



## **REGULAR BOARD MEETING**

**4:00 pm, Wednesday, October 16, 2024**  
**School Board Office**

### **AGENDA**

#### **LAND ACKNOWLEDGEMENT**

**PRESENTATIONS:** OLC Outdoor Adventure Camp Presentation - H. Pritchard  
Kelly Creek Outdoor Adventure Program Presentation - A. Shostak

#### **QUESTION PERIOD**

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

##### **1. ADOPTION OF AGENDA**

1.a) **Motion:** "THAT the Regular meeting agenda of October 16, 2024, be adopted as circulated."

##### **2. ADOPTION OF MINUTES**

2.a) **Motion:** "THAT the Regular meeting minutes of September 18, 2024, be adopted as circulated."

##### **3. REPORT OF CLOSED MEETINGS**

3.a) September 18, 2024 – The Board met in-camera to discuss items which include property and personnel.

##### **4. INCOMING CORRESPONDENCE**

4.a) MOECC to BCSTA - Funding for temporary resident registrations enrolled after September 30

**MOTION:** "THAT the correspondence in item 4.a) be received for information."

##### **5. OUTGOING CORRESPONDENCE**

5.a) Advocacy Letters to Powell River-Sunshine Coast Candidates

**6. SUPERINTENDENT OF SCHOOLS' REPORT**

- 6.a) Suspension, Exclusion, and Seclusion Report – September 3, 2024, to September 30, 2024

**MOTION:** "THAT the Superintendent of Schools' Report be received as presented."

**7. COMMITTEE REPORTS**

- 7.a) Committee of the Whole Report for October 9, 2024  
Recommended motions arising from the Committee of the Whole Meeting:

Proposed Program Review Cycle

**MOTION:** "THAT the Board of Education approve the proposed Program Review Cycle."

**8. OTHER BUSINESS**

- 8.a) N/A

**QUESTION PERIOD**

**MEDIA QUESTION PERIOD**

**ADJOURNMENT**

SH/attachments

# Outdoor Adventure Camp for CYIC and Marginalized Children and Youth in the qathet region- 2024



YOUTH AND FAMILY IN  
PARTNERSHIP WITH QATHET  
SCHOOL DISTRICT AND  
TERRACENTRIC COASTAL  
ADVENTURES LTD.

FUNDING PROVIDED BY I. SPARC,  
TOM HARRIS FOUNDATION, AND  
QATHET SCHOOL DISTRICT



# Agenda

Background

Camp Purpose

Camp Goals

Participation

Camper Survey Data

Parent/Caregiver Survey Data

Parent/Caregiver Feedback

Staff Survey Data

Next Steps



# Background

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There has always been a need for summer respite for foster caregivers and low barrier camp options for children and youth in and from foster care (CYIC) and other marginalized children and youth within the qathet region. Youth and Family decided to pursue securing a fully funded weeklong outdoor adventure camp with spaces for 30 children and youth in the community with priority being CYIC and then moving onto offering up spaces to other marginalized children and youth in the community. Funds for the week of camp were provided by i.SPARC and a donation from Tom Harris-Telus. Thanks to the generosity of the qathet School District and Terracentric Coastal Adventures Ltd., we were able to provide not only one but two weeks of camp, fully funded for 30 children and youth in our community, as the qathet School District donated a second week of camp free of charge. Camp ran on weekdays from 9:30-3:30, it began on July 2nd and ended on July 12th.



# Camp Purpose

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The purpose of this camp was to make it extremely accessible for the children and youth attending with limited barriers to attendance. Youth and Family already have years of work with CYIC and marginalized children and youth and their parents/caregivers which allowed us to smoothly connect them with the camp. The entire camp was fully funded so participation was free and transportation up to the Outdoor Learning Centre where the camp is located was provided via school bus. Any necessary equipment (e.g. paddle boards, kayaks, sports equipment) was supplied, along with healthy snacks and meals and staffing. For those attending that had difficulties getting to and from Oceanview for bus pick up and drop-off, staff members from Youth and Family supported them in that process.



# Camp Goals

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There were 4 goals in mind we focused on with this camp:

1. Increase the health and well-being of Children and Youth in and from Care (CYIC) and marginalized children and youth through the provision of a barrier-free, fully funded week-long outdoor adventure camp for children and youth ages 6-18 with a focus on physical activities such as climbing, canoeing, wilderness technology and survival, field sports and more
2. Help CYIC and marginalized children and youth create lasting memories, practice resiliency, and a mastery of skills they may not typically get a chance to develop, with the purpose of cultivating and/or enhancing their personal courage and resilience and increasing their self-worth, while creating life-long community connections
3. To promote the ongoing participation of CYIC and marginalized children and youth in the local outdoors/sport community, to support said communities to include CYIC and marginalized children and youth in their activities and to positively connect CYIC to other CYIC to experiencing similar life circumstances
4. To provide caregivers (foster, out-of-care providers, parents, and relatives providing care) with a week of day-time respite, enhancing their capacity to provide sustainable care



# Camp Goals

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We worked to collect all measurable outcomes and met these goals

Another major goal for this camp is that our community sees this project's positive impact and offers support to ensure this camp becomes something sustainable that happens every year for CYIC and marginalized children and youth in our community, supported and endorsed by the community.





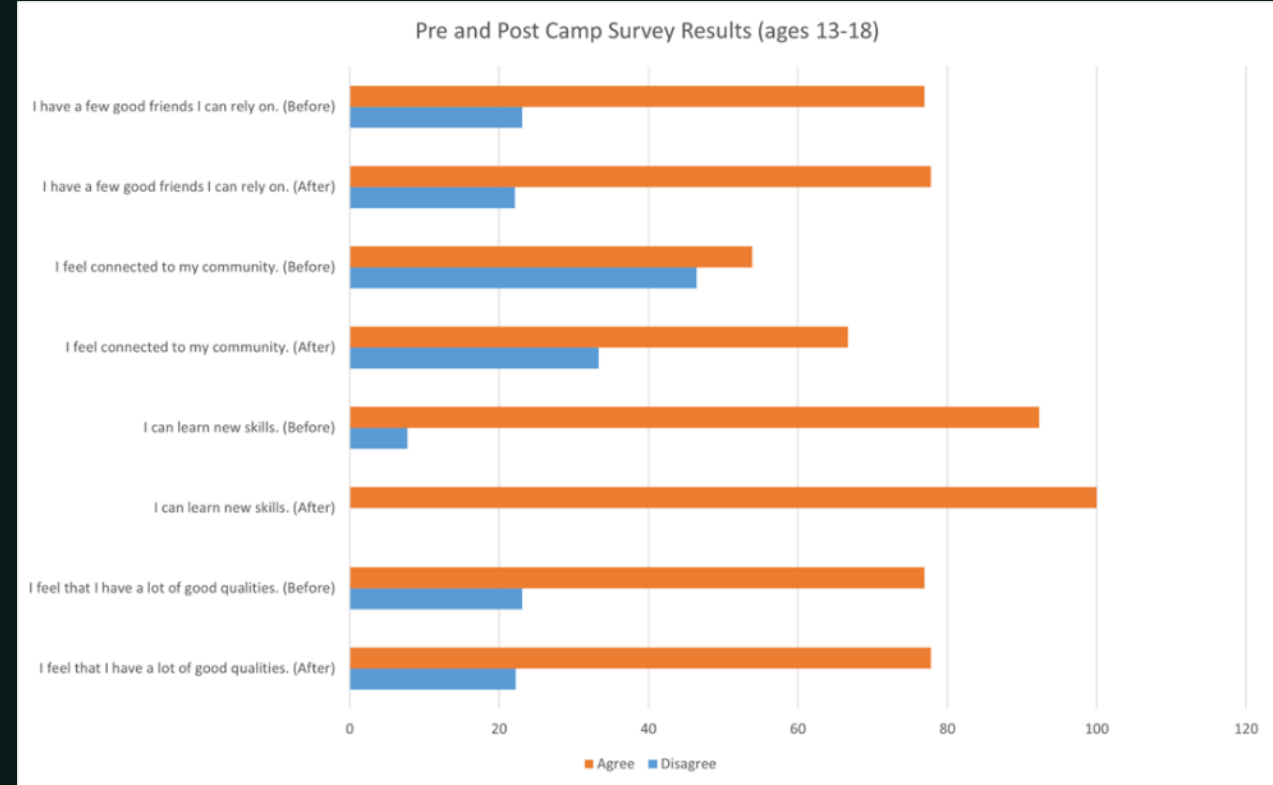
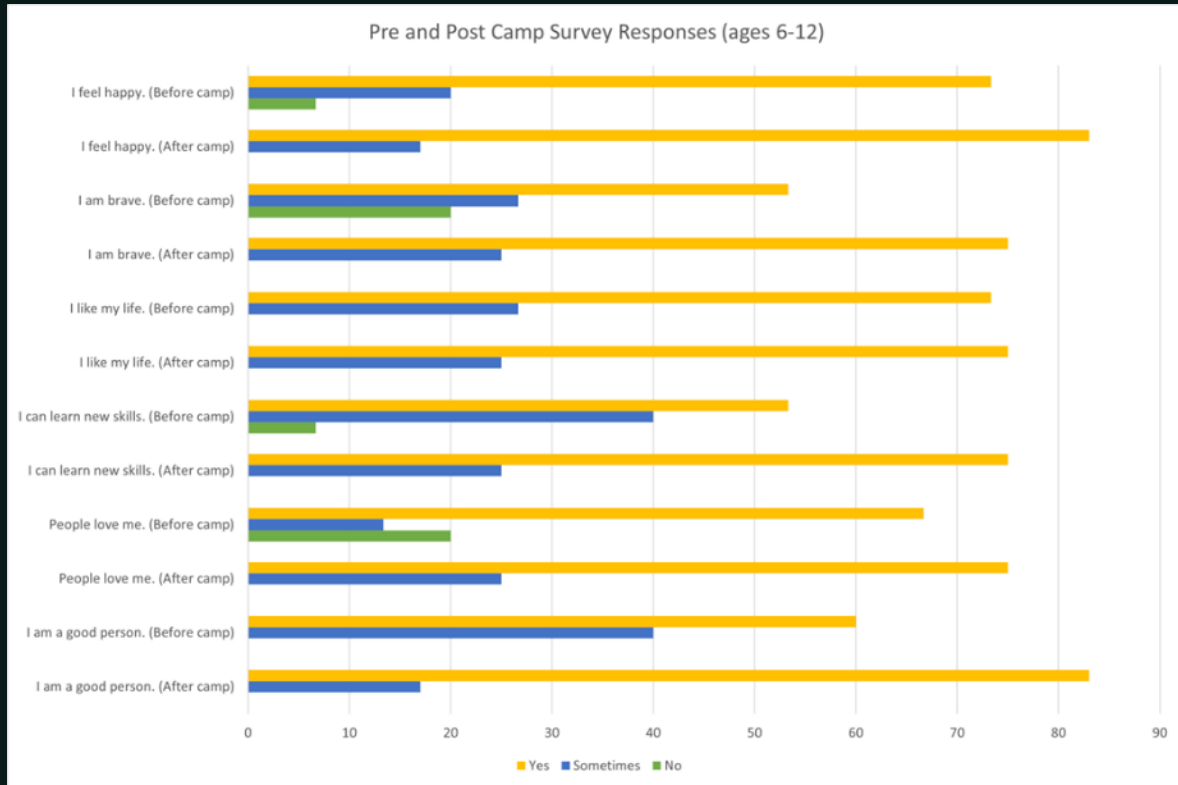
# Participation

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35 children and youth participated in the summer camp from the community. 26 children and youth could attend the entirety of the 2 weeks of camp, 5 children and youth could only attend the first week of camp, and 4 children and youth only attended the second week of camp. Out of the 35 campers 22 of those were current or former CYIC. The remaining 13 attendees were other children and youth at risk who would not get a chance to attend a camp like this without it being free with transportation and food provided.

# Camper Survey Data



# Camper Survey Data

- The post-camp survey for children aged 6-12 had a few additional questions that are detailed below:

Circle either Y for yes or N for no:

a) Did you learn any new skills? Y/N. If yes how many? \_\_\_\_\_

12 respondents circled Y. The answers were: 3, 3, 3,2, 4, lots and lots, 16, 2, 3, 2, 3, 4.

b) Did you make any new friends at camp? Y/N

10 respondents circled Y. 1 respondent circled N. 1 respondent did not answer.

c) If this was offered again next summer, would you like to do it? Y/N

10 respondents circled Y. 2 respondents circled N.

d) Was this your first time in an outdoor adventure camp? Y/N

12 respondents circled Y.



# Camper Survey Data

In the survey we also asked the campers aged 6-12 what their favourite part of camp was, and they wrote:

1. Swimming and building forts
2. Swimming
3. Kayaking and rock climbing
4. Paddle board
5. Swimming, paddleboarding, climbing, canoeing, forts
6. Exploring and swimming
7. Swimming
8. Meeting R and H \*names retracted for confidentiality reasons\*
9. Swimming
10. Canoeing
11. Stand up paddle boarding, learning new rules, having friends, seeing animals, meeting new teachers, doing new things, swimming, seeing new things, going to the forest, going on hikes, picking berries and eating the lunch



# Camper Survey Data

- The post-camp survey for children aged 13-18 had a few additional questions that are detailed below:

Circle either Y for yes or N for no:

- a) Did you learn any new skills? Y/N. If yes how many? \_\_\_\_\_

Six youth responded they learned new skills, 2 said no and 1 did not answer. One youth responded with 3, another said building a survival hut, and one said 20.

- b) Did you make any new friends at camp? Y/N

9 youth responded with yes.

- c) If this was offered again next summer, would you like to do it? Y/N

5 youth said yes, 1 youth said maybe, and 3 youth said no.

- d) Was this your first time in an outdoor adventure camp? Y/N

5 youth said yes, 1 youth did not respond, and 3 youth said no.



# Camper Survey Data

In the survey we also asked the campers aged 6-12 what their favourite part of camp was, and they wrote:

1. Swimming
2. Rock climbing
3. Paddle boarding
4. Swimming
5. Meeting people
6. Swimming
7. I like coming to camp. I wish we could sleep here.
8. Fire



# Parent / Caregiver Survey Data

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child or youth seemed noticeably happier after the camp experience.	8	6	2		
My child or youth learned new skills at camp.	14	2			
The camp helped give me some respite over the summer break.	11	4	1		
My child or youth accessed activities they would not normally get to do.	12	3	3		
My child or youth was pushed outside of their comfort zone at camp.	8	7	1		
My child or youth enjoyed their overall camp experience.	15	1			
My child or youth expressed positive things about the camp to me and others around them.	13	3			
My child or youth would want to do the camp again if it was offered next year.	11	5			
My child or youth's overall wellbeing improved after participating in camp.	10	6			
My child or youth's self-esteem improved after participating in camp.	9	6	1		
I would put my child or youth in this camp if it were offered again next summer.	15	1			



# Some Parent/ Caregiver Feedback

“Amazing camp and so nice to have something local for our kids!”

“Our child attended. Due to the desire to be inclusive he was able to enjoy the group after having big emotions/physical outbursts. Providing a safe environment for all children is a huge help to our kid/family.”

“The respite the camp offered to us as parents was good, but the more positive thing was that we were able to see our youth motivated and laughing and having fun. The whole atmosphere in the home was lighter and happier.”

“I would recommend the camp without hesitation”





## Continued



“My daughter is a very shy girl. The camp environment allowed her to open up, make new friends and build her self-confidence. Her self esteem and social engagement has been very noticeable. This experience was amazing for her!”

“He came home with good stories to share. He really enjoyed himself and met some new friends. I’d let him go again. Thank you for letting him experience something different and new



“This camp gave respite which I’m thankful for. The kids had a blast and met new friends and tried new things. I love that healthy meals were included as well. Thank you!”

“My 11-year-old enjoyed this experience so much he didn’t want it to end. The camp leaders were amazing, and he met new friends”

“My son is a very active boy. This camp was structured in a way that helped him try different things that he may not have done before. The guidance and leadership provided at the camp helped my son to embrace mentors and gain self-confidence. This camp is excellent”

# Some Staff Feedback

“Great instruction and teaching instead of discipline. Leaders really took their time with the children and didn’t rush through anything. It was a fun calm energy”

“Everything worked well. Activities were fun and well planned. Food was fantastic, staff helpful and great with the kids. New skills, new friends, a lot of confidence building”

“It was a good amount of time to connect with all the kids and for them to connect with each other”

“I witnessed so many small but remarkable moments, discoveries and interactions”

“It was a wonder to witness, and I am very grateful for the experience”





## Next Steps

Our hope is that this camp proves it's worth for the vulnerable children and youth in our community. We would like this camp to become an annual occurrence that is supported and sustained by the community.

Marginalized children and youth need and deserve experiences like these.



Thank you!



Outdoor Adventure Camp-2024

# Outdoor ADVENTURE CAMP

**MON - FRI  
JULY 2ND - 12TH**

**Ages 6 - 12 or 13 - 18**

You are invited to a full day, all-inclusive summer camp at the Outdoor Learning Centre at Haywire Bay on Powell Lake! The camp will be facilitated by qualified instructors from Terracentric Adventures and Youth & Family counsellors. Lunch & transportation are provided. Registration is required. No cost to attend.

**Take the bus from Oceanview at  
9:15am. Return at 3:20pm.  
7105 Nootka St.**

**CANOEING - GAMES - SWIMMING - NATURE - CRAFTS  
SURVIVAL SKILLS - FUN & FRIENDSHIP**

Email Delyth to register or get more info! [धारपर@youthandfamily.ca](mailto:धारपर@youthandfamily.ca)

**Youth & Family**

**Powell Lake  
OUTDOOR  
LEARNING CENTRE**  
AT HAYWIRE BAY REGIONAL PARK



**REGULAR BOARD MEETING**  
**4:00 pm, Wednesday, September 25, 2024**  
**School Board Office**

**MINUTES**

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

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

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The meeting was called to order at 4:03 pm by Chairperson J. Miller.

**LAND ACKNOWLEDGEMENT**

**PRESENTATION**

There were no presentations scheduled.

**QUESTION PERIOD**

There were no questions.

**CHAIRPERSON'S REMARKS**

"Welcome to our first board meeting of the 2024/2025 school year! We are coming off a summer that allowed for rest and renewed energy for many district staff, but also one that set the stage for a strong beginning this September. From having a record number of students attend our free summer learning program, to our operations teams working through construction and maintenance projects at all of our schools, to professional development sessions for staff and administrators, the commitment of all staff leading up to the first day is unmistakable and greatly appreciated.

The board is also very thankful for Vianne Kintzinger, our interim superintendent, who has stepped into the role with dedication and valuable expertise, which is already having a positive impact. We know that her leadership will guide the district through this period of transition, while we continue in our recruitment process for a permanent superintendent.

This month has been full of new routines for our learners as well as community engagement through activities such as Cops for Cancer, the Terry Fox run, and a Careers Day at Brooks that saw almost 40 community organizations speak with students about the possibilities for their futures.

Last week, all staff from our district gathered for a professional development day focused entirely on Indigenous Education. Through a keynote, panel, and workshops we were able to collectively learn and reflect on what reconciliation means to each of us, as individuals, both personally and professionally. We are all committed to taking these learnings forward, not only in the coming week as we recognize the National Day for Truth & Reconciliation on September 30th, but all year in our efforts to learn and grow together."

**1. ADOPTION OF AGENDA**

**MOVED: R. HILL**

**SECONDED: D. LAWSON**

**THAT the Regular meeting agenda of September 25, 2024, be adopted as circulated.**

**STATUS: CARRIED**

**2. ADOPTION OF MINUTES**

**MOVED: M. MASON**

**SECONDED: K. VAN'T SCHIP**

**THAT the Regular meeting minutes of June 19, 2024, be adopted as circulated.**

**STATUS: CARRIED**

**3. REPORT OF CLOSED MEETINGS**

3.a) June 19, July 4, and July 9, 2024 – The Board met in-camera to discuss items which included property and personnel.

**4. INCOMING CORRESPONDENCE**

4.a) SD52 to MOECC – Wage Settlement Funding

4.b) SD42 to MP Dalton – Funding for National Food Program

4.c) Métis Nation British Columbia to SD47 - BC's Bill 40 - The School Amendment Act and the new Provincial Ministerial Order on IECs

**MOVED: R. HILL**

**SECONDED: D. LAWSON**

**THAT the correspondence in items 4.a) through 4.c) be received for information.**

**STATUS: CARRIED**

**5. OUTGOING CORRESPONDENCE**

5.a) Board to A. Welp-Ellis – Letter of appreciation

**6. SUPERINTENDENT OF SCHOOLS' REPORT**

6.a) Review of the School Opening Report for September 2024

V. Kintzinger spoke to her comprehensive school opening report, available in the board agenda package.

**MOVED: K. VAN'T SCHIP**

**SECONDED: R. HILL**

**THAT the School Opening report for September 2024 be received for information purposes.**

**STATUS: CARRIED**

6.b) Approval of the Framework for Enhancing Student Learning (FESL) Report

Directors K. Brach and A. Burt presented the annual Enhancing Student Learning (ESL) report, which outlines progress and plans for continuous improvement, aligning with ministry requirements, school plans, and the board's strategic plan. Key highlights included:

- Graduation Rates: The district's six-year graduation rate is below the provincial average for all students, but higher than the provincial average for Indigenous students over five and six years.
- Numeracy Concerns: Significant declines in numeracy rates were noted, prompting the district to explore strategies for improvement.
- Student Well-being: Data highlighted areas for improvement in students' sense of safety, belonging, and well-being, particularly in loud areas and washrooms.
- Empathy Interviews: Conducted with French Immersion and Indigenous students, these interviews gathered insights into student experiences and the importance of language and culture in education.

The board expressed appreciation for the staff's efforts and acknowledged both areas of celebration and opportunities for improvement.

**MOVED: D. LAWSON**

**SECONDED: M. MASON**

**THAT the Framework for Enhancing Student Learning report be approved for submission to the Ministry of Education and Childcare.**

**STATUS: CARRIED**

6.c) Suspension, Exclusion, and Seclusion Report – September 3, 2024, to June 30, 2024

**MOVED: R. HILL**

**SECONDED: M. MASON**

**THAT the Suspension, Exclusion, and Seclusion Report be received for information.**

**STATUS: CARRIED**

**7. SECRETARY-TREASURER'S REPORT**

7.a) N/A

**8. COMMITTEE REPORTS**

8.a) Committee of the Whole Report for September 11, 2024

Recommended motions arising from the Committee of the Whole Meeting:

Approval of the Audited Financial Statements

**MOVED: R. HILL**

**SECONDED: D. LAWSON**

**TO approve the operating surplus restrictions of \$1,230,776 and the Local Capital restriction of \$362,348 as detailed in Note 18 of the financial statements for the year ended June 30, 2024.**

**STATUS: CARRIED**

**MOVED: M. MASON**

**SECONDED: D. LAWSON**

**THAT the Board of Education approve the Audited Financial Statements for the year ended June 30, 2024.**

**STATUS: CARRIED**

Approval of the 2025/2026 Minor Capital Plan

**MOVED: K. VAN'T SCHIP**

**SECONDED: D. LAWSON**

**THAT the Board of Education approve the submission of the Minor Capital Plan as detailed in the staff memorandum of September 11, 2024.**

**STATUS: CARRIED**

Approval of the Annual Board Work Plan

**MOVED: R. HILL**

**SECONDED: K. VAN'T SCHIP**

**THAT the Board of Education approves the revised version of the annual Board Work Plan as presented on September 11, 2024 and to further direct staff to update Appendix A of Policy 2 so that work plan template for future years is consistent with that of the revised version.**

**STATUS: CARRIED**

**9. OTHER BUSINESS**

9.a) 2024 Election Advocacy – Discussion

Trustees agreed to send advocacy letters to local candidates in advance of the upcoming provincial election.

**QUESTION PERIOD**

I. Loveluck made a statement regarding a remote and rural allowance at select district schools.



**MEDIA QUESTION PERIOD**

J. Miller agreed to send the PEAK reporter additional information on school board priorities.

**ADJOURNMENT**

**MOVED: R. HILL**

**THAT the meeting adjourn at 5:18 p.m.**

**STATUS: CARRIED**

SH/attachments



October 1, 2024

Ref: 301831

Carolyn Broady, President  
British Columbia School Trustees Association  
**Email: [cbroady@bcsta.org](mailto:cbroady@bcsta.org)**

Dear Carolyn Broady:

Thank you for your letter of September 16, 2024, addressed to the Premier of British Columbia, regarding funding for temporary resident registrations enrolled after September 30. As a provincial election has been called, I am pleased to have the opportunity to respond.

Operating grant funding to school districts is at its highest level ever – over \$7 billion is estimated to be allocated for the 2024/25 school year. Since 2016/17, total public school operating grants have increased by \$2.1 billion (or 43 percent).

In the 2023/24 school year, \$71.8 million in funding was provided for post-September enrolment. Included in this total is funding for new course enrolments in Online Learning and continuing education, as well as funding for newcomer refugees who enrolled after the September enrolment count, and for post-September enrolment growth in the number of students with disabilities or diverse abilities.

Historically, much fewer FTE school-age students are enrolled in standard schools in February compared to the previous September. The Ministry of Education and Child Care has opted not to adjust operating grant funding based on the February count for standard schools, as it would result in a recovery of funds (decreased funding) for a majority of districts that experience a decline in FTE enrolment as the school year progresses and that would not have the ability to make staffing and operational changes while the school year is in progress.

In 2022/23, school districts collectively enrolled almost 1,300 fewer standard school FTE in February 2023, than they did in September 2022. This is based on an increase of 3,660 FTE (excluding newcomer refugees) that could generate additional funding combined with a decrease of 4,950 FTE where funding would be recovered. These enrolment changes would result in a \$5.1 million net loss in operating grant funding for the K-12 public education system.

.../2

Additional student FTE that impact classroom organization as a result of class size and/or composition requirements are already funded through the Classroom Enhancement Fund based on districts' reported remedy costs.

I appreciate the efforts boards of education, senior staff and education stakeholders are making to achieve balanced budgets.

Again, thank you for writing.

Sincerely,

A handwritten signature in black ink, appearing to read "J McCrea". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Jennifer McCrea  
Acting Deputy Minister



October 11, 2024

Chris Hergesheimer  
Green Party Candidate / Powell River-Sunshine Coast  
Delivered via email to: teamhergesheimer@bcgreens.ca

Dear Dr. Hergesheimer,

**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 strategies and funding to recruit and retain Indigenous staff, and expand training programs for educational professionals. 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 strategies and 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

Cc: Board of Education of qathet School District  
V. Kintzinger, Interim Superintendent



October 11, 2024

Chris Moore  
Conservative Party Candidate / Powell River-Sunshine Coast  
Delivered via email to: [chris.moore@conservativebc.ca](mailto:chris.moore@conservativebc.ca)

Dear Mr. Moore,

**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:

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Yours truly,



Jaclyn Miller  
Chairperson  
Board of Education

Cc: Board of Education of qathet School District  
V. Kintzinger, Interim Superintendent



October 11, 2024

Greg Reid  
Independent Candidate / Powell River-Sunshine Coast  
Delivered via email to:

Dear Mr. Reid,

**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:

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Yours truly,



Jaclyn Miller  
Chairperson  
Board of Education

Cc: Board of Education of qathet School District  
V. Kintzinger, Interim Superintendent



October 11, 2024

Randene Neill  
New Democratic Party of BC Candidate / Powell River-Sunshine Coast  
Delivered via email to: randene.neill@bcndp.ca

Dear Ms. Neill,

**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 strategies and funding to recruit and retain Indigenous staff, and expand training programs for educational professionals. 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 strategies and 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

Cc: Board of Education of qathet School District  
V. Kintzinger, Interim Superintendent

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

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

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



## COMMITTEE OF THE WHOLE

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

### NOTES

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Present: Jaclyn Miller, Rob Hill, Dale Lawson, Maureen Mason

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

Regrets: Kirsten Van't Schip

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#### 1. APPROVAL OF AGENDA

The meeting was called to order by D. Lawson, who chaired in J. Miller's absence as she was arriving late.

**MOVED: R. HILL**

**SECONDED: M. MASON**

**THAT the Committee of the Whole Meeting Agenda of October 9, 2024, be adopted as circulated.**

**STATUS: CARRIED**

#### 2. STANDING COMMITTEES

##### 2.a) Finance and Facilities

##### 2.a.i) Quarterly Financial Summary

S. Hopkins presented the quarterly financial summary, noting that the report was consistent with the previous year. A more detailed financial discussion will occur in future meetings. Trustees requested clarification on items listed under the "services" line. S. Hopkins explained that this line item includes software costs, administrative travel, governance expenses, and core supplies.

##### 2.b) Education and Strategic Planning

##### 2.b.i) School Growth Plans

V. Kintzinger reviewed a summary of school growth plan highlights, which was included in the agenda package. She emphasized that the plans are purposefully aligned with the strategic plan and are largely connected to the Board's goals of

cultivating connection and supporting an ethic of learning. While some areas of growth that support additional strategic plan goals may not be explicitly recognized in the plans, schools are actively engaged in these areas.

Common themes across the school growth plans include:

- Focus on literacy.
- Increasing connections within schools and with the broader community.
- Prioritizing mental health and wellness.
- Adopting numeracy goals as literacy strengths improve.

It was noted that school growth plans are live documents, with some still in progress—this is typical across the province. School growth plans will be presented to the Board during regular meetings throughout the year. The schedule will be included in the board work plan.

Regarding sustainability goals, V. Kintzinger acknowledged that while many sustainability activities are ongoing, they may not be explicitly outlined in the plans. She will bring this to administration's attention, as setting measurable goals in some areas can be challenging. There may also be an opportunity to add a question to the Ministry survey to gather data on these efforts.

Trustees suggested shifting presentations that were scheduled at the end of the school year to an earlier date, combining presentations if necessary.

#### 2.b.ii) Proposed Program Review Cycle

V. Kintzinger presented a cycle of program review for consideration by the board. The board supported the cycle and requested an adjustment to the review date for Inclusive Education, with a presentation in April of May.

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

#### 2.b.iii) Graduation Program Planning

A. Burt provided an overview of graduation planning, reviewing ministry-approved graduation pathways for students.

The K-9 curriculum is standardized, but from grades 10-12, there are more opportunities for personalization and flexibility, following a student-centered design for the graduation program. The three main graduation pathways are:

- Dogwood Diploma: Requires a minimum of 80 credits, along with specific assessments. Additional guidelines apply for students pursuing dual diplomas (e.g., French Immersion).
- Adult Dogwood: For students who complete 80% of the program after turning 18. Some credits may be earned through post-secondary education or work experience.
- Evergreen Certificate: A celebration of completion for students who do not meet the formal graduation requirements. However, students receiving an Evergreen Certificate are considered non-graduates in the official graduation assessments

The BC course curriculum offers a wide variety of options, but it can be challenging to deliver all courses in smaller communities. Schools strive to meet community needs and interests.

- BAA Courses: Locally developed courses that address needs not covered by the standard BC curriculum.
- External and Equivalency Credits: Credits earned for courses taken outside the traditional BC school system.

The course selection process is driven by student goals and needs, with decisions based on student interest. Courses are selected in the prior school year, with a small window at the beginning of the current school year for adjustments. To create the course selection list, students are surveyed about their interests. The Career Pathways Coordinator works to identify local needs and goals, and if there's student interest and a teacher willing to lead, the development of a BAA course may be considered

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

R. Rainbow provided an update on the district's decision to reinstate the child care program at Henderson Elementary. He also noted that in future years, pre-kindergarten families will be included in surveys regarding the sustainability of child care programs at schools.

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

Trustees reviewed a draft advocacy letter to party candidates and provided feedback. Comments included:

- Rather than asking for "targeted funding," it was suggested to change the language to "targeted strategies and funding," emphasizing responsiveness to community needs rather than advocating for specific funding streams.
- For the section on teacher training, the phrase "expanding teacher training programs" should be revised to: "...expand teacher training and programs for educational professionals.

3.b) South Coast Branch Advocacy Discussion

This item was deferred to the November meeting when K. Van't Schip will be available to present her notes.

**4. ADJOURNMENT**

**MOVED: R. HILL**

**SECONDED: M. MASON**

**THAT the Committee of the Whole Meeting be adjourned.**

**STATUS: CARRIED**

The meeting adjourned at 1:17 pm.

SH/attachments





# Memorandum

**Date:** October 16, 2024  
**To:** Board of Education, Committee of the Whole  
**From:** Vianne Kintzinger, Interim Superintendent  
**Re:** Proposed Program Review Cycle (revised)

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

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