in becoming numerate and use mathematics confidently at school and in their lives.	Cultivating an Ethic of Learning (titiwšəm taʔow)
Westview Elementary	Focus on foundational learning in literacy and numeracy to improve achievement for all learners	Cultivating an Ethic of Learning (titiwšəm taʔow)
	Continue to create and promote culturally safe, welcoming, and inclusive learning environments through intentional learning activities and supportive structures	Cultivating Integrity/Responsibility (hays qayumix ^w ʔayʔaytaθ)
		Cultivating Connection (ʔaʔaθəm)



School Growth Plan 2024/2025

School: Partners in Education (PIE)

Principal: Stephanie Hall

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.



Our Story

We are grateful that our school district, and the original centre of our program, 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 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 1,358 students with an approximate combined full-time equivalency (FTE) of 1,150. While many students are enrolled with PIE full-time, some students in Grades 8-12 are enrolled part-time. The difference between our number of students and our FTE is the result of having part-time students in Grades 8-12.

PIE students are primarily located in 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 select 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 is an integral part of that process.

Our Motto:

Where Life and Learning Meet

Our Vision:

PIE supports students and parents in developing and carrying out an educational program that meets provincial learning standards. Educational 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.

Design Statements gleaned from several stages of an Appreciative Inquiry process over the past six years are:

In the PIE program, 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 1,358 students enrolled in PIE this year we currently support 341 students with disabilities and diverse abilities, and 135 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 curriculums 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
- be seen and appreciated for the individuals they are

Goal 1

Priority 3: Cultivating Connection (ᐃᐱᐱᐱᐱᐱ)

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

- Engage, involve and support connections within the school and community
- Amend professional development schedule to allow PIE teachers to learn with and from each other and other online educators
- Continue to identify students of concern and implement strategies to build connections with them, with mid-year review and year-end reflection on what worked well and what didn't work
- Trauma-informed learning strategies resource to be created/collated by trauma awareness committee for PIE families and staff

Evidence

- Continue to provide locally relevant and enriching In-Person Learning Opportunities for PIE students (from **Sept-June**)
- Work with outside agencies, as needed, to best support PIE students (from **Sept-June**)
- Offer a whole-school professional development session in qathet on **August 27th-28th**
- Move our provincial specialist association (PSA) day from Oct 25th to May 1st to allow for more PIE staff to attend the BC Educators for Digital Learning (BCEDL) conference in Victoria, BC, on **May 1st**
- PIE staff will complete the 2024-2025 Students of Concern survey for 3-5 of their 24-25 students by: **October 31st**
- PIE Staff will complete a Students of Concern Mid-year Check-in by: **Jan 31st**
- PIE Staff will complete a year-end Students of Concern reflection by: **June 1st**
- Share Trauma-Informed Learning Strategies resource progress by: **January 8th** and completed project by: **June 27th**

Goal 2

Priority 1: Cultivating an Ethic of Learning (tituwšem taᐱow)

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

- Create a Brightspace 'Welcome Module' that incorporates Universal Design for Learning (UDL) strategies and approaches as an inclusive introduction to online learning
- Identify and develop authentic resources to guide students and families through inquiry-based learning
- Analyse course completion data
- Survey Grade 10-12 students to see what helps and hinders them in completing their courses

Evidence

- Share 'Welcome Module' progress by: **January 8th** and have the finished product ready for use by: **June 27th, 2025**
- A resource sharing authentic resources (including information on how to find/develop authentic resources) for use in inquiry-based learning will be shared with PIE students and parents/caregivers by **June 27th, 2025**
- Course completion data compiled and reviewed by PIE staff (in virtual 'data walks') at our **January 8th** and **June 4th** staff meetings
- Data from PIE students describing what does and does not help them with completing their courses compiled by: **January 31st**



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 the following types of students: '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.

multi-age
personalized
progressive
positive
supportive
unique
rigorous
connection
collaborative
familial
inclusive
relationships
flexible
individualized



School Growth Plan

School: Brooks Secondary

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.

Our Story

Brooks Secondary is the sole secondary school in qathet School District. Brooks serves all students, grades 8-12, in the qathet Regional District, with offsite campuses and programs to support diverse learners with flexible and experiential learning opportunities. Brooks currently enrolls approximately 900 students and will host approximately 60 international students this school year. 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 and integrate Indigenous learning and perspectives by local knowledge keepers and educators with students. 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, all students make their way to Brooks for their graduation program school years. 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 and economics, to our present-day emphasis on inclusiveness and reconciliation, our students' educational and social-emotional needs are our first priorities.

Our diverse population includes approximately:

All Students	Indigenous Students	Students with Disabilities or Diverse Abilities	Dual Credit Students	French Immersion Students	International Students
900 students	140 students	200 students	80 students	63 students	60 students

Using the Ministry of Education and Child Care's vision for student success, our objective is for all students to graduate from Brooks with dignity, purpose and options.

Goal 1 (Strategic Priority – Cultivating an Ethic of Learning)

Improve student engagement and achievement by continuing to align instruction, assessment & reporting with the refreshed BC K-12 curriculum and the newly implemented reporting order.

In reviewing the graduation rates over the past few years, looking specifically at priority student populations, we are aiming to improve our completion rate. Utilizing the learning that has taken place in terms of strength-based reporting, universal adaptations to support all students and improved home-school communication, we feel we can support more students in graduating with dignity, purpose and options.

Action

- Continue building positive connections through our remedy/student support program. Teachers provide support to classes and students as part of their pooled remedy.
- Integrate Social Emotional Learning practices
- Integrate culturally responsible teaching practices
- Embed First Peoples Principles of Learning
- Foster deep learning
- Dedicated after school help center with late bus provided (once a week)
- Increase student voice
- Address knowledge gaps since 2020
- Professional Development/collaboration opportunities:
Trauma-informed practice, Universal Design for Learning, Project Based Learning, Formative Assessment, Strength based descriptive feedback, etc.

Evidence

- Grades 10/12 Graduation Assessments
- Completion and Graduation rates
- Student Learning Survey
- Grade to grade transition data
- Grade 8/9 grades-wide assessments
- Report Card data
- Course completion rates
- School based student, staff, family surveys

Goal 2 (Strategic Priorities – Cultivating Connection and Supporting Self-Determination)

Students and staff develop stronger feelings of being welcomed, connected and sense of belonging in our school community.

As a whole staff, we have been very intentional in connecting positively with each other, students, families and the community. We want to improve that, ensuring that families feel welcome and engage more at school hosted functions, and the community is proud of their high school. We have reviewed parent, staff and student surveys and hope to create the school culture that all feel a connection to and ownership of.

Action

- Support staff collaboration time
- Add a late bus for after school clubs, practices
- Set up access to a quiet room for students (during instructional time and during breaks)
- Increase clubs/extra-curricular/intramurals for grade 8 & 9 only
- Provide morning announcements over PA at set time

- Improve access to outdoor learning and leisure spaces
- Improve new staff/student orientation

Evidence

- Student Learning Survey
- School based student, staff, family surveys
- Improved attendance
- High engagement in extra-curricular activities
- Increased involvement/connection for families

Our Story is Beyond

Brooks, like many schools, is still rebuilding after so much disconnect during the pandemic. Families that pulled back are still gradually returning to the school community. Students are still readjusting to the demands and rigor of class. We are faced with the anxiety and stress of young adults not accustomed or confident to take risks in their learning. We hope to reassure and rebuild their conviction in their education and improve their school experience.



School Growth Plan 2024/2025

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.

Our Story

We are very proud to provide a rich learning environment for students on the unceded traditional and treaty lands of the ƛaʔamun (Tla'amin) people. The Wildwood area where James Thomson School is located is commonly referred to as ƛiçəm (Thichum) which means "on the edge of the forest". In 1914, five-acre parcels of land were made available for people wanting to settle in the Wildwood area. James Thomson was one of the people who camped on the Vancouver courthouse steps for more than a month to ensure he received a land grant. The school property is part of the original grant. 101 years ago, the first school in Wildwood opened in 1923, with 30 pupils from Grades one to six. Additions were made and in 1931, the primary building was raised to allow for classrooms in the basement. In 1955 the main building was constructed, commencing with the Gymnasium and two classrooms. Further classrooms were added in 1958. The student population reached a peak in 1990, with approximately 375 students enrolled in Grade K through 7. The present enrolment is 266 students. In 1986, with the assistance of the Tla'amin Nation, an afternoon language enrichment class was begun at Tla'amin for Kindergarten students. We are committed to supporting ayajuthem language instruction in all classrooms. Through annual legacy projects, our students and school strengthen our connection to the Tla'amin Nation and heritage. In 2010, James Thomson welcomed its first French Immersion students to the school with a Kindergarten/Gr.1 class and now boasts a robust K-7 program with students graduating with a dual diploma from Brooks Secondary. Our May Day celebration is a part of our Wildwood tradition, and the Maypole Friendship dance and May Day parade are highlights of our year. James Thomson is fortunate to have strong parent involvement in the school's activities and traditions. Parent volunteers are an integral part of the school garden activity, Farm to School feasts, and the school's breakfast program. Our school mascot is the raven, and our motto is:

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

James Thomson Elementary School (qathet School District) 6388 Sutherland Avenue, Powell River, BC, V8A 4W4
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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 work on improving all students’ reading achievement level by the end of the year as measured by the DIBEL’s reading assessment.

Action 1

All students will have a reading assessment done at the beginning, middle, and end of the year using the DIBLES reading assessment (for English) and the IDAPEL (French). Following each assessment period, the school learning team will review the results with the District Director of Instruction. At least twice a year the student learning team, which consists of school administrations, the reading intervention teachers, and the classroom teachers, will meet to discuss classroom to review results and consider supports needed for the classroom.

Evidence 1

Evidence of growth will be seen through results of the DIBELS and IDAPEL, as well as additional evidence-based assessments such as Benchmarks, Jerry Johns etc. as required for individual students, to deliver effective classroom- based literary instruction.

Action 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.

Evidence 2

The school administration and Learning team will meet with teachers once a term to discuss their classroom-based programs. This discussion will be influenced by their reading assessment data, and programs will be adjusted based on needs and success. A portion of each staff meeting will be reserved for reviewing classroom-based literacy.

Action 3

James Thomson will foster student writing by giving opportunities for students to “publish” their writing to a larger audience.

Evidence 3

James Thomson will develop a student newsletter called ʔaʔaθəm (which means to sharing things/gifts) which will be published bi-monthly. ʔaʔaθəm will showcase student work focusing on the tla’amin taʔaw – school monthly themes. The school will look for ways to engage students in the creation of this Newsletter.

District Priority 3: Cultivating Connection

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

Goal 2

Staff at James Thomson Elementary feel it is important to foster a culture of respect and integrity to ensure every student feels physically, emotionally, and socially safe at school. As such the school will emphasize character education in both classroom and school-based activities to create students of moral and ethical courage. Growth will be measured through engagement surveys with students, families, and staff.

Action 1

James Thomson Staff will work with the λολορ (Student Council – the ῥαγᾱθᾱ meaning of λολορ is “healing”) to sponsor three events throughout the year. These events will be planned and delivered by the λολορ.

Evidence 1

The λολορ will be responsible for ensuring that the activities are based on building positive character traits and focus on increasing connections in the school. When possible, they will connect the activities to land based learning.

Evidence 2

The office will track office referrals from teachers and review during staff meetings.

Action 2

In addition to the tla’amin taῥaw, a committee of staff and parents will look into adopting a program for SEL that will be used to support the design of lessons and activities for daily classroom use. These resources will be connected to the Core Competencies and will be focused on character development. Teachers will also include Indigenous teachings and stories on how to be a good human in their lessons.

Evidence 2

Classes will periodically participate in surveys that gauge how students are feeling in regard to safety and belonging. Parents will also be sent surveys to review their perceptions as to the school.

Action 3

James Thomson will sponsor events to involve families and community members as part of the school. Events will include, but not be limited to: Welcome Back BBQ (Families), Spaghetti Dinner (Community), Christmas Lunch (School), Taco Tuesday (Community and School) and an end of Year BBQ.

Evidence 3

At the end of the year families will be given an opportunity to reflect through a survey regarding the activities that took place during the year. This will help us plan for future activities.

District Priority 5: Cultivating Integrity/Responsibility

(truth and reconciliation, climate change, organizational health and sustainability)

Goal 3

Improve Indigenous student success and/or a sense of belonging and presence for Indigenous learners. Staff will also work on delivering curriculum through an Indigenous lens helping to deepen understanding and create connections through the First Peoples Principles of Knowing

Action 1

James Thomson staff will continue to foster a deeper relationship with the Indigenous education department, working with our Indigenous success teachers, and čęθ, to create learning opportunities for students. Staff will also work 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 - possibly connected with a knowledge keeper who could share stories with students as they carve.
- 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.

Action 2

James Thomson Elementary will find ways to engage with families in the Nation to create safe spaces, and additional opportunities to engage in learning as part of our continual efforts towards reconciliation.

Evidence 1

We will engage with parents and staff at the national to continual check our practice and look for better ways to engage with families and the Nation.

Action 3

Classroom teachers will look for ways to implement land-based learning into their curriculum using fieldtrips and outdoor teaching spaces. They will also engage with the Indigenous Education Department to access resources that lean on tla'amin teachings.

Evidence 1

Discussions will be had during staff meetings, and regular check-ins to measure the success of activities with the intention of continual improvements.

Our Story is Beyond

In addition to our Academic and Social-Emotional goals for this upcoming year, we at James Thomson Elementary will also be engaging with the High School to find as many opportunities as possible to bring Brooks students into our classrooms. This may be through buddy ready, passion project presentations, sports days, and exploring growth within the performing arts. We will also be implementing a new Student Leadership program that provides students from K-7 with an opportunity to be an active member of the school community and continue to work with staff to continuously support students in developing a strong sense of self, and an inner moral compass.

School Growth Plan 2024-2025

Texada Elementary School

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.*

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. As it was built for secondary students, some modifications were necessary in order 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, though 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, 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 relatively well stocked library, and full computer lab outfitted with individual student laptops and desktop computers. 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.

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 31, with one intermediate and one primary division. On staff we have a teaching principal, two full-time teachers, a full-time educational assistant, a part-time custodian and an Office Manager taking care of our secretarial needs one day per week.

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.

Priority 1 - Cultivating an Ethic of Learning

Year Focus: Literacy

Action

- *Utilize evidence-based literacy strategies in all grades*
- *Utilize evidence-based literacy assessment tools for both primary and intermediate students*
- *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*
- *Review literacy goals periodically throughout the year*
- *Utilize Heggerty, Reading Eggs, and Raz Kids to focus targeted reading instruction.*
- *Use U-Fly and Orton Gillingham methods for literacy intervention with known struggling readers*
- *Update library with seating, check-in and check-out system, and arrangements to increase student use and interaction*
- *Increasing parent volunteer base for reading support*
- *EA targeted intervention/schedule*

Evidence

- *Improved DIBELS scores*
- *Uptake in library loan system use and interlibrary loan requests*
- *Student use of check-in/check-out system*

Priority 2 – Cultivating Curiosity

Year Focus: Building connection to place

Action

- *Increasing outdoor learning opportunities in regular programming*
- *Professional Development in outdoor learning*
- *Integration of place-based learning both in school and community*
- *Student leadership and service program*

Evidence

- *Increase in community member engagement*
- *Regular outings into the area surrounding the school as part of meditative and place-based practice*
- *Regular field trips (1-2 times per trimester)*
- *Personal and social connection via core competency criteria (“social awareness and responsibility”)*
- *Student sense of responsibility and care for school and local community*

Priority 3 - Cultivating Connection

Year Focus: Building empathy and emotional intelligence

Action

- *Actively celebrate kindness among students (especially September/October) school-wide*
- *Create respectful interactions between students*
- *Using Zones of regulation regularly to help students develop emotional intelligence*
- *Positive behaviour assessments as needed for key students*
- *Increased Pro-D training for socioemotional learning*
- *Use restitution and acts of community service as consequences*
- *Designate a calming and quiet space (center classroom) for students who are extremely elevated or unregulated*
- *Incorporate a schoolwide positive reinforcement system so that all students can be celebrated, especially those with emotional dysregulation*
- *Student-driven use of calming room*

Evidence

- *Fewer incidents and student outbursts*
- *Observations of students openly resolving conflict without need for teacher intervention*
- *Students noticeably “walking away” from conflict*
- *Use of multisensory room identified by students as a helpful strategy to de-escalate from Red and Yellow zones*



Reflection

What does the data and evidence reveal? What are you learning as a result of the data? What data do you still need? What existing challenges does the data and evidence clarify or confirm?

Students are becoming more confident readers – some who wouldn't even participate in the DIBELS are now taking risks and reading more. Self-proclaimed “non-reader” in grade 5 borrowed an easier novel near the end of this school year (May)

Individual growth shown in school data above

District-wide noticeable gap in learning for grades 3-5 (COVID gap); Texada's students not immune to this

Multi-age reading groups show rates of improvement are different, may change group arrangements

1:1 parent-student reading has been an effective strategy to boost student engagement with books and the library - Some children read to parent, or some parents read to child (give them the option?)

Data we need: How can we implement parent reading volunteers more consistently/effectively each week?

Next Steps

What are your next steps? What might be addressed in the coming year? What can the school realistically tackle in the next few weeks, months, next school growth plan?

How could we effectively grow reading groups in classroom before Christmas for K-2? Could there be reading groups in grade 1? A read-together, find-this-word, breakout into small groups could be an activity

Considering: Early/struggling readers: Poppy (Primary Organization from Richmond – Leanne Gehan, early lit conventions, etc) can provide resources for intervention

Formative assessments -> guides for what we do; doors open to others in district for more resources

Framework process multi-year; provincial K-3 screener for literacy incoming at some point

Wylie Blevins - "What is beneficial to most, essential to some, harmful to none?"

Grapheme-phoneme connection – goal to establish by end of kindergarten; explicit intervention focus if not established. Reviewing literacy framework - UFLI (US) goes K-2; UFLI (CAD) should be considered for K-3.

VC.CV & syllabication focus for Gr 3 next year is possible.

Some strategies for next year:

- (1) Explicit instruction (I do, we do, you do)
- (2) rich & diverse texts
- (3) one-to-one differentiation where possible
- (4) peer-to-peer (and community members)
- (5) formative assessment

(6) scope & sequence for planning

(7) read-alouds (picture books, theme – science, socials)

Direct steps:

Parent Readers Weekly – Adults who are comfortable as leading & offering a list of questions for students as they read:

- 1) Walk through pictures, make some guesses
- 2) Read through together
- 3) Each person reads a page
- 4) Ask for comprehension (characters? Problem? What happened?)

Gallery Walk – What words can we find?

Targeted Reading Groups Cont'd; overlap btw. Mrs. Wyatt and Mrs Baker's class

Intervention Readers teamed with gr 2 as leaders (MC with Whitney, LW with Freyja)

Trip to the Library (in PR)

Literacy Framework Suggestions – Carol

UFLI – replace reading prescribed texts with contextualized reading activities; comprehension

Continue with Reading Eggs & Fast Phonics

Reading Rev introduced

Studies with Picture Books – move into writing



School: Kelly Creek Community School

Principal: Michael Hilleren

School Growth Plan 2024/2025

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.

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. Over the last four years, Kelly Creek has seen incremental growth in our school population and enrollment is 176 students from Kindergarten to Grade 7. In addition to our school, we have a Strong Start early learning centre located nearby and a Daycare opening soon (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
- 14% (24) 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 and interventions
- Most of our learners enjoy project-based, rich and continuous outdoor learning opportunities, with many families seeking Kelly Creek for this reason

- Many of our learners enjoy being at school (feel welcome)

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)
- 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

Evidence

- DIBELS assessments
- Reading Interventions, including
 - Smaller groups and or more targeted interventions
 - More intervention time (continue with primary focus)
 - Improvements in T1 reading instruction, targeting teachers that are interested (year 1)
- 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 2A: More students and families are connected and engaged in the school community (*people*).

- We want to emphasize the importance of community, not only in our name, but our classrooms, hallways and outdoor spaces.
- We want our school to be a safe, inclusive, and responsive environment that supports all learners.
- We want our school to be a culturally-sensitive place where all students and families feel welcome.
- We want families to feel comfortable in the school and take an active role in supporting both classroom learning and learning at home.
- We want to increase volunteer opportunities for students.
- We want to increase student leadership opportunities for students.

- We want to increase volunteer opportunities for adults.

Action

- Cross-grade (buddy) activities
- Open day PAC coffee “meet and greet”
- Community invites 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
- Make learning public
- 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

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

- We want to foster an appreciation and responsibility (stewardship) for the natural environment.
- We want to increase connection between students outside the classroom.
- We want to learn from the land with respect for the Tla’amin peoples, who have caretaken on this land for thousands of years.
- We want to provide unique and engaging outdoor learning experiences that utilize the natural environment.

Action

- Increased utilization of the outdoor classroom
- Continue to inquire about our “Welcome Pole.”
- “Explore Days” intentionally taking students off campus for rich project-based, land-based learning
- Increased use of the special “places” around our school, beach, forest, hatchery, estuary, garden for learning experiences
- Meaningful, targeted outdoor activities and learning opportunities for all levels
- Visual space dedicated to indigenous ways of knowing and being with learning component
- Visual space dedicated to Pride flag and SOGI with learning component

- Utilize student voice to expand upon our knowledge and approach to stewardship
- Expand upon the good work already done with respect to land acknowledgements (classroom-based)
- Increased use of ʔayʔajuθəm on announcements, in assemblies and in signage around the school

Evidence

- Classroom assessments
- 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

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: 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 120 students enrolled for the 2024 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 tisk^wət over-looking the Salish Sea. The tisk^wət 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 2023-24 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.

Goal 1

District Priority 1: Cultivating an Ethic of Learning

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

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

Action

1. All students will have a reading assessment done at the beginning, middle, and end of the year using the DIBLES 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. Henderson will foster student writing by giving opportunities for students to "publish" their writing to a larger audience.

Evidence

1. Individual student growth will be monitored throughout the year with a goal set at the beginning of the year during the class meetings and reevaluated throughout the year.
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. A portion of each staff meeting will be reserved for reviewing classroom-based literacy. These programs could include things like UFLI, Heggerty, Literacy Stations, Raz kids, Choice reading, Decodable Books, Reader's Workshop, etc.
3. Henderson will offer different opportunities for students to publish their writing including "hot off the press" bins in classrooms or the library, author's chair or author's corner, potentially creating a school newsletter, or a school blog where students can post their work to an online audience.

Goal 2

District Priority 3: Cultivating Connection

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

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

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 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 BBQ in September (Meet the teachers) and June (end of school), a family dinner in February?, family movie nights.
3. 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.

Evidence

1. The STARR program is woven into the culture of Henderson Elementary in the many ways listed above throughout the year.
2. At the end of the year families will be given an opportunity to reflect in a survey regarding the activities that took place during the year. This will help us plan for future activities.
3. 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, each house team will have a logo and have it painted onto a board to be placed on the gym wall.
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.

Goal 3

District Priority 5: Cultivating Integrity/Responsibility

(truth and reconciliation, climate change, organizational health and sustainability)

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

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 čepθ 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:
 - An Indigenous themed mural to be completed by all homerooms – in conjunction with the čepθ. This year we will be highlighting a χəwgəs (bear). We will try to connect with a local indigenous artist to outline the χəwgəs for the class to paint.
 - Introduce opportunities for students to carve - possibly connected with a knowledge keeper who could share stories with students as they carve.
 - Purchase resources and materials to create Indigenous Ed kits for classrooms
 - Create a bench for students on the grounds with indigenous carvings/stories

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. Mural will be completed by June 2025

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 Growth Plan 2024-2025

School: Edgehill Elementary

Principal: Mr. Jamie Burt

Vice-Principal: Ms. 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 at 'the top of the hill' from Willingdon Beach on Abbotsford Street. The school brings together students from along Manson Avenue starting in the south by the Academy of Music School and going north through the Cranberry Lake region and stretching to the old Townsite. This current 2024-2025 school year we have a student population of approximately 225 students in 10 divisions/classrooms.

Our code of honour:

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 researcher 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.

Heart-Mind Well-Being



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, in order to push 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, music experiences and StrongStart as we provide a robust learning program for learners of all ages! We also have a before and after school care for families and a seamless Kindergarten program.

Edgehill students are offered a rich musical experience. Our music program is annually highlighted by vibrant winter concerts. We highlight student abilities through an annual Talent Show and our Volunteer Thank You Picnic in the Park performance. We have a Primary Choir, Intermediate Choir, and a School Rock Band. These groups 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 at times during the school year. 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 new playground featuring a Mud Kitchen, garden area with edible plants and a new 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!

We build school spirit and connections through week-long events such as Awesome Autumn and Literacy Week (always themed around one particular book/theme with fun dress up opportunities!). We also collect points for 'school teams', though admittedly the focus is not on competition, and the points don't matter as much as the fun does! This year we voted as a school on developing new house teams: Grizzlies, Orcas,

Cougars and Wolves. We celebrate Edgehill spirit in our Fun Days and in our assemblies – the dedication to our school from staff, parents, and students can be felt through the walls of the school.

Edgehill Leadership Students are highly engaged and motivated to make a positive impact in the school and community. They plan events, create dramatic plays, decorate, and beautify the school, as well as lead younger groups of students. Our student leadership team is very excited to form district connections with other school's student leadership teams. Our STARR program (Students Teaching Altruism Respect and Responsibility) has students taking the lead and providing opportunities for writing and drawing contests as well as making presentations in assemblies modelling how to take care of ourselves, others and our place.

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:

- 11% of our learners are of Aboriginal Ancestry
- 13% of our learners have individual education plans
- Our primary cohort (K-3) is the largest and fastest growing part of our population.

Goal 1 - LITERACY

*To improve our students' **READING** achievement skills.*

Objectives

Objective #1: Continue to increase phonics skills and phonemic awareness skills in grades K-3

Kindergarten

- Letter name fluency- decrease in students needing intensive support from beginning of year to end of year by 70%
- Phonemic segmentation fluency-decreasing students needing intensive support from beginning of year to end of year by 70%
- Letter sound fluency with nonsense words- decrease in students needing intensive support from beginning of year to end of year by 70%
- Blending fluency with nonsense words- decrease in students needing intensive support from beginning of year to end of year by 70%

Grade 1

- letter name fluency-decrease in students needing intensive support from beginning of year to end of year 70%
- Nonsense word correct letter fluency- decrease in students needing intensive support from beginning of year to end of year by 40%
- word reading fluency- decrease in students needing intensive support from beginning of year to end of year by 40%

Grade 2

- Nonsense word- correct letter sounds fluency- decrease in students needing intensive support from beginning of year to end of year by 50%
- nonsense words-word reading fluency and blending sounds- decrease in students needing intensive support from beginning of year to end of year by 50%

Grade 3

- Nonsense words correct letter sounds fluency- decrease in students needing intensive support from beginning of year to end of year by 50%
- Nonsense words word reading fluency- decrease in students needing intensive support from beginning of year to end of year by 50%

Objective #2: Continue to increase student word reading fluency skills in grade K-3

Kindergarten

- Word reading fluency- decrease in students needing intensive support from beginning of year to end of year by 20%

Grade 1

- Word reading fluency- decrease in students needing intensive support from beginning of year to end of year by 40%

- Oral reading fluency- decrease in students needing intensive support from beginning of year to end of year by 40%
- Oral reading accuracy-decrease in students needing intensive support from beginning of year to end of year by 40%

Grade 2

- Word reading fluency- decrease in students needing intensive support from beginning of year to end of year by 50%
- Oral reading accuracy -decrease in students needing intensive support from beginning of year to end of year by 30%
- Reading comprehension (MAZE)- decrease in students needing intensive support from beginning of year to end of year by 20%

Grade 3

- Oral reading fluency accuracy -decrease in students needing intensive from beginning of year to end of year 40%
- Word reading fluency- decrease in students needing intensive support from beginning of year to end of year by 40%
- Reading comprehension (MAZE)- decrease in students needing intensive support from beginning of year to end of year by 20%

Objective #3: Continue to increase oral reading fluency, accuracy and comprehension skills in the intermediate grades 4-7

Grade 4

- Oral reading accuracy -decrease in students needing intensive support from beginning of year to end of year by 20%
- Oral reading fluency words correct -decrease in students needing intensive support from beginning of year to end of year by 20%
- Reading comprehension (MAZE)- decrease in students needing intensive support from beginning of year to end of year by 20%

Grade 5

- Reading comprehension (MAZE)- decrease in students needing intensive support from beginning of year to end of year by 20%

Grade 6

- Oral reading fluency - decrease in students needing intensive support from beginning of year to end of year by 20%
- Reading comprehension (MAZE)- decrease in students needing intensive support from beginning of year to end of year by 20%

Grade 7

- Oral reading fluency - decrease in students needing intensive support from beginning of year to end of year by 50%
- Reading comprehension (MAZE)- decrease in students needing intensive support from beginning of year to end of year by 50%

Evidence

- DIBELS assessment (beginning / middle / end)
- Student Learning Updates (Term 1, 2, and 3)
- FSA Data (Grade 4 and 7)
- Classroom assessments
- Teacher observations
- Library circulation

DRAFT

Goal 2 – SOCIAL EMOTIONAL LEARNING

To cultivate our students' social-emotional wellness and self-regulation skills.

Our Heart Mind and Well Being staff committee meets next week to develop this year's objectives, actions, and evidence. It will be based on data collection we did at the end of last year. We will present this to our wider staff at our Oct. 18th staff meeting.

Objectives

Evidence

DRAFT

Goal 3-- NUMERACY

To support students in becoming numerate and use mathematics confidently at school and in their lives.

Objectives

Objective#1: To establish a staff numeracy committee that will lead and guide staff through our goal.

Objective #2: To find and use a suitable assessment and establish baseline numeracy data for our students in K-7

Objective #3: To create a detailed inventory of Math resources that we have at Edgehill

Objective #4: To establish a long-term plan to improve students achievement in numeracy.

Action Plan

Year One:

- Teacher Professional Development focus, including collaboration, to examine and begin implementing best Math practices.
- Develop a scope and sequence to be shared out among all staff members.
- Refine goals specific to grade groupings.
- Identify strategies for in-class instruction.
- Create an inventory of Math manipulatives and supplies with the intention of filling gaps in our building and classrooms.
- Seek support from the District in finding/creating a school-wide assessment tool (similar to DIBELS with literacy) to implement.
- Screen three primary classes (grades 2-3) using an appropriate assessment tool to collect data and inform need moving forward into year two.
- Meet as a staff once a month to share out successes and stretches, via lunch meeting or during monthly staff meetings.
- Investigate bringing in mentor teachers: Carole Fullerton/Janice Novakowski

Year Two:

- Begin to implement in-class instructional strategies in all classrooms.
- Examine curricular competencies and create an example question and answer for each proficiency.
- Begin collecting data from all grades
- Provide feedback based on data collection
- Seek District support, targeting students who assessed 1+ grades below expectation

Year Three:

- Review and revise as needed

Evidence

To be determined

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 two years this group has honoured existing school traditions while creating new ones as well. Our school community is excited about a new addition and renovation 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 this year. Next year we will develop more school wide activities to address: Alert and Engaged, Solves Problems Peacefully, Compassionate and Kind, and Gets Along with Others. 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 some fresh ideas to our school.



School Growth Plan 2024/2025

School: Westview Elementary

Principal: Jennifer Kennedy

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.

Our Story

Westview Elementary, which opened in 2010, currently accommodates 360 students in 15 divisions. Westview is the largest elementary school and engages a diverse student population from all over the Westview area as well as from the City of Powell River and qathet region. Westview regularly welcomes the district and community to share in our building through the Multipurpose (Community) Room and large gymnasium.

Westview Elementary has a very dedicated staff who work hard to meet student learning needs. Academics are of utmost importance, and Westview is also known for a commitment to music and athletic programs. There is great support of the school by community members, many of whom were Grief Point/Westview students as well.

Westview Elementary has a very active PAC who organize numerous fundraisers and volunteer throughout the school to support teachers, field trips, school wide events, and the purchasing of sports equipment for our students.

Even though the school is just over ten years old, there continues to be excitement within the school and our wider school community about the “new” school and its ability to provide excellent, innovative, and creative learning opportunities for all students.

Our Learners

What we know

- Our learners are diverse: in interests, ethnicity, and socio-economically
- 10% of our learners are of Aboriginal Ancestry
- 11% of our learners have documented exceptional need (and a learning plan)
- 8% of our learners require ELL support (and are new families to Canada)
- Some of our learners are not reading at grade level but most students are improving reading year-over-year
- Many of our learners enjoy being at school

Goal 1

Focus on foundational learning in literacy and numeracy to improve 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 Westview to take with them the passion and stamina to be lifelong readers.
- We want students to be improving in their number fluency and numeric understanding every year.

Actions

- Additional literacy-based professional learning resources for teachers through intervention teacher
- *One School, One Book*
- DEAR opportunities
- 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
- Open library for families to access
- Increase intervention/reading materials budget to ensure there are enough leveled readers to support reading science programming.
- Increase library budget to improve collection and circulation
- Increase PD budget for literacy- or numeracy-based professional learning resources
- Explicitly share school goal of literacy learning with PAC and encourage their support (financial and time).
- Explicitly share school goal of literacy and numeracy learning with school community via website, social channels and school-home communications
- Collaboratively create information for families about literacy learning at home.
- Continue the DIBELS assessment cycle with fidelity
- Utilizing assessments (DIBELS, classroom), work with classroom teachers and intervention staff to implement and identify and target Tier 2 and Tier 3 interventions
- Support the implementation of Primary Literacy Framework

Evidence

- DIBELS assessments
- Reading Interventions, including
 - Smaller groups and or more targeted interventions
 - More intervention time (continue with primary focus)
 - Improvements in T1 reading instruction, targeting teachers that are interested (Reading Rev in Gr. 4-5)
- 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

Continue to create and promote culturally safe, welcoming, and inclusive learning environments through intentional learning activities and supportive structures.

- We want to emphasize the importance of community, not only in our name, but our classrooms, hallways and outdoor spaces.
- We want our school to be a safe, inclusive, and responsive environment that supports all learners.
- We want our school to be a culturally-sensitive place where all students and families feel welcome.
- We want families to feel comfortable in the school and take an active role in supporting both classroom learning and learning at home.

Action

- House teams rebranding indigenized logos and intentional learning about the design process, house team animal significance (PAC involvement)
- Using ʔayʔajuθəm on morning announcements and in classroom settings
- Increasing visibility of ʔayʔajuθəm throughout the school
- Learning Coast Salish anthem in music classes and singing at assemblies (with drumming)
- Cross-grade (buddy) activities
- Intermediate student council to increase student voice
- 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
- Increase activities that support positive family connections to school
- Make learning public
- Ensure diversity is represented in our materials and resources (book and text reviews)
- Continues to support and expand GSA
- Improvement in social media sharing, including adding Facebook platform for content sharing

Evidence

- Increase in visual welcome
- 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

Our Story is Beyond

Westview Elementary values the relationships with our families and community partners to create deep, creative and purposeful learning opportunities.

Appendix B

School Growth Plans Presentation Schedule

School	Date
Edgehill Elementary School	November
Brooks Secondary	December
Partners in Education (PIE)	January
Westview Elementary	February
Texada Elementary	March
Kelly Creek Elementary	April
James Thomson	May
Henderson	June



Memorandum

Date: October 9, 2024
To: Committee of the Whole
From: Vianne Kintzinger, Interim Superintendent
Re: Proposed Program Review Cycle

1.0 BACKGROUND

Alignment of School and District programs with the Ministry of Education and Child Care, the Board Strategic Plan, student interest and program viability are all variables that contribute to the success and continuity of any program offered within the qathet School District. A regular cycle of program reviews will equip the qathet Board of Education with the knowledge and information to govern and best serve the students, staff and community.

2.0 INFORMATION

Please find attached the Draft Program Review Cycle for 2024/25. Listed below are the Program Reviews, Support Structures and Initiatives scheduled for 2022/2023, and the recommended meeting dates.

2024/25 Schedule	Date	Level of Review
Framework for Enhancing Student Learning	September 25, 2024 Regular Board Meeting	Annual Report
Dual Credit Programs	November 13, 2024 Committee of the Whole	Level 2 Report
Sexual Health Education	January 8, 2025 Committee of the Whole	Level 2 Report
Superintendent's Success Report	February 19, 2025 Regular Board Meeting	Annual Report
Board Authority Authorized (BAA)	February 12, 2025 Committee of the Whole	Proposals
Academies	February 12, 2025 Committee of the Whole	Proposals
Sustainability Program	April 9, 2025 Committee of the Whole	Level 2 Report

3.0 OPTIONS FOR ACTION

- (A) Approve the proposed Program Review Cycle
- (B) Make recommendations for further information or adjustments to the proposed review cycle

4.0 STAFF RECOMMENDATION

That: the Board of Education approve the proposed Program Review Cycle.

5.0 STAFF RECOMMENDATION

(A) Draft Program Review Cycle

Appendix A: qathet School District - Program Review Cycle - DRAFT

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

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



Memorandum

Date: October 4, 2024
To: Committee of the Whole
From: Allison Burt, Director of Instruction
Information: Graduation Program Planning

1.0 BACKGROUND

Through the Course Planning process completed each school year, students select courses and programs that meet their graduation and post-secondary entrance requirements or career pathways. The courses students choose during course planning determine staffing and the timetable for the following school year.

2.0 DIRECTOR'S COMMENTS

A wide variety of course and program options are offered each year to meet student interests, needs, and goals. This includes courses required for the BC Graduation Program (English Language Arts, Social Studies, Mathematics, Science, and Career-Life Education, etc.) and electives (Applied Design, Skills, and Technologies (ADST), Arts Education, Physical and Health Education, Languages, etc.). Both Ministry of Education and Child Care Course Curriculum and Board/Authority Authorized (BAA) Course Curriculum are offered.

Students, parents, principals, teachers, and directors engage in a collaborative process to shape the course and program offerings available each academic year. Each interest group contributes valuable insights, ensuring that the choices reflect the diverse needs and aspirations of the school community. However, it is the students' course selection, based on their graduation plans, that plays a pivotal role in determining which courses and programs will ultimately be offered in the subsequent year.

3.0 APPENDICES

- (A) Graduation Requirements (Dogwood, Adult Dogwood and Evergreen)
- (B) BC Course Curriculum
- (C) Board/Authority Authorized (BAA) Courses

GRADUATION REQUIREMENTS

Students must earn the minimum number of credits required to fulfill one of the four ways to graduate in B.C.

Policy

I. B.C. Certificate of Graduation (Dogwood Diploma)

The B.C. Certificate of Graduation, or Dogwood Diploma, is awarded to students who successfully complete the provincial graduation requirements. To graduate, students require at least 80 credits total. Of these 80 credits:

- 52 credits are required from the following:
 - Physical and Health Education 10 (4 credits).
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits).
 - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits).
 - A Math 10 (4 credits), and a Math 11 or 12 course (4 credits).
 - A Language Arts 10, 11, and a required 12 course (4 credits required at each Grade, 12 credits total).
 - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total).
 - Career-Life Education (4 credits), and Career-Life Connections (4 credits).
 - Indigenous-focused (4 credits).
- At least 28 credits must be elective course credits.
- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 course and the Career-Life Connections course.

In addition, students must also complete three Provincial Graduation Assessments:

- Grade 10 Literacy Assessment.
- Grade 10 Numeracy Assessment.
- Grade 12 Literacy Assessment.

II. For French Immersion/Francophone Dual Dogwood

French Immersion Dual Dogwood

French Immersion students can earn both a British Columbia Certificate of Graduation (Dogwood Diploma) and a Diplôme de fin d'études secondaires en Colombie-Britannique.

To graduate with both diplomas, French Immersion students must meet the graduation requirements for the Dogwood Diploma and, of these 80 credits, they must earn:

- At least 16 credits at the Grade 12 level (including a Français langue seconde-immersion course at the Grade 12 level).
- Français langue seconde-immersion 10 (4 credits).
- A Français langue seconde-immersion course at the Grade 11 level (4 credits).
- Français langue seconde-immersion 12 (4 credits).
- At least 12 additional credits in Grade 10, 11, or 12 courses that are in French with at least four of these credits at the Grade 11 or 12 level.

In addition, French Immersion students must also complete four Provincial Graduation Assessments:

- Grade 10 Numeracy Assessment (English or French).
- Grade 10 Literacy Assessment.
- Grade 12 Literacy Assessment.
- Évaluation de littératie de la 12^e année – Français langue seconde-immersion.

Francophone Dual Dogwood

Francophone students (i.e., students enrolled in a francophone educational program provided by a francophone education authority) can earn both a British Columbia Certificate of Graduation (Dogwood Diploma) and a Diplôme de fin d'études secondaires en Colombie-Britannique.

To graduate with both diplomas, Francophone students must meet the graduation requirements for the Dogwood Diploma and, of these 80 credits, they must earn:

- At least 16 credits at the Grade 12 level (including a required Language Arts 12 course).
- English Language Arts courses at the Grade 10 level (4 credits).
- An English Language Arts course at the Grade 11 level (4 credits).
- A required English Language Arts course at the Grade 12 level (4 credits).
- At least 12 additional credits in Grade 10, 11, or 12 courses that are in French with at least four of these credits at the Grade 11 or 12 level.
- A Français langue première course at the Grade 10 level (4 credits).
- A Français langue première course at the Grade 11 level (4 credits).
- Français langue première – Français langue et culture 12 (4 credits).

In addition, Francophone students must also complete five Provincial Graduation Assessments:

- Évaluation de numératie de la 10^e année.
- Grade 10 Literacy Assessment.
- Évaluation de littératie de la 10^e année – Français langue première.
- Grade 12 Literacy Assessment
- Évaluation de littératie de la 12^e année – Français langue première.

III. B.C. Adult Graduation Diploma (Adult Dogwood)

Students who are 18 years of age or older have the choice of pursuing graduation through a Dogwood Diploma or an Adult Dogwood Diploma. Students must be 18 or older to enter the Adult Graduation Program and become an "adult student." To receive the Adult Graduation Diploma, or "Adult Dogwood," adult students must complete a minimum of three courses after they have entered the Adult Graduation Program. Courses can be taken through the B.C. school system or as part of Adult Basic Education (ABE) programs at post-secondary institutions.

To graduate with an Adult Dogwood, students must have:

- A required Language Arts 12 course (4 credits).
- A Math 11 or 12 course (4 credits); and
- At least three additional Grade 12 electives, or a Grade 11 Social Studies course and two additional Grade 12 electives (4 credits each). BAA, FNA, IDS, and Locally Developed courses do not meet this requirement.

Students on the Adult Graduation Program are eligible to receive graduation credit at the Grade 12 level for both Career Life Education and Career Life Connections. These courses should be reported using the course codes CLE 12 for Career Life Education and CLCG12 for Career Life Connections; both course codes are restricted for use only on the Adult Graduation Program.

Courses and credits can be counted from the B.C. school system and post-secondary systems provided they have met the criteria for equivalency.

Adult students may also get credit recognition for current or past work skills or competencies or for post-secondary courses they have completed.

Adult students are not required to complete the Graduation Numeracy or Literacy Assessments.

IV. International Student Graduation Credit

To earn a Dogwood Diploma, international students must meet all graduation requirements and demonstrate competence in one of Canada's two official languages.

There are several specific conditions that pertain to international students. As stated in the International Student Graduation Credit Policy, international students whose educational program was not instructed in either French or English for at least two years prior to arriving in British Columbia must earn credits for certain courses through instruction from a British Columbia-certified teacher (not through Equivalency review or Challenge process).

The International Student Graduation Credit Policy can be found at the link below:



[International Student Graduation Credit](#)

V. Students Transferring from Another Jurisdiction

Students who transfer to a B.C. school from another jurisdiction, Canadian or international, and begin the B.C. Graduation Program in Grade 11 or 12 must still meet all graduation requirements. Regardless of when students transfer, they must write the Grade 10 Numeracy Assessment and the Grade 12 Literacy Assessment (and the Évaluation de littératie de la 12^e année, if applicable) to graduate.

However, students who begin the B.C. Graduation Program in Grade 11 or 12 are not required to write the Grade 10 Literacy Assessment to graduate. Francophone students transferring from another jurisdiction are also not required to write the Évaluation de littératie de la 10^e année – Français langue première to graduate. An exemption request must be manually sent to the Ministry of Education and Child Care for these students. The process for requesting exemptions can be found at the link below:



[Exemptions for Students Transferring from Another Jurisdiction](#)

Completion Certificate

B.C. School Completion Certificate (Evergreen Certificate)

The School Completion Certificate, or Evergreen Certificate, is intended to celebrate success in learning and accomplishments of students who are not able to meet graduation requirements.

To be eligible for a School Completion Certificate, the student must be designated in one of the 12 Inclusive Education categories and have an IEP with replacement curriculum. The Evergreen Certificate does not represent graduation and therefore is not equivalent to a B.C. Certificate of Graduation (Dogwood Diploma). It represents the completion of personal learning goals as identified in the student's IEP.

APPENDIX 1

Curriculum Overview

B.C.'s curriculum maintains a focus on sound foundations of literacy and numeracy while supporting the development of citizens who are competent thinkers and communicators and who are personally and socially competent in all areas of their lives. The curriculum honours the ways in which students think, learn, and grow and prepares them for a successful lifetime of learning in which change is constant.

On the curriculum website, each area of learning includes:

- An **introduction** providing specifics about features, structure, and important considerations.
- **Goals** and **rationale** providing the context as well as connections to the development of educated citizens.

The curriculum website can be found at the link below. Please see each individual area of learning for further details.



[BC's Course Curriculum](#)

The courses listed under each curricular subject area that follows represent the entire listing of available ministry courses. Individual schools determine which courses they will offer during any given school year.

All courses listed are four credits unless otherwise indicated in the Course Registry which can be found at the link below:



[Course Registry](#)

English Language Arts and English First Peoples

Information on the overall purpose, intention, and goals of the English Language Arts and English First Peoples curriculum is available on the curriculum website at the link below:



English Language Arts

English Language Arts/ English First Peoples Curriculum

Composition 10
 Creative Writing 10
 Literary Studies 10
 New Media 10
 Spoken Language 10
 EFP Literary Studies 10
 EFP New Media 10
 EFP Spoken Language 10
 EFP Writing 10 (Composition and Creative Writing)

Composition 11
 Creative Writing 11
 Literary Studies 11
 New Media 11
 Spoken Language 11
 EFP Literary Studies and New Media 11
 EFP Literary Studies and Spoken Language 11
 EFP Literary Studies and Writing 11 (Composition and Creative Writing)

Composition 12
 Creative Writing 12
 English First Peoples 12*
 English Studies 12*
 Literary Studies 12
 New Media 12
 Spoken Language 12

* One of these two 4-credit courses is required for graduation.

Français langue première

Information on the overall purpose, intention, and goals of the Français langue première curriculum is available on the curriculum website at the link below:



[Français langue première](#)

Français langue première Curriculum

Études littéraires et artistiques + Expression orale 10
 Études littéraires et artistiques + Nouveaux médias 10
 Études littéraires et artistiques + Production écrite 10

Études littéraires et artistiques + Expression orale 11
 Études littéraires et artistiques + Nouveaux médias 11
 Études littéraires et artistiques + Production écrite 11

Français langue et culture 12*

* One 4-credit course required for graduation.

Français langue seconde-immersion

Information on the overall purpose, intention, and goals of the Français langue seconde-immersion curriculum is available on the curriculum website at the link below:



[Français langue seconde-immersion](#)

Français langue second-immersion Curriculum

Français langue seconde-immersion 10

Communication orale 11
 Études du cinéma et de la littérature francophones 11
 Langue et culture de la francophonie 11
 Médias et communication numérique 11

Français langue seconde-immersion 12*
 Communication orale 12
 Études du cinéma et de la littérature francophones 12
 Langue et culture de la francophonie 12
 Médias et communication numérique 12

* One 4-credit course required for graduation.

Indigenous Languages

Information about existing Indigenous Language courses in B.C. and the process for developing new Indigenous Languages courses is available on the ministry website at the link below:



[Indigenous Languages of British Columbia](#)

Indigenous Languages of British Columbia Curriculum	
ʔayʔajuθəm 5 to 12 (2022)	Nuučaanuł 5 to 12 (2009)
Dakelh Ghunek 5 to 12 (2023)	Secwepemctsin 5 to 12 (1999)
Gitxsanimx ~ Gitxsanimax 5 to 12 (2014)	SENĆOŦEN 5 to 12 (2012)
Halq'eméylem 5 to 12 (2007)	Shashishalem 5 to 12 (2001)
Heiltsuk 5 to 12 (2002)	Sim'algaxhl Nisga'a 5 to 12 (2001)
Hul'q'umi'num' 5 to 12 (2007)	Sm'algyax 5 to 12 (2000)
Kwak'wala 5 to 12 (2010)	Stát'yemcets 5 to 12 (2020)
Liqwala/Kwakwala 5 to 12 (2008)	Tsek'ene 5 to 12 (2006)
Nedut'en 5 to 12 (2024)	Upper St'at'imcets 5 to 12 (1998)
Nsíylxcən 5 to 12 (1999)	Xaayda Kil / Xaad Kil Grades 5 to 12 (2017)
Nteʔkepmxcin 5 to 12 (2008)	

Mathematics

Information on the overall purpose, intention, and goals of the mathematics curriculum is available on the curriculum website at the link below:



[Mathematics](#)

Mathematics Curriculum	
Foundations of Mathematics and Pre-calculus 10	Apprenticeship Mathematics 12
Workplace Mathematics 10	Calculus 12
Computer Science 11	Computer Science 12
Foundations of Mathematics 11	Foundations of Mathematics 12
History of Mathematics 11	Geometry 12
Pre-calculus 11	Pre-calculus 12
Workplace Mathematics 11	Statistics 12

Science

Information on the overall purpose, intention, and goals of the science curriculum is available on the curriculum website at the link below:



Science

Science Curriculum

Science 10

Chemistry 11

Earth Sciences 11

Environmental Science 11

Life Sciences 11

Physics 11

Science for Citizens 11

Anatomy and Physiology 12

Chemistry 12

Environmental Science 12

Geology 12

Physics 12

Specialized Science 12

Social Studies

Information on the overall purpose, intention, and goals of the social studies curriculum is available on the curriculum website at the link below:



Social Studies

Social Studies Curriculum

Social Studies 10

Explorations in Social Studies 11

Histoire et culture francophone 11 (Francophone History and Culture 11)

20th Century World History 12

Human Geography 12

Asian Studies 12

Law Studies 12

B.C. First Peoples 12

Philosophy 12

Comparative Cultures 12

Physical Geography 12

Comparative World Religions 12

Political Studies 12

Contemporary Indigenous Studies 12

Social Justice 12

Economic Theory 12

Urban Studies 12

Genocide Studies 12

Second Languages

Information on the overall purpose, intention, and goals of the second languages curriculum is available on the curriculum website at the link below:



[Second Languages](#)

Second Languages Curriculum	
American Sign Language 5-12	Korean 5-12
Core French 5-12	Mandarin 5-12
German 5-12	Punjabi 5-12
Italian 5-12	Spanish 5-12
Japanese 5-12	

Arts Education

Information on the overall purpose, intention, and goals of the arts education curriculum is available on the curriculum website at the link below:



[Arts Education](#)

Dance Curriculum	Drama Curriculum	Music Curriculum	Visual Arts Curriculum
Dance Choreography 10 Dance Company 10 Dance Foundations 10 Dance Technique and Performance 10	Drama 10 Theatre Company 10 Theatre Production 10	Choral Music 10 (Concert Choir, Chamber Choir and Vocal Jazz) Contemporary Music 10 Instrumental Music 10 (Concert Band, Orchestra, Jazz Band and Guitar)	Art Studio 10 Photography 10 Studio Arts 2D 10 Studio Arts 3D 10
Dance Choreography 11 Dance Company 11 Dance Conditioning 11 Dance Foundations 11 Dance Technique and Performance 11	Directing and Script Development 11 Drama 11 Film and Television 11 Theatre Company 11 Theatre Production 11	Choral Music 11 (Concert Choir, Chamber Choir and Vocal Jazz) Composition and Production 11 Contemporary Music 11 Instrumental Music 11 (Concert Band, Orchestra, Jazz Band and Guitar)	Art Studio 11 Graphic Arts 11 Photography 11 Studio Arts 2D 11 Studio Arts 3D 11
Dance Choreography 12 Dance Company 12 Dance Conditioning 12 Dance Foundations 12 Dance Technique and Performance 12	Directing and Script Development 12 Drama 12 Film and Television 12 Theatre Company 12 Theatre Production 12	Choral Music 12 (Concert Choir, Chamber Choir and Vocal Jazz) Composition and Production 12 Contemporary Music 12 Instrumental Music 12 (Concert Band, Orchestra, Jazz Band and Guitar)	Art Studio 12 Graphic Arts 12 Photography 12 Studio Arts 2D 12 Studio Arts 3D 12
Cross-disciplinary and Interdisciplinary Arts			
Media Arts 10 Musical Theatre 10	Media Arts 11 Musical Theatre 11	Media Arts 12 Musical Theatre 12	

Applied Design, Skills, and Technologies

Information on the overall purpose, intention, and goals of the Applied Design, Skills, and Technologies curriculum is available on the curriculum website at the link below:



[Applied Design, Skills, and Technologies](#)

Business Education Curriculum	Home Economics and Culinary Arts Curriculum	Information and Communications Technologies Curriculum	Technology Education Curriculum
Entrepreneurship and Marketing 10	Baking & Pastry 10 – Fundamentals Culinary Arts 10 A – Beginner Fundamentals Culinary Arts 10 B – Intermediate Fundamentals Culinary Arts 10 C – Advanced Fundamentals Family and Society 10 Food Studies 10 Textiles 10	Computer Studies 10 Media Design 10 Web Development 10	Drafting 10 Electronics and Robotics 10 Metalwork 10 Power Technology 10 Technology Explorations 10 Woodwork 10
Accounting 11 Marketing and Promotion 11 Tourism 11	Baking & Pastry 11 – Production Culinary Arts 11 A – Beginner Production Culinary Arts 11 B – Intermediate Production Culinary Arts 11 C – Advanced Production Food Studies 11 Interpersonal and Family Relationships 11 Textiles 11	Computer Information Systems 11 Computer Programming 11 Digital Communications 11 Graphic Production 11 Media Design 11	Automotive Technology 11 Drafting 11 Electronics 11 Engineering 11 Metalwork 11 Robotics 11 Woodwork 11
Accounting 12 Business Computer Applications 12 E-Commerce 12 Economics 12 Entrepreneurship 12 Financial Accounting 12 Tourism 12	Baking & Pastry 12 – Production Development Child Development and Caregiving 12 Culinary Arts 12 A – Beginner Product Development Culinary Arts 12 B – Intermediate Product Development Culinary Arts 12 C – Advanced Product Development Fashion Industry 12 Food Studies 12 Housing and Living Environments 12 Specialized Studies in Food 12 Textiles 12	Computer Information Systems 12 Computer Programming 12 Digital Media Development 12 Graphic Production 12 Media Design 12	Art Metal and Jewelry 12 Automotive Technology 12 Drafting 12 Electronics 12 Engine and Drivetrain 12 Engineering 12 Furniture and Cabinetry 12 Industrial Coding and Design 12 Machining and Welding 12 Mechatronics 12 Metalwork 12 Remotely Operated Vehicles and Drones 12 Robotics 12 Woodwork 12

Career Education

Information on the overall purpose, intention, and goals of the career education curriculum is available on the curriculum website at the link below:



[Career Education](#)

Career Education Curriculum

Career-Life Education

Career-Life Connections (includes Capstone and 30 hours of career-life exploration)

Work Experience and Apprenticeship Training

Information on the overall purpose, intention, and goals of the Work Experience and Apprenticeship Training curriculum is available on the ministry website at the link below:



[Career Programs](#)

Note: Work Experience, Youth Work in Trades, and Youth Train in Trades may be used to fulfill the Applied Design Skills and Technology portion of the graduation requirements.

Work Experience and Apprenticeship Training

Ministry Authority:

Work Experience 12A

Work Experience 12B

Workforce Training Certificates 12

Youth Train in Trades

SkilledTradesBC Authority:

Youth Explore Trade Skills 10-12A

Youth Explore Trades Sampler 12A

Youth Explore Trade Skills 10-12B

Youth Explore Trades Sampler 12B

Youth Work in Trades 11A and 11B

Youth Explore Trades Sampler 12C

Youth Work in Trades 12A and 12B

Youth Train in Trades

Physical and Health Education

Information on the overall purpose, intention, and goals of the Physical and Health Education curriculum is available on the curriculum website at the link below:



[Physical and Health Education](#)

Physical and Health Education Curriculum

Physical and Health Education 10

Active Living 11

Active Living 12

Fitness and Conditioning 11

Fitness and Conditioning 12

Outdoor Education 11

Outdoor Education 12



Board/Authority Authorized (BAA) Courses

Board/Authority Authorized (BAA) courses are locally designed Grade 10, 11 and 12 courses. BAA courses provide schools and their communities choice and flexibility when it comes to course offerings to meet the needs and interests of students. BAA courses are authorized by Boards/Authorities according to the requirements set by the Ministry of Education and Child Care.

The BAA courses listed below have been authorized by qathet School District and the Ministry of Education and Child Care:

Applied Mental Health and Wellness 12
Canadian Studies 11
Career and Life Management 10A
Career and Life Management 10B
Career and Life Management 11A
Career and Life Management 11B
Career and Life Management 12A
Career and Life Management 12B
Community Service 11
Community Service 12
English Language Development 11
English Language Development 12
Experience Canada and Community 10
Hairdressing 10A
Hairdressing 10B
Hairdressing 11A
Hairdressing 11B
Hairdressing 11C
Hairdressing 11D
Hairdressing 12A
Hairdressing 12B
Hairdressing 12C
Hairdressing 12D
Hockey 10
Hockey 11
Hockey 12
Introduction to English Language and Culture 10
Outdoor Leadership Studies 11

Outdoor Leadership Studies 12
Peer Tutoring 10
Peer Tutoring 11
Peer Tutoring 12
Psychology 11
Psychology 12
Publishing and Yearbook 11
Publishing and Yearbook 12
Recreation Management 11
Recreation Management 12
Self-Efficacy and Resilience 11
Soccer Skills 11
Soccer Skills 12



Memorandum

Date: October 9, 2024
To: Committee of the Whole
From: Vianne Kintzinger, Interim Superintendent
Prepared by: Raun Rainbow, District Principal Early Learning, Child Care and School Nutrition
Re: Child Care Program at Henderson Elementary

1.0 BACKGROUND

The Before and After School Program at Henderson Elementary has been reinstated for the 2024/25 school year after being suspended in August due to low enrollment numbers. The program is now at full capacity with 12 students.

2.0 FINANCIAL IMPLICATIONS

In August the enrollment numbers were under the daily ten child minimum. If there are under ten children, additional funds from the District must be used to cover costs of staff employment and program supports. At 12 children, the enrollment is cost neutral for staffing.

3.0 ADDITIONAL INFORMATION

Information was sent to families throughout May and June informing them that the program had low enrollment and was facing suspension for the 2024/25 year. Families were encouraged to apply for the program before the end of June; however, applications remained open until early August in hopes that there would be adequate enrollment. In future years when a program faces low attendance we will inform the school community through multiple connection points including email, posters, and handouts to both enrolling and future enrolling students.



October ##, 2024

Candidate Name
Address 1
Address 2
Address 3

Dear [Candidate's Name],

RE: Advocacy for Public Education in the 2024 Provincial Election

On behalf of the Board of Education for qathet School District, and in my capacity as Chair, I am reaching out to underscore three critical areas of advocacy as we approach the 2024 provincial elections. These priorities are essential for improving the learning environments for students and the working conditions for staff across our communities. We respectfully request that, as you campaign for office, you champion the needs of public education and commit to addressing the following key issues:

Recruitment and Retention of Staff

Our district, like many others, faces ongoing challenges in recruiting and retaining qualified staff. We urge you to support initiatives that eliminate barriers to hiring, offer targeted funding to recruit and retain Indigenous staff, and expand teacher training programs. BC's educators and support staff are central to delivering high-quality education to every student, and a well-supported workforce is critical to their success.

A comprehensive approach to recruitment and retention is required, particularly in rural and remote areas where affordable housing shortages further complicate the issue. Many potential educators are discouraged by the lack of housing options or the prohibitive costs, hindering efforts to establish stable, long-term staffing. Addressing these housing concerns will significantly contribute to a more sustainable workforce and better educational outcomes in these underserved regions.

Capital and Deferred Maintenance Funding

Our schools are more than physical buildings; they are spaces where future generations begin their educational journeys. Unfortunately, many schools across BC are in urgent need of repairs, updates, and seismic upgrades. Adequate capital and deferred maintenance funding is critical to ensuring safe, modern learning environments that meet the needs of 21st-century education.

We call on you to advocate for increased investment in school infrastructure to help meet these pressing needs. This includes recognition of the challenges districts face and adjusting budgets accordingly to support this essential work.

Inclusive Education and Student Success

Inclusive education is fundamental to ensuring every learner has the opportunity to succeed, regardless of background or ability. This encompasses academic achievement, social and emotional well-being, and culturally responsive learning environments. To foster inclusivity, we need policies that offer tailored support and resources for diverse student populations, which will require additional targeted funding for districts.

Public education is the bedrock of a democratic society, preparing learners to become informed and engaged citizens. As we near the 2024 elections, we urge candidates to prioritize these critical issues in their platforms.

The Board of Education for qathet School District is asking for your support in advocating for these priority areas. We call on all candidates to champion public education, engage with their communities, and work collaboratively to address these concerns. Together, we can ensure that every student, no matter their location, background, or ability, has the tools they need to succeed.

Thank you for your attention and for your commitment to these vital matters.

Yours truly,

Jaclyn Miller
Chairperson
Board of Education

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 ARTICLE 19 OF 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 concern 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 Article 19 of the Association's Bylaws.

BYLAWS

I. MEMBERSHIP

- * update district name to qathet
- a) Membership in the Branch shall be open to all boards of school trustees eligible under Article 19 of the Association's Bylaws, i.e. School District No. 46 (Sunshine Coast), School District No. 47 (Powell River), and School District No. 48 (Howe Sound).
 - b) All serving trustees of member districts are members.
 - c) Honorary life membership in the Branch may, by extraordinary resolution requiring not less than two-thirds (2/3rds) majority for approval, be conferred upon trustees who have served on school boards within the Branch, and who have done outstanding work in education.
 - d) Superintendents of Schools, Secretary-Treasurers and other administrative personnel of member boards may be associate members without vote.

2. BRANCH EXECUTIVE

- * change "Branch Education Representative" to Professional Learning Committee Representative
- a) The Executive of the Branch shall consist of:
 - President
 - Vice-President
 - Immediate Past President
 - Branch Education Representative
 - Secretary-Treasurer (ex-officio)
 - Members -at-Large
 - b) The President, Vice-President, and Branch Education Representative shall be elected at the annual meeting for a one-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) Should a member board be void of representation on the Branch Executive, a Member-at-Large shall be appointed by the respective board.
 - e) Nothing shall prevent an individual from holding more than one of these offices concurrently.

- f) The Branch Executive may appoint a Secretary-Treasurer and a Branch Superintendent to act in an advisory and resource role to the Executive.
 - 1. 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.
 - 2. 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 ex-officio member of all committees.
- c) The President may appoint committees as deemed necessary, with terms of reference for each and every committee to be approved by the Branch Executive.
- d) The Branch Education Representative shall attend all meetings of the Branch Executive and report on activities of an education 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 the records of the Branch and perform such other duties as the Branch Executive may require from time to time.
- f) The Branch Superintendent shall attend meetings of the Branch Executive to advise on education 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 Association's annual meeting to deal primarily with matters pertinent to the Association's annual meeting; and one other in the last three months of the year.
- c) A Branch seminar shall be held at the fall meeting.

Meetings:
 -BCSTA AGM (Spring)
 -Trustee Academy (Winter)
 -Online Motion Building Business Meeting (January)-short
 - Professional Dev. Meeting in person; business, updates and potential PD keynote (Fall)
 -additional meetings as hosted by BCSTA eg. Leadership Series

- d) Not less than twenty-one (21) days notice of general, special and annual meetings shall be given to all member boards.
- e) Special general meetings may be called by the Branch Executive; and shall be called upon the request in writing of any two (2) member boards stating the nature of 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.
- f) No business other than that specified in the notice of meeting, may be transacted at a special general meeting.
- g) 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 of the Branch Executive.

5. ELECTIONS

- a) Elections shall be by ballot vote of the trustees present at the annual meeting of the Branch.
- b) The immediate Past President of the Branch shall conduct the election of officers.
- c) Prior to the calling of elections, the President may appoint three (3) persons to serve as scrutineers to handle the balloting and counting procedure; the results of balloting for President and in subsequent balloting shall be given in confidence to the meeting Chairperson for announcement.
- d) A nominating committee of three (3) persons who are members of the Branch Executive, shall be appointed by the Branch Executive no later than two (2) months prior to the annual meeting.

The nominating committee shall obtain nominations for the offices of:

President
 Vice-President
 Branch Education Representative

The nominating committee shall appoint its own chairman and publish the names of candidates offering themselves for office fourteen (14) days prior to the annual meeting; and the chairman of the nominating committee shall report to the membership at the annual meeting.

- e) Nominations shall also be called for from the floor at the annual meeting prior to voting on each office.
- f) Before any ballot is taken, any person nominated may decline office or withdraw his/her name.

6. VOTING

- a) At any general meeting an ordinary motion shall be decided on 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 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 any time by members present at a meeting, and these persons may exercise one vote each.
- b) Extraordinary resolutions are required:
 - 1. to add, delete, or amend the Constitution and Bylaws;
 - 2. 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 two-thirds (2/3 rds) majority vote is required to pass an extraordinary motion.

8. FINANCE

Member Boards shall share equally in the cost of Branch Operations.

9. QUORUM

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

10. AMENDMENT TO CONSTITUTION AND BYLAWS

- a) the Constitution and Bylaws of the Branch shall not be altered or added to except by extraordinary resolution.

- b) all amendments to the Constitution and Bylaws must be approved by the B.C.S.T.A. Provincial Council.

11. CEASING TO FUNCTION

In the event of the Branch ceasing to function, the minute books, books of accounts, financial records, 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

In all cases not provided for under these Bylaws, Bourinot's Rules of Order shall govern.

RESPONSIBILITIES OF OFFICERS OF THE BRANCH EXECUTIVE

(A guideline for incumbents)

A. PRESIDENT:

1. The President shall be chairperson of any or all meetings of the Branch, save and except 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, save and except the nominating committee.
5. If unable to attend, delegate an alternate to serve as chairman of the meeting.
6. The Branch President shall act as Branch Legislative Liaison.

B. VICE-PRESIDENT

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

C. BRANCH EDUCATION REPRESENTATIVE

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

D. BRANCH LEGISLATIVE LIAISON (BRANCH PRESIDENT)

1. Initiate events or programs which will assist school trustees to become 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 Branch member boards and the BCSTA legislative communications system, either through telephone or correspondence in order to advise trustees of critical developments in the Legislature and obtain their reactions where necessary to construct a BCSTA position.

E. 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 Bylaws to each new trustee in the Branch at the first Branch meeting following their election as trustee.

F. BRANCH SUPERINTENDENT

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

**Professional Learning Committee Representative: Report to the South Coast Branch
AGM- April 19. 2024**

Hello, everyone!

I hope you are all enjoying the learning sessions and keynote at this year's AGM. I'm sorry I can't be with you in person but look forward to hearing all about it!

I've included the PLC minutes from our February 2024 meeting, for your information and review.

I will highlight a few things below:

The Structure of PLC, the importance of regular meetings, and feedback:

-PLC is the only committee with representatives from every branch; the BCSTA Board of Directors relies on input from the PLC rep to accurately reflect the unique experiences, needs, and strengths of the region(s) represented

-for a PLC rep to be a good steward of the branch (its distinct needs, advocacy requests, learning requests, etc.) the work is rooted in the quality of connection/relationship of the branch

-the committee shared ideas of what some branches already have in place, or would like to implement, for relationship building:

-create a private Facebook group for the Branch for information sharing, learning opportunities, sharing news, questions, and so on,

-plan ahead and book a room at one of the BCSTA events to share a meal as a Branch, or book a reservation at a restaurant for dinner together (in addition to the scheduled Branch meeting)

Importance of meeting as branches/how:

- Set an intention for branch meetings; planning; why we're meeting with messaging of how important it is that individual trustees share their voices
- Some branches hold regular Zoom meetings; regardless of how branches meet, the *emphasis is on the value of holding regular meetings*
- Some branches have developed their own Branch Strategic Plans
- Mentorship (at branch and district level): lean in with others; new and old experiences as trustees; capacity building; confidence building; coaching mentality; trustee to trustee outside of own district

Other:

- bringing back the connection of how the broad learning can be applied at the district/trustee level—
 - How does learning get on the board agenda?
 - How does learning continue after BCSTA events?

- Discussion on having an alternate rep for PLC within the Branch; connecting capacity building with other trustees—*something to consider discussing at a branch meeting to create the position of alternate PLC rep*
- South Coast Branch Constitution Review: for discussion at AGM
- Proposal for a South Coast Branch Motion Building Process: for discussion at AGM

Looking forward to Trustee Academy:

Some of the (very preliminary) topics suggested for learning themes included:

- Compassionate Leadership
- Emotional Intelligence
- Interpersonal Skill Development

And some comments shared during that discussion:

- Strengthening communication strategies and tools to de-escalate
- Sharing power
- Self-regulation and co-regulation
- Opening the heart to curiosity and having these conversations as a board
- Allowing emotional work to become a regular part of overall board work

Feedback Welcome!

What are the professional development needs and hopes that come to your mind for your district?

We are a small branch, and I can understand that sometimes Branch work doesn't feel as important as individual board work. However, being a small branch can be our strength, as it enables us to provide clear and focused support, and be strong advocates for our regions, districts, and students!

Thank you for allowing me to serve as the Professional Learning Committee Representative for this year. It has truly been an honour.

Best,
Kirsten



Professional Learning Committee Minutes

February 11th, 2024

8:00 am – 4:00 pm

Lonsdale Room (3rd Floor)

Marriott Pinnacle Vancouver

Leah Ward, Chair	Thompson Okanagan Branch
Kate Toye, Vice-Chair	North West Branch
Roxanne Gulick	Northern Interior Branch
Tania Brzovic	Vancouver Island Branch
Craig Wood	Metro Branch
Kirsten Van't Schip	South Coast Branch
Pascale Shaw	Fraser Valley Branch
Jaime Massey	Kootenay Boundary Branch
Jen Mezei	BCSTA Director Liaison
Gordon Li	BCSTA, Education Services

<i>Time</i>	<i>Item</i>	<i>Lead Person</i>
Welcome	Welcome members to meeting <ul style="list-style-type: none"> Recognize traditional territory Opening remarks 	Leah
Adoption of Agenda	Moved by Shelley <ul style="list-style-type: none"> Seconded by Roxanne Carried 	Leah
Approval Minutes	Approval of minutes from November 22 nd , 2023 Moved by <ul style="list-style-type: none"> Seconded by Leah Carried Jaime 	Leah
Connection and Check-in	Branch meeting updates <ul style="list-style-type: none"> each rep shared one item from their branch 	Discussion
Pro-D: Board Growth and Development, Our Changing BPR process	Gordon shared BPR Process <ul style="list-style-type: none"> Context Looking forward <p>Some needs identified in improving BPR in practice was an emphasis on the importance of including compassionate leadership, emotional intelligence, and emotional skills/interpersonal skills—explicitly addressing the elephant in the room.</p> <ul style="list-style-type: none"> understanding where we are emotionally (addressing the heart in the room before we can get to the head). 	Gordon

	<ul style="list-style-type: none"> • When we address this work it builds capacity and curiosity and would help to stabilize boards (<i>discussion on toxic boards; discussion on reality after re-election of losing 40% of people, basically two and half years to invest in this work</i>). • Strengthening communication strategies and tools to de-escalate, share power • Self-regulation and co-regulation; opening the heart to curiosity and having these conversations as a board • Allowing emotional work to become a regular part of overall board work <p>How do we share this work within our branches?</p> <p>Gordon is seeking suggestions for a new name that aligns better with the essence of the work. The current name, Board Review Process, does not accurately reflect the nature of the work, which is focused on self-assessment and affirmative statements of highly effective boards. It is not an evaluative process.</p> <ul style="list-style-type: none"> • <i>Continuous Improvement Process?</i> <p>ACTION: share your ideas on process naming with Gordon.</p>	
<p>AGM Day of Learning</p>	<p>Gordon early program for AGM Day of Learning</p> <p>Preconference: <i>Governing Through Change</i>. This year dealing with bargaining, elections, catastrophic weather, etc. We will include four short presentations focused on things we need to be prepared for emotionally.</p> <ul style="list-style-type: none"> • Emergency Preparedness • Elections: <i>provincial elections; preparing trustees and boards around expectations and our role within it</i> • Compassionate Leadership • Bargaining <p>Opening: Riaz Meghji—Human Connection Keynote Speaker. <i>Building extraordinary relationships, connected work culture, out-care your competition.</i></p> <p>Friday Morning: Ramona Pringle, daughter of CBC anchor, will talk about AI; high level conversation.</p> <p>Followed by an Advocacy Panel: asked leaders from four parties to come, BC United, Conservatives, NDP, and Green. Not all confirmed; possibly Education Minister, Education Critic, Leader of Green Party. <i>What is their big thing in education?</i></p> <p>ACTION: Asking board chairs for advocacy questions and feedback from boards—deadline is Feb. 16.</p> <p>Student Voice:</p> <p>Group of students representing urban Indigenous youth from inner city Britannia Secondary.</p> <p>ACTION: Gordon is seeking suggestions around a theme of questions for these students</p> <ul style="list-style-type: none"> • <i>Eg. what does success look like to you as an Indigenous youth? What are some challenges? Etc.</i> • Discussion on safety as potential theme; discussion on racism of low expectations as potential theme <p>Five streams of concurrents:</p>	<p>Gordon</p>

	<ul style="list-style-type: none"> • Trustee 201: solving problems at the board table, etc. • ADEI—Anti-racism, Diversity, Equity, Inclusion Working Group. • Student Achievement/Student Data. • Accessibility, Diverse Needs, Inclusion and Equity. • FNEESC; <i>Bill 40</i>. <p>Other: BCSTA has been offering voter training sessions for AGM with little uptake.</p> <p>ACTION: have a conversation with your board members/branch members to encourage attendance at the training session. Note: these are for those who have had difficulty with the technology; those who are comfortable using/accessing the voting technology need not attend.</p> <p>Discussion on the overall theme for AGM.</p> <ul style="list-style-type: none"> • The preconference is themed <i>Governing Through Change</i>. • Boards dealing with AI, phone bans, elections, etc. • What could be a theme that ties all streams together? • Potential Theme: <i>Leading Through Change</i>. (Or, <i>Leading Through Uncertainty?</i>) <p>ACTION: send your theme ideas to Gordon.</p>	
<p>Leadership Series Update</p>	<p>Leadership Series Update</p> <p>Information and Feedback: two more sessions were completed, one on the Island and one in the Fraser Valley. Feedback has been excellent, particularly around the content.</p> <ul style="list-style-type: none"> • The day begins with activation and then moves into research/evidence that boards look at throughout the year (what guides our decision-making and leadership?). The context is a framework for continuous improvement. • After a break, FNEESC presents, honing in on evidence/data that all boards should have. Gordon provides every trustee with data for the session through QR codes. • Denise follows by contextualizing the data; <i>this is what that means, connecting local data with systemic issues</i> • After lunch, Dr. Charlesworth brings kids into the room, and has us read scenarios that reflect evidence • Take learning from the beginning of the day, exercise around activation; eco-cycle planning, end of day workshop <p>Additional feedback:</p> <ul style="list-style-type: none"> • Powerful, place-based learning; <i>what do these concepts look like in your particular region?</i> • Dr. Charlesworth handed out papers with the names of actual students; the exercise was triggering for some participants—the <i>disclaimer that it could be triggering ought to be implemented</i>. • Even participants who went into the day with skepticism found that it was well worth the time • FNEESC not as well received; Bill 40 concerns <p>WINFY:</p> <p>The leadership series came out of the MOU with FNEESC. We want to reinforce the structure of the PLC and the structure of branches and create a platform for PLC reps to become leaders in their branches—how do we achieve this goal? (PLC role at</p>	<p>Gordon</p>

	<p>Leadership Series)</p> <ul style="list-style-type: none"> • Discussion: reach out/work with the branch chair in covering logistics that typically happen at the local level, eg. connecting with Elder, renting space, catering, etc. • PLC rep to promote the event within the board/branch • Reinforce the role of PLC in branch • Sometimes the branch chair will introduce presenters or could share the role with the PLC rep—check in with your branch chair • Review the day of learning with boards/branches—how can we continue this work as a branch? What worked? What was missed? Etc. <p>Other discussion: creating cohesion/connection within the branch:</p> <ul style="list-style-type: none"> • PLC is the only committee with representatives in every branch; its work is rooted in you being connected to your branch—relationship building is essential to be good stewards of our branch • Discussed ideas to build relationship; create a FB group for branch as a way to keep informed, connected, market events/news; book a room during BCSTA event to share lunch with branch members (in addition to morning branch meeting); • Discussion on having an alternate rep for PLC within branch; connecting capacity building with other trustees—<i>something to consider discussing at a branch meeting to create the position of alternate PLC rep</i> 	
<p>PLC reports to PC</p>	<p>Share PLC report</p> <p>PC is coming up the weekend after next; Roxanne will deliver the PLC Report. This is a great document to share with branches. <i>Gordon will send out links to this and other valuable documents in the portal (work plan, etc).</i></p>	<p>Roxanne</p>
<p>Who are we? What we do?</p>	<p>PLC Roles and Structure within Branch and Association: Discussion on characteristics of PLC—</p> <ul style="list-style-type: none"> • soft skills (engaging, collaborative, etc.) provide the foundation to get to the strategic, big picture thinking • an effective PLC member communicates with the branch, brings people in, has a voice • is empathetic, open-minded and can see through different lenses • needs knowledge and confidence in the role • Job description/succession planning/competencies: what would the job description look like for PLC? Need for a unified understanding/definitions of the competencies required for the role in order to do this work well and be good stewards to branches <i>and</i> the BCSTA Board (so the Board can be accurately informed across regions) • branches all across the province need a fair understanding of where were going, where we've been, and how well get there • bringing back the connection of how the broad learning can be applied at the district/trustee level—how does learning get on the agenda? How does learning continue after BCSTA events? • Self-awareness and understanding of role: what do I need to be doing to ensure I'm doing good work on the part of PLC to branch? To district? <p>PLC is the Information Elevator between branches and the board of directors. PLC is on one floor, the Board is on one floor, and the branch is on one floor.</p> <p>Importance of meeting as branches/how:</p>	<p>Leah & Kate</p>

	<ul style="list-style-type: none"> • Set an intention for branch meetings. planning; why we're meeting with messaging of how important it is that individual trustees share their voices. • Some branches hold regular Zoom meetings; regardless of how branches meet, the emphasis is on the value of holding regular meetings • Some branches have developed their own Strategic Plan • Mentorship (at branch and district level): lean in with others; new and old experiences as trustees; capacity building; confidence building; coaching mentality <p>Actualizing discussion from last meeting— PLC Activation—Roadmap and Tools:</p> <ul style="list-style-type: none"> • See the portal for the work plan, BCSTA Strategic Plan, and other documents to guide/inform work • Discussion on the trustee learning cycle • Engagement activity focused on identifying needs and building the connection between the role of PLC rep in relationship to <ul style="list-style-type: none"> ○ Our boards ○ Our branches ○ PLC itself ○ Our communities ○ At events ○ Other committees 	
Committee Business	<p>Elections</p> <ul style="list-style-type: none"> • Leah acclaimed as Chair • Kate acclaimed as Vice-chair <p>Budget</p> <ul style="list-style-type: none"> • Motion to approve budget as presented; carried. 	Gordon
Next Meeting	BCSTA AGM	Leah



South Coast Branch Motion Building Process: Proposal

Rationale:

The *South Coast Branch Motion Building Process* includes a *Branch Motion Building Session* to provide enough time for South Coast Branch member boards to construct and debate potential motions meaningfully.

Implementing such may help South Coast Branch member districts to

- consider potential motions more efficiently,
- gain clarity and cohesion,
- build branch relationships,
- share in the workload of motion building and
- fulfill our collective role and responsibilities according to the South Coast Branch Constitution and membership to the BCSTA.

[Resources: [South Coast Branch Constitution](#), [BCSTA Motion Guide](#)]

Proposed Process and Timeline, *South Coast Branch Motion Building Process*:

Mid-October onward (exact dates TBD)	Member districts will allocate time from mid-October to mid-December to formulate motions as an agenda item in their regularly scheduled meetings.
Mid-December (exact dates TBD)	By mid-December, districts submit their proposed motions for agenda setting to the branch executive. The proposed motions should include a rationale and supporting documents/ resources using the motion template to be added to the Motion Building Session agenda. This process provides additional information to members and an opportunity for member districts to consider the notice of motion before the Branch Motion Building Session. The agenda is finalized and distributed to all branch members.
Mid-January (exact dates TBD)	Branch Motion Building Session via Zoom. This can be a brief yet productive meeting where we will review, edit and improve the wording of motions, and determine whether or not each potential motion has the support of the Branch.
Mid-February	Branch executive or Motion Sponsor to submit branch supported motions to the BCSTA.

Branch Motion Building Session (example/agenda):

South Coast Branch (SCB)
Motion Building Session
Agenda
Virtual Meeting

Call to order
Land Acknowledgement
Adoption of Agenda

THAT the agenda for this [date] meeting BE ADOPTED as circulated.

Adoption of Minutes

THAT the minutes for the [date] meeting BE ADOPTED as circulated.

New Business
MOTION BUILDING

- a. Example of submitted motion: motion brought forward by qathet School District (rationale/support documentation attached)

Proposed Resolution:
THAT the BCSTA

[Branch discussion of potential motion; determining Branch support of potential motion].

- b. Example of submitted motion: motion brought forward by qathet School District (rationale/support documentation attached)

Proposed Resolution:
THAT the BCSTA

[Branch discussion of potential motion; determining Branch support of potential motion].

Next Steps

Upcoming Meetings (example)
-AGM/BCSTA AGM
-Fall Branch Business Meeting w/PD keynote
-Trustee Academy Branch Meeting

Adjournment