

4351 Ontario Avenue Powell River, BC, V8A 1V3 604 485 6271 • sd47.bc.ca @qathetschooldistrict



#### **REGULAR BOARD MEETING**

#### 4:00 pm, Wednesday, October 22, 2025 School Board Office

#### AGENDA

#### LAND ACKNOWLEDGEMENT

**PRESENTATION**: Al Integration Initiative – A. Burt & J. Kennedy

**QUESTION PERIOD** 

#### CHAIRPERSON'S REMARKS

#### 1. ADOPTION OF AGENDA

MOTION: "THAT the Regular meeting agenda of October 22, 2025, be adopted as circulated."

#### 2. ADOPTION OF MINUTES

MOTION: "THAT the Regular meeting minutes of September 24, 2025, be adopted as circulated."

#### 3. REPORT OF CLOSED MEETINGS

3.a) September 24, 2025 – The Board met in-camera to discuss items which include property and personnel.

#### 4. INCOMING CORRESPONDENCE

4.a) N/A

#### 5. OUTGOING CORRESPONDENCE

5.a) N/A

#### 6. SUPERINTENDENT OF SCHOOLS' REPORT

- 6.a) BCSSA Island Chapter Meeting: Extending our Leadership Learning Journey through an Inquiry Lens (Oral)
- 6.b) Administrative Procedure 475 Administrative Committees (Draft)
- 6.c) Administrative Procedure 121 Development and Review of Administrative Procedures: Cycle of Review

6.d) Suspension, Exclusion, and Seclusion Report – September 2, 2025, to September 30, 2025

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

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

- 7.a) Quarterly Financial Review September 30, 2025
- 7.b) Shake Out BC Earthquake Drill
- 7.c) Leased Welding Facility Update (Oral)

MOTION: "THAT the Secretary Treasurer's Report be received as presented."

#### 8. COMMITTEE REPORTS

8.a) Committee of the Whole Report for October 8, 2025

Recommended motions arising from the Committee of the Whole Meeting:

8.a.i) Suspension Review

**MOTION**: "THAT the Board of Education receive the Suspension Review report as presented to Committee of the Whole on October 8, 2025."

#### 9. OTHER BUSINESS

9.a) Ad Hoc Committee – Terms of Reference

**MOTION**: "THAT the Board of Education approve the Board Development Planning Ad Hoc Committee Terms of Reference as presented."

**QUESTION PERIOD** 

#### **MEDIA QUESTION PERIOD**

#### **ADJOURNMENT**

MOTION: "THAT the Regular Meeting of October 22, 2025 be adjourned."

SH/attachments

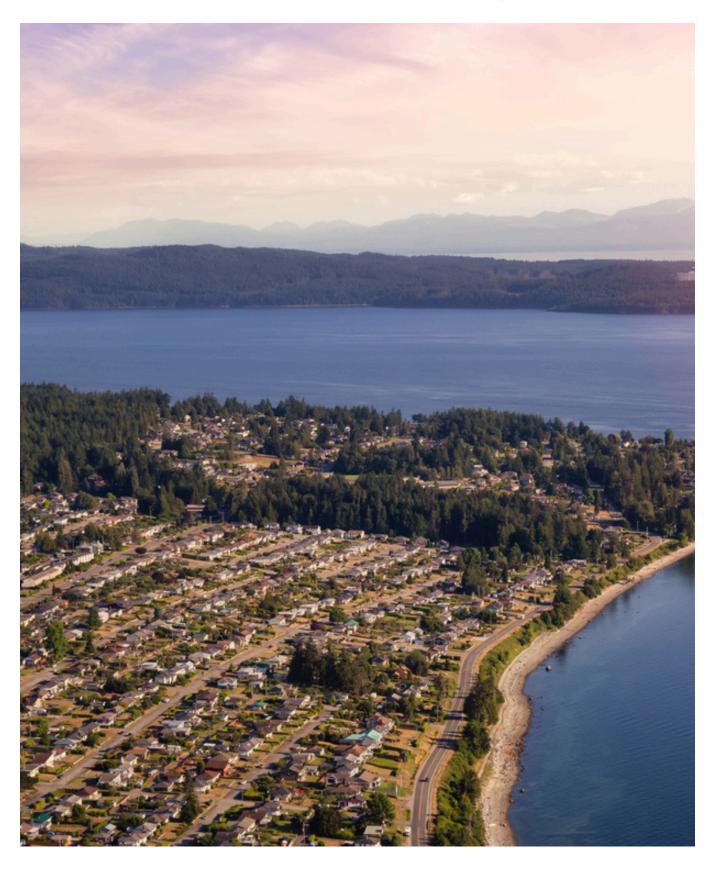
# Artificial Intelligence

Al Integration Initiative - Board Update

Presentation by: Allison Burt and Jennifer Kennedy



## Land Acknowledgement



## čεčεhašt kw ła?amın qaymıxw. ?əsna tε?ε gıjε.

We would like to express our respect for and gratitude to the 4a?amın peoples whose traditional and treaty territory qathet School District resides on. We recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and indigenization through truth, healing, celebration and reconciliation.



# ARTIFICIAL INTELLIGENCE Background



## What is Artificial Intelligence?

#### ARTIFICIAL INTELLIGENCE

is a digital tool that uses data to learn, solve problems, and make decisions - things that usually only people can do.

#### GENERATIVE ARTIFICIAL INTELLIGENCE

is a technology-based tool that can independently create content, including audio, code, images, text, simulations, and videos. Generative AI can be used to create text, graphics, and videos in a matter of seconds.

#### ARTIFICIAL INTELLIGENCE IN EDUCATION

involves using computer programs and artificial intelligence (AI) in educational settings to help with learning, teaching, and running school or districts. AI can be used to support student-focused learning experiences, help educators with planning and instruction, and make school systems and office work run more smoothly.

(Ministry of Education and Child Care, 2024)

## Artificial Intelligence Integration Initiative

When used appropriately, AI tools can offer versatile applications to enhance various aspects of BC's education system. AI integration has the potential to enhance teaching and learning, streamline administrative and organizational tasks, enhance efficiency, and enable a dedicated focus on student-centered activities. Districts and schools can also leverage AI to foster collaboration, communication, and meaningful interactions within the entire school community.

This project aims to provide a structured approach to AI integration, ensuring ethical and responsible use, professional capacity building, and alignment with district values, priorities, and goals.

We acknowledge that we do not have all the answers. However, by working together as a community, we are committed to creating a thoughtful and inclusive roadmap for AI integration.





## Implementation Timeline

## Phase 1 - ongoing

**Engagement and Communications** 

Phase 2 - months 1-2
Al Policy, AP, drafting Framework

Phase 3 - months 3-6
Working Group, Professional Learning

Phase 4 - months 6-8
Classroom and District Pilot Programs

Phase 5 - months 9-12
Evaluation and Refinement

## Focus Groups Process

In May and June 2025, we met with seven distinct groups of rightsholders with the goal of understanding staff, student, and parent perspectives on the opportunities, risks, and guiding values for AI use in our district.

Teachers
PIE Teachers
PIE Administrators
CUPE
Exempt Staff
Intermediate Students
DPAC

## The Promise of AI — Opportunities & Enthusiasm

#### **Enhanced Creativity and Problem-Solving**

Al unlocks new ways to think, create, and express ideas. It supports iteration, feedback, and confidence... especially for students who struggle with traditional formats.

#### **Efficiency for Staff**

Automation can reduce routine tasks, creating more time for connection, mentorship, and deep learning.

#### **Accessibility and Inclusion**

Al can increase equity and participation by offering alternative entry points for diverse learners.

#### **Critical Thinking and Digital Literacy**

Used intentionally, AI helps students question, verify, and compare information, and could be building skills in discernment, inquiry, and digital citizenship (not to mention AI).

## The Risks of AI — Concerns & Reservations

#### **Skill Erosion and Academic Integrity**

Over-reliance on AI may weaken core skills and blur lines around originality and integrity.

#### **Misinformation and Bias**

Hidden bias and inaccurate content risk shaping understanding in ways that don't reflect personal, local or inclusive values.

#### **Privacy and Data Use**

Unclear data ownership and consent processes raise questions about student and organizational safety and transparency.

#### **Professional and Ethical Risks**

Unequal access, limited training, and fear of de-professionalization highlight the need for thoughtful, equitable implementation.

# The Path Forward — Responsible, Human-Centered Implementation

#### **Training and Support**

Ongoing learning for staff, students, and families is essential, covering not just technical use but ethics, safety, and pedagogy.

#### **Human-Centered Decision-Making**

Al should enhance, not replace, human judgment, relationships, and connection.

#### **Co-Creation of Guidelines**

Shared norms with students build accountability and adaptability as technology evolves.

#### **Values and Local Alignment**

Adoption should reflect district values: equity, truth, sustainability, and transparency.



I would really like to have a clear, ethical framework of how I should and can be using AI. Right now there's still a sense of when I'm using it that I might be dong something wrong. So the integrity piece is important to me.

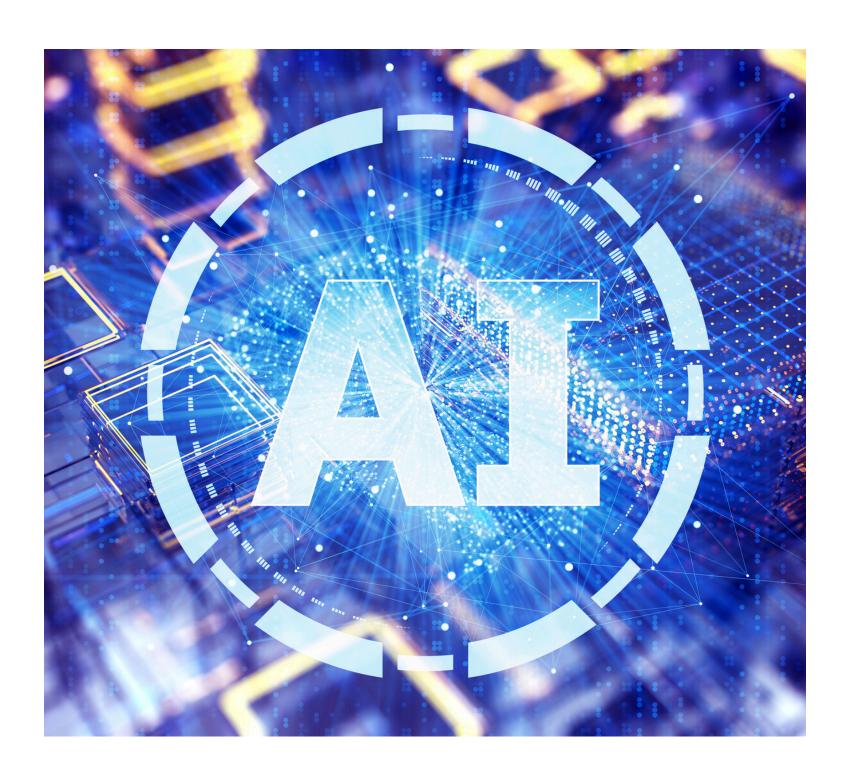
PIE TEACHER





Yeah, I've played with it because no one has said that I can't do that.

STUDENT

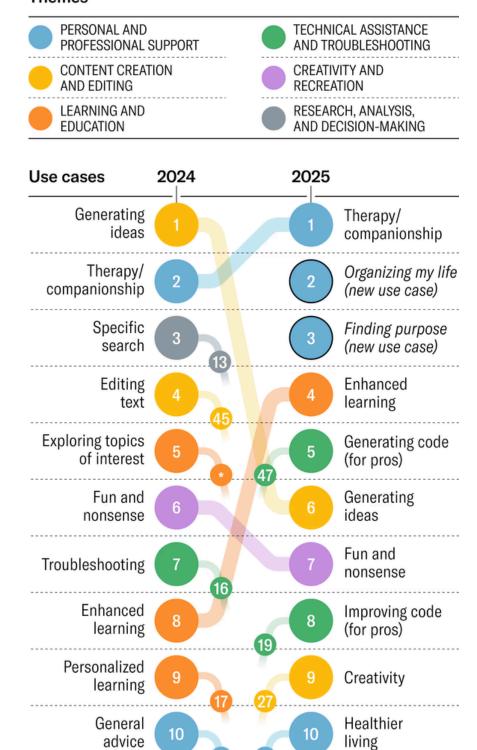




#### **Top 10 Gen Al Use Cases**

The top 10 gen AI use cases in 2025 indicate a shift from technical to emotional applications, and in particular, growth in areas such as therapy, personal productivity, and personal development.

#### **Themes**



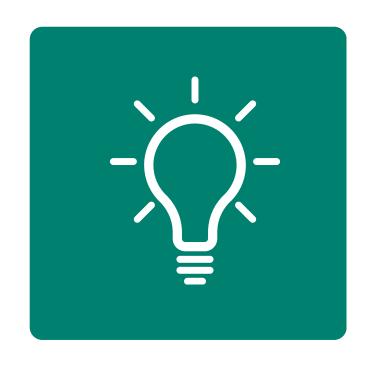
## Top 10 Gen AI Use Cases

- What does the shift from technical to emotional applications of AI suggest about where AI is heading?
- How might these trends influence students' and educators' experiences and expectations of AI in schools?
- Which of these use cases are already emerging in our schools, and which might we expect to see soon?
- How can we prepare staff and students to use AI tools responsibly in these areas?

\*Did not make list of top 100 in 2025 Source: Filtered.com



# Core Values & Guiding Principles



Teaching & Learning



Relationships & Well-being



Ethical Use & Accountability



Equity & Inclusion



Community & Shared Responsibility





## Implementation Timeline

## Phase 1 - ongoing

**Engagement and Communications** 

Phase 2 - months 1-2

AI Policy, AP, drafting Framework

Phase 3 - months 3-6

Working Group, Professional Learning

Phase 4 - months 6-8

Classroom and District Pilot Programs

Phase 5 - months 9-12

**Evaluation and Refinement** 

## Timeline

## **qSD Project Charter**

January 2025 - Al Integration Initative

#### **Focus Groups**

May-June 2025 -Local Context

#### Canadian K12 School Leadership Summit

October 2025 - ALP Professional Learning

#### Guiding Principles

October 2025 -Core Values and Guiding Principles

#### Pilots, Professional Learning, and PIAs

Building Capacity and Ensuring Safety

#### Ministry Guidelines

Summer 2024 - Use of AI in Education

## **Communities** of Practice

BCSSA, BCPVPA, Chapter and Regional CoPs

#### ALP Leadership Summit

Summer 2025 -Building Al Capacity

## **Communities** of Practice

2025/2026 - CoP for Business and CoP for Education

#### Al Working Group

October 2025 -Collaborative Working Group



## Role Specific Invitations

Role	Focus of Practice	What You Can Do Now	How We'll Know It's Working
Superintendent & Board	Vision & Governance	Embed AI goals in the Operational Plan; publish annual community progress reports.	Completion of five PIAs and improved staff and student confidence on annual survey.
Principals & Vice Principals	Culture & Communication	Include AI reflection prompts in staff meetings; celebrate small wins.	Staff confidence increases in quarterly pulse surveys.
Teachers & Coordinators	Practice & Pedagogy	Design one AI-enhanced lesson tied to curricular outcomes.	Student confidence increases and improved student engagement.
Operations & Support Staff	Efficiency & Well-Being	Pilot AI tools for scheduling and note taking.	Documented time savings and improved collaboration.
Students & Families	Al Literacy & Trust	Attend AI literacy sessions; explore student ethics mini-modules.	Parent and student confidence scores rise on annual survey.



# Leadership lives everywhere. Each role contributes to a system where ethical innovation becomes everyday practice.

What We're Learning - ALP White Paper



# Thank you!





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#### **REGULAR BOARD MEETING**

#### 4:00 pm, Wednesday, September 24, 2025 School Board Office

#### **MINUTES**

Present: Jaclyn Miller, Gretchen Conti, Dale Lawson, Maureen Mason

Also in attendance: Paul McKenzie (Superintendent), Steve Hopkins (Secretary-Treasurer)

Regrets: Kirsten Van't Schip (Trustee)

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

#### LAND ACKNOWLEDGEMENT

Chairperson Miller acknowledged that the meeting was taking place on the traditional unceeded territories of the Tla'amin Nation.

#### **QUESTION PERIOD**

There were no questions.

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

While we get ready to close out the first month of school, I'd like to begin by recognizing the effort it takes to start up a new school year. To our students, teachers, support staff, and administrators, thank you. The energy, preparation, and commitment required to create a strong beginning is no small task, and we are grateful for all that has gone into making these first few weeks successful.

Professional development for our employees marked a significant moment this month, with an Indigenous education–focused day for all staff built around the theme *Learn, Understand, Act.* We had the privilege of welcoming Dr. Marie Wilson, a Commissioner of Canada's Truth and Reconciliation Commission, whose insights and stories set the tone for a powerful day. Learning about witnessing as part of Tla'amin Nation's protocols and laws, and engaging with a diverse set of sessions, created an experience that was both educational and deeply meaningful.

Building on this learning, we were proud to partner with the City of Powell River, qathet Regional District, Tla'amin Nation, Vancouver Island University, and our school district to host a public event featuring Dr. Wilson. Her reflections on the devastating realities of residential schools and the lasting impacts still felt today resonated deeply with all who attended. Drawing on the thousands of testimonies she heard during her time as a Commissioner, Dr. Wilson reminded us that while September is often a time of excitement for many, for survivors of residential schools it is a month that recalls fear and trauma. These truths call on us to continue learning, acknowledging, and acting with intention as part of our path toward reconciliation.

Community has certainly been front and centre for our district this month. There was the Career Day hosted at Brooks Secondary where nearly 40 organizations from across our region came together to showcase the wide range of opportunities available to students in their own community. This kind of collaboration not only sparks imagination but also demonstrates to our young people that there are many pathways open to them, including right here in our own community.

Our district also took part in the Community Connection Expo at Dwight Hall as a way to connect with families and encourage greater parent involvement in schools. Our schools also showed their strong community spirit by supporting Cops for Cancer and hosting Terry Fox Runs to raise funds for cancer research, great reminders of how education and citizenship go hand in hand. And of course, this month we will join Canadians across the country in marking the National Day for Truth and Reconciliation. Schools will be closed on September 30, and in the days before, students will wear orange shirts and participate in learning activities to reflect on the legacy of residential schools and to honour survivors.

September is also an important month for the Board. This is when we review and approve key pieces of work that guide our direction and accountability, including our audited financial statements and the Framework for Enhancing Student Learning report. These are critical tools to ensure transparency and to demonstrate progress toward our commitments.

In all of these ways, from the classroom to the boardroom to the community, we see September as a time of renewal, of learning, and of connection. I want to thank everyone who has contributed to making this a strong start to the year.

And as we look ahead to October, I would also like to acknowledge that October 5 is World Teachers' Day. It's an opportunity for us to pause and recognize the dedication, care, and professionalism of our teachers. Their daily work not only supports student success but also helps shape the future of our community, and for that we are deeply grateful.

#### 1. ADOPTION OF AGENDA

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the Regular meeting agenda of September 24, 2025, be adopted as circulated.

STATUS: CARRIED

#### 2. ADOPTION OF MINUTES

MOVED: G. CONTI

SECONDED: M. MASON

THAT the Regular meeting minutes of June 25, 2025, be adopted as circulated.

STATUS: CARRIED

#### 3. REPORT OF CLOSED MEETINGS

3.a) June 25, 2025 – The Board met in-camera to discuss items which include property and personnel.

#### 4. OUTGOING CORRESPONDENCE

4.a) qSD to City of Powell River – Letter of Support Provided for information.

#### 5. SUPERINTENDENT OF SCHOOLS' REPORT

5.a) School Opening Report for September 2025

Superintendent McKenzie spoke to his written report and presentation, highlighting a smooth and positive school start-up and commending staff for their efforts in preparing welcoming environments. Enrolment remains stable, with elementary numbers similar to the prior year, a slight increase at the secondary level, and continued growth in PIE and International Education. Director Burt has been seconded to the Ministry (0.6 FTE), with V. Kintzinger stepping in part-time to support the district during the absence.

Superintendent McKenzie also noted ongoing progress across programs, including Indigenous Education, Career and International Education, child care, and transportation. Early learning initiatives such as the Kindergarten Snapshot continue to strengthen transitions and student readiness.

5.b) Enhancing Student Learning (ESL) Report

Directors Burt, Brach and Gaudreau presented the annual ESL Report, noting the introduction of a new three-year reporting cycle beginning in 2025, with two shorter reports and one in-depth review. This year's short-form report reflects the district's continuous improvement cycle, identifying patterns, interpreting data, and developing next steps, and aligns closely with the strategic plan priorities. Equity of outcomes remains a central focus throughout the report.

Directors reported on graduation rates, highlighting differences between brick-and-mortar schools and online programs. The district issued more Adult Dogwoods than the provincial average, primarily through its online program, while brick-and-mortar schools issued fewer. Foundational Skills Assessment (FSA) results showed less improvement in Grade 4 compared to the previous year but gains among students with diverse needs and Indigenous learners. Reading data (DIBELS) indicated early-year growth but declines at the intermediate level, leading to targeted interventions and additional literacy support from C. Clark. Numeracy assessments are also underway to identify areas for improvement, and inquiry work at Brooks and other schools continues to focus on equitable assessment and student engagement.

Trustees asked questions about provincial trends, strategies to improve graduation rates, and ongoing efforts to strengthen literacy and numeracy supports across schools.

MOVED: D. LAWSON

SECONDED: M. MASON

THAT Board of Education receive and approve the Annual Enhancing Student Learning Report 2025, as presented at the September 24, 2025, Public Board Meeting.

STATUS: CARRIED

#### 5.c) Revised 2025/2026 Program Review Cycle

Superintendent McKenzie presented a revision to the previously approved program review cycle. The updated schedule, originally approved in June, includes adjustments to the order of reviews. Four major reviews will take place this year: Early Learning, Literacy Support, Feeding Futures, French Immersion, and Online Learning. A suggestion was made to review the ADST Innovator program and the OLC program in a future cycle.

MOVED: D. LAWSON

SECONDED: G. CONTI

THAT the Board of Education approve the revised Program Review Cycle for 2025-

2026.

STATUS: CARRIED

5.d) Suspension, Exclusion, and Seclusion Report – September 3, 2024, to June 30, 2025

Superintendent McKenzie reviewed the annual report, noting comparisons to the previous school year. A related report on suspensions and exclusions was submitted to the Ombudsperson in June, with results expected in the new year.

MOVED: G. CONTI

SECONDED: D. LAWSON

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

STATUS: CARRIED

#### 6. <u>SECRETARY-TREASURER'S REPORT</u>

6.a) Approval of the 2024/2025 Audited Financial Statements

Secretary-Treasurer Hopkins reported that the audited financial statements were presented at the Committee of the Whole meeting and highlighted the accompanying Financial Statement Discussion and Analysis (FSDA), which offers context for interpreting the statements and includes an executive summary.

MOVED: D. LAWSON

SECONDED: G. CONTI

TO approve the operating surplus restrictions of \$353,890 and the Local Capital restriction of \$125,000 as detailed in NOTE 18 of the financial statements for the year ended June 30, 2025.

STATUS: CARRIED

MOVED: G. CONTI

SECONDED: D. LAWSON

THAT the Board of Education approve the Audited Financial Statements for the year ended June 30, 2025.

STATUS: CARRIED

6.b) Approval of the 2026/2027 Minor Capital Plan

Trustees reviewed the proposed 2026/2027 Minor Capital Plan at the Committee of the Whole meeting and moved to approve it. S. Hopkins noted that a response from the Ministry regarding approved projects is expected in the spring.

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the Board of Education approve the submission of the Minor Capital Plan.

STATUS: CARRIED

6.c) Letter of Support for Texada Food Security Project

S. Hopkins shared a letter of support that was provided to the Texada group for information.

MOVED: G. CONTI

SECONDED: D. LAWSON

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

STATUS: CARRIED

#### 7. COMMITTEE REPORTS

7.a) Committee of the Whole Report for September 10, 2025

M. Mason and G. Conti shared additional information on the purpose for the Ad Hoc Committee. Trustees supported the formation of the committee.

MOVED: D. LAWSON

SECONDED: M. MASON

TO appoint trustees M. Mason and G. Conti to an Ad Hoc Committee formed to review future Professional Development needs for Trustees.

STATUS: CARRIED

#### 8. OTHER BUSINESS

8.a) Quarterly Review of Board Work Plan

S. Hopkins reported that updates to the program review cycle have been incorporated into the work plan. Following direction from the June meeting, a data release schedule has been developed as a separate appendix. The dates are intended to be flexible and are presented within general time bands.

MOVED: G. CONTI

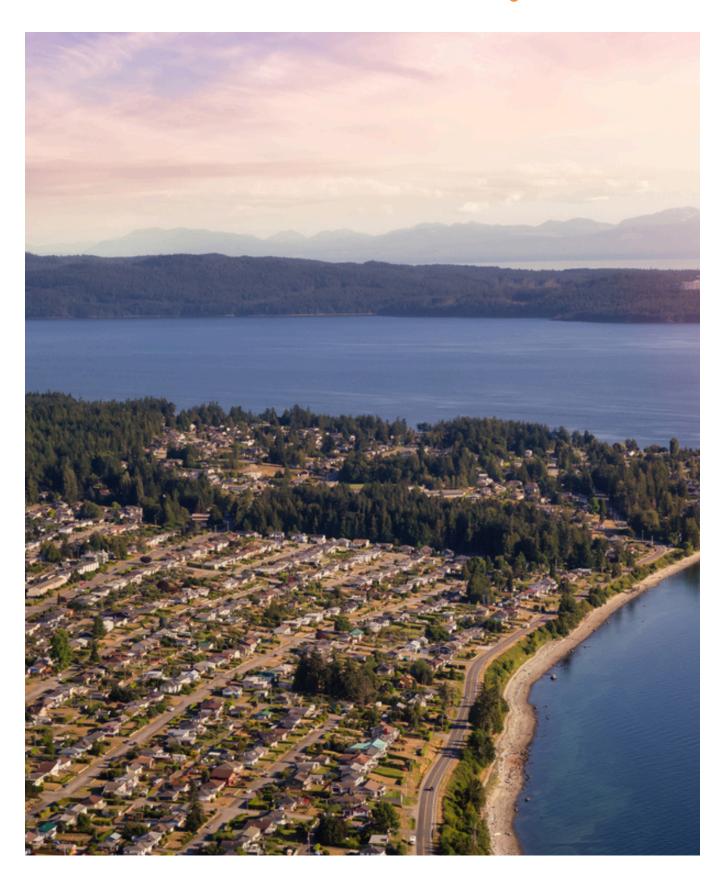
	SECONDED:	D. LAWSON				
	THAT the Board of Education approve the updated Board Workplan.					
	STATUS:	CARRIED				
QUESTION PERIOD						
There were no	questions.					
MEDIA QUESTION PERIOD						
There were no questions.						
ADJOURNMENT						
MOVED:	G. CONTI					
THAT the Regu	ılar Meeting of S	September 24, 2	025 be adjourned.			
STATUS:	CARRIED					
The meeting adjourned at 5:35 p.m.						
J. Miller			S. Hopkins			
Chairperson			Secretary-Treasurer			
SH/attachments						



# Our Leadership Learning Journey....

FROM VISION TO ACTION

## Land Acknowledgement



## čεčεhašt kw ła?amın qaymıxw. ?əsna tε?ε gıjε.

We would like to express our respect for and gratitude to the <code>{a?amln peoples}</code> whose traditional and treaty territory qathet School District resides on. We recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and indigenization through truth, healing, celebration and reconciliation.



### OUTLINING A PATH TO STUDENT SUCCESS

### **Building Alignment Across qathet School District**

#### MINISTRY OF EDUCATION

#### **Provincial Direction & Policy**

- Sets legislation, curriculum standards, and priorities (e.g., equity, literacy, student well-being)
- Provides funding, accountability measures, and overarching goals for K-12 education



#### **BOARD'S STRATEGIC PLAN**

District Vision, Mission, and Values in Action

- Learning and growing together
- Creating brighter tomorrows for all



#### DISTRICT ORGANIZATIONAL & SCHOOL GROWTH PLANS

#### Operationalizing the Strategy

- District Team Operational Plans: outlines district objectives, milestones, and supports for schools: Leadership for Learning and Leadership for Management
- School Growth Plans: define each school's improvement goals (e.g., literacy, numeracy, belonging, graduation rates)

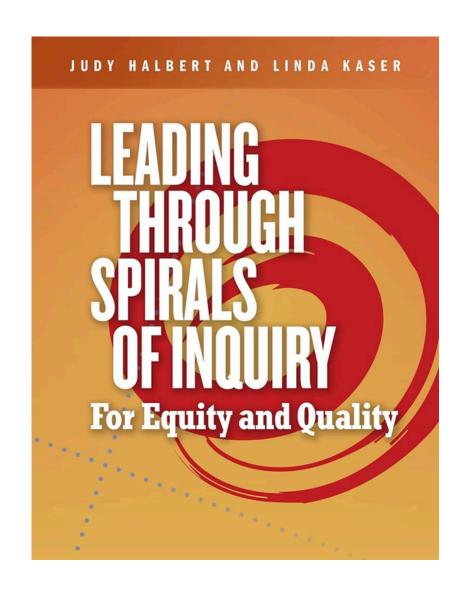


#### PROFESSIONAL GROWTH PLANS

#### Personal Leadership and Growth for System Goals

- Individual professional learning goals directly support school, district, and Ministry priorities
- Grounded in BCPVPA Leadership Competencies







## Our Senior Inquiry Question:

Will an aligned focus using an inquiry question support improved student success across our system?



#### School Growth Plan 2024-2025 Texada Elementary School

#### Purpose and Vision:

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

- callaboratively 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.

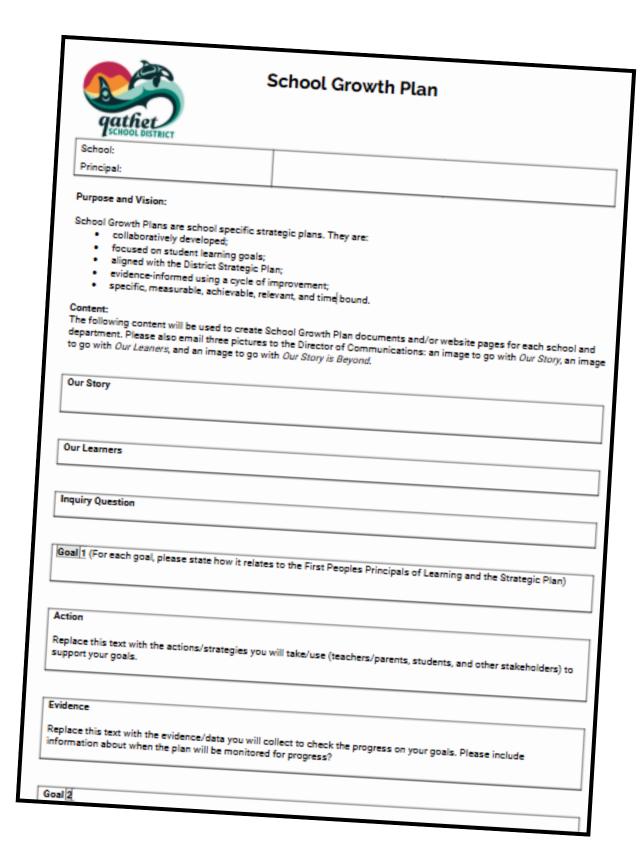
#### Our Stor

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.

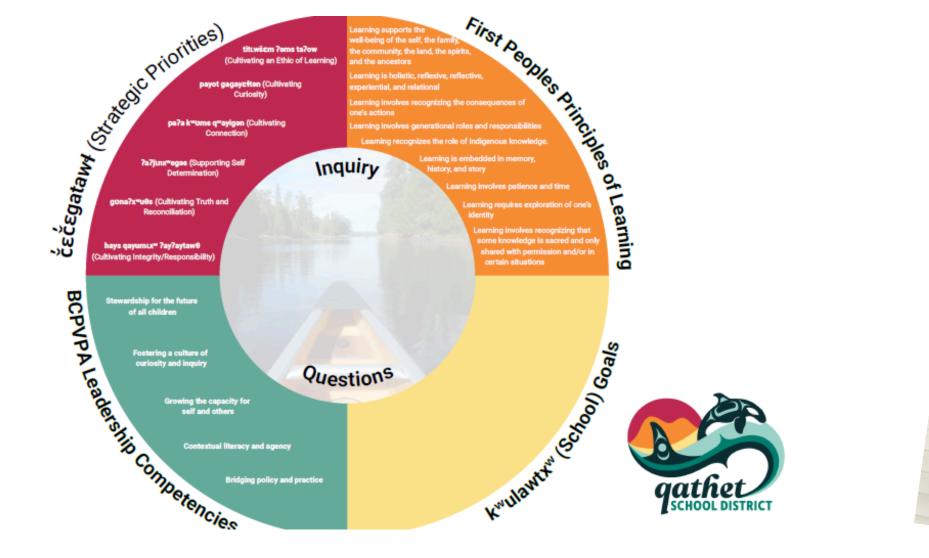
Texada Elementary enjoys the use of a full-scale gymnasium that includes an impressive bouldering wall for student and community use, a relatively well stocked library, and full computer lab outfitted with individual student laptops and desktop computers. Staff and students are fortunate to have flexibility in the school space, and despite a very small student population, there is a tendency to use all parts of the building.

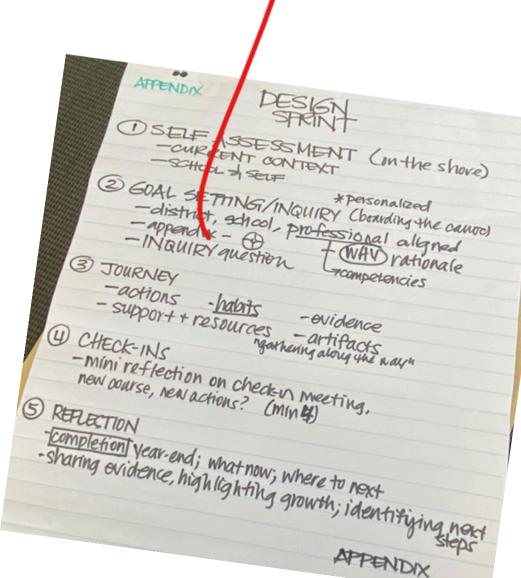
# School Growth Plans



2024/25

New Format with Inquiry Question



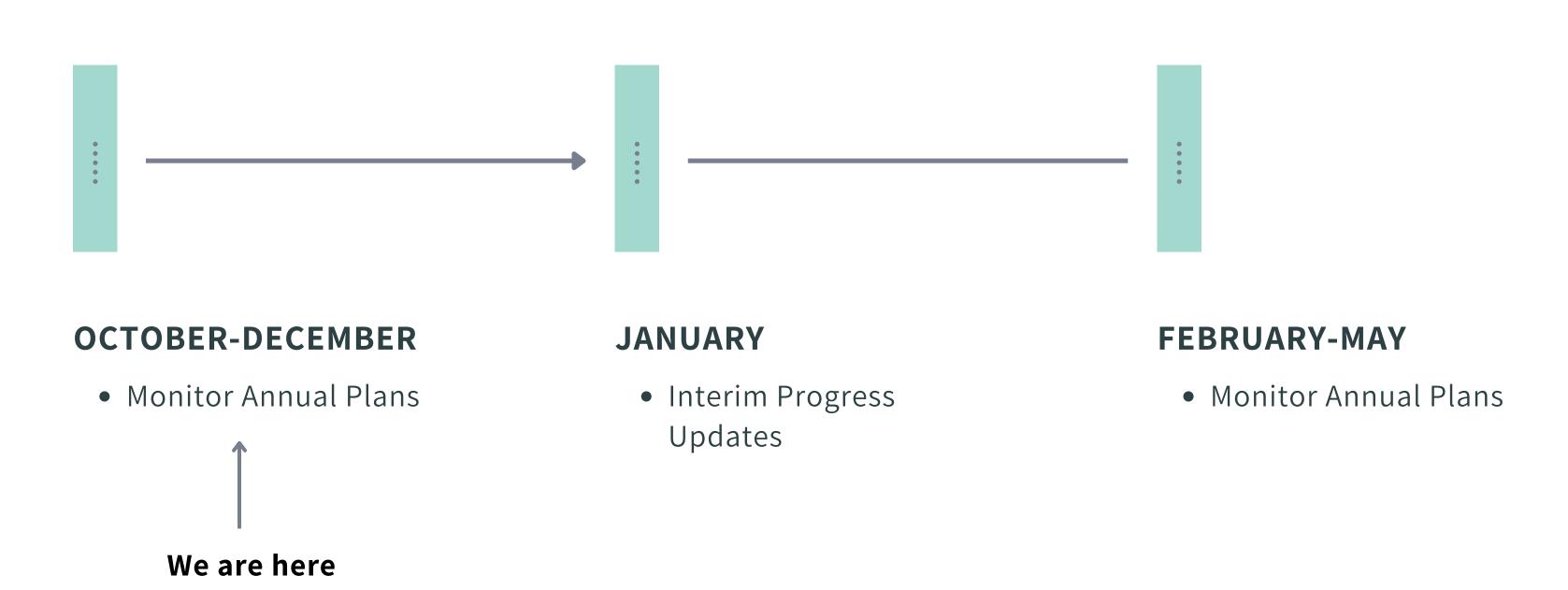


## Our Senior Inquiry Question:

Will an aligned focus using an inquiry question support improved student success across our system?

## Tracking our Journey

- School Based Meetings through the year to track progress
- Professional learning on evidence based practices
- Collaborative inquiry among administrators







#### **ADMINISTRATIVE COMMITTEES**

#### **Background**

The Superintendent will establish such permanent or ad hoc committees as they find necessary for the proper administration of Board policies and District administrative procedures, and for the improvement of the educational program.

#### **Procedures**

- 1. The membership, composition, and responsibilities of such committees will be defined by the Superintendent and may be changed at their discretion. In order that each group may work as effectively as possible, the Superintendent will explain clearly the group's function and charge and the way it is to make its recommendations.
- 2. Committees of professional and support staff members will be established, maintained, and charged in accordance with applicable negotiated agreements or as considered necessary by the Superintendent or the administrative staff.

Reference: Section 22, 65, 85 School Act

Adopted: TBD



# **DEVELOPMENT AND REVIEW OF ADMINISTRATIVE PROCEDURES**

#### **Background**

The Superintendent has been given responsibility for implementation and review of the Administrative Procedures Manual. Regular review of Administrative Procedures, with opportunities for input from appropriate stakeholders, leads to effective operations within the District.

#### **Procedures**

- 1. A periodic review of all Administrative Procedures shall be conducted through the Office of the Superintendent.
- 2. This review will provide opportunities for input from stakeholders as appropriate.
- 3. Reviews shall ensure that each Administrative Procedure meets the following criteria:
  - 3.1 Each procedure is the responsibility of administration as delegated by the Board or as defined by legislation.
  - 3.2 Each procedure is consistent with Board Policy.
  - 3.3 Each procedure is consistent with other Administrative Procedures.
  - 3.4 Each procedure is consistent with the District's strategic direction as outlined in the Strategic Plan.
  - 3.5 Each procedure ensures clear and consistent direction for the District.
- 4. Development or review of a specific Administrative Procedure may be initiated by any stakeholder at any time through a formal request to the Superintendent.
  - 4.1 The request will be expected to detail the issues and concerns associated with the Administrative Procedure and if possible, offer suggestions for revision.
  - 4.2 The Administrative Procedure Feedback Form (Form 121-1) shall be used to facilitate this process.
- 5. All newly developed Administrative Procedures and changes based on reviews of current Administrative Procedures shall be communicated expeditiously to all stakeholders.
- 6. Upon receiving a formal request for review, the Superintendent will determine the appropriate process for developing and reviewing the specific Administrative Procedure to ensure that reasonable consideration is given to the request.

# Administrative Procedure 121



6.1 It is expected that in most instances such a review will be carried out by the Superintendent, a District Office administrator with direct responsibility in that area, and a school-based administrator selected by the Superintendent.

Reference: Sections 8, 22, 65, 85 School Act

School Regulation 265/89

Adopted: May 18, 2022 Revised: May 18, 2022

# Suspension, Exclusion and Seclusion Report YTD Sept 2 to Sept 30, 2025

SUSPENSIONS (BY INCIDENT)	SEPT	ОСТ	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)	4										4
10 days or less (violent)	2										2
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)											0
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
TOTAL SUSPENSIONS	6	0	0	0	0	0	0	0	0	0	6
EXCLUSIONS											
Exclusions - Elementary											0
Exclusions - Secondary											0
SECLUSIONS											
Seclusions - Elementary											0
Seclusions - Secondary											0

(Violent incidents include: fighting, physical altercations, threats of bodily harm, etc.

Verbal is considered violent if threatening)

# REPORT TO TRUSTEES FOR THE PERIOD ENDING: September 30, 2025

	EXPENDITURES COMMIT	MENTS	TOTAL	BUDGET	BALANCE	AVAIL %
INSTRUCTION						
100 Salaries	3,082,391	0	3,082,391	27,203,185	24,120,794	89
200 Employee Benefits And Allowances	736,920	0	736,920	6,291,565	5,554,645	88
300 Services Purchased	388,583	0	388,583	3,358,421	2,969,838	88
500 Supplies And Materials	160,021	0	160,021	2,434,912	2,274,891	93
Total For INSTRUCTION	4,367,915	0	4,367,915	39,288,083	34,920,168	89
DISTRICT ADMINISTRATION						
100 Salaries	403,472	0	403,472	1,585,502	1,182,030	75
200 Employee Benefits And Allowances	80,883	0	80,883	353,995	273,112	77
300 Services Purchased	156,153	0	156,153	393,500	237,347	60
500 Supplies And Materials	496	0	496	94,663	94,167	99
Total For DISTRICT ADMINISTRATION	641,004	0	641,004	2,427,660	1,786,656	74
OPERATIONS AND MAINTENA	NCE					
100 Salaries	377,152	0	377,152	1,981,859	1,604,707	81
200 Employee Benefits And Allowances	80,422	0	80,422	457,118	376,696	82
300 Services Purchased	117,004	0	117,004	807,750	690,746	86
500 Supplies And Materials	142,284	0	142,284	1,144,750	1,002,466	88
Total For OPERATIONS AND MAINTENANCE	716,862	0	716,862	4,391,477	3,674,615	84
TRANSPORTATION & HOUSIN	G					
100 Salaries	75,393	0	75,393	678,877	603,484	89
200 Employee Benefits And Allowances	20,024	0	20,024	156,350	136,326	87
300 Services Purchased	32,576	0	32,576	104,000	71,424	69
500 Supplies And Materials	36,331 	0	36,331	295,500	259,169	88
Total For TRANSPORTATION & HOUSING	164,324	0	164,324	1,234,727	1,070,403	87
Grand Total	5,890,105	0	5,890,105	47,341,947	41,451,842	88



qathet School District – HSE Management System	Process Owner	Document	Version	Date	Page
Title: Earthquake Drill Guide - Non-Schools	EHS Manager	HS-11.2-2	1	October 10, 2025	1

# "DROP, COVER, HOLD ON" DRILL GUIDE - NON-SCHOOLS

Be	fore the Drill
	SITE LEAD: Review these instructions and create awareness.
	Review these instructions on how to conduct the drill and the basic steps for how to "DROP, COVER, HOLD ON" here: Drop Cover Hold On   The Great British Columbia ShakeOut (shakeoutbc.ca)
	Consider and plan for differing access needs or functional needs. See above link and: <u>EarthquakeProtectiveActionAccessibilityPostcard-EN.png (676×1017) (shakeoutbc.ca)</u>
St -	sart of the Drill  SITE LEAD: Signal for the drill to commence - can be managed through PA or verbally at your building.  Optional audio / video recordings are available with or without narration/sound effects: Drop Cover  Hold On BC   Drill Broadcast Recordings   ShakeOut (shakeoutbc.ca)
	uring the Drill  ALL STAFF: "DROP to the ground, COVER under a sturdy table or desk, HOLD ON to legs of desk until shaking stops" and count the duration of the earthquake. Then, once the shaking stops, count to 60 for safety while things settle.
•	Remaining in place and counting for 60 seconds after the quake has stopped will protect people while things settle.
•	While under the sturdy desk or table, look around at what might fall on you in a real earthquake. These should be secured or moved after the drill (include in the debrief).
•	If you are outside: Stay in open area clear of overhead hazards, power lines, hazardous storage areas (e.g., gas tanks), away from sides of buildings and crouch low to avoid being knocked over
En	d the Drill
	SITE LEAD: Signal for the drill to end and to conduct an evacuation rehearsal (actual or verbal review) - can be managed through PA, verbally or after 60 seconds has elapsed on a pre-recording.
	STAFF: When the end of drill has been announced (60 seconds after the quake has stopped): Evacuate if instructed to do so. In a real scenario, before any decision is made to vacate all or part of the building, someone must find out that there is 1) a safe route out, and 2) a safe place to assemble outside where you will avoid falling trees, power lines, unstable buildings in case of after shocks. OR if no evacuation,
	<b>Return to your places and discuss post-earthquake evacuation procedures</b> (if you do have to evacuate after an earthquake: what to bring, where to exit, how to exit, watch-outs, where to meet).
A	fter the Drill
•	SITE LEAD and STAFF: Debrief on how the drill went:  What went well? What didn't go well? What can we do to improve reaction and safety in case of an earthquake?

☐ Submit feedback and suggestions for improvements: <a href="healthandsafety@sd47.bc.ca">healthandsafety@sd47.bc.ca</a>



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# **COMMITTEE OF THE WHOLE**

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

# **NOTES**

Present: Jaclyn Miller, Maureen Mason, Gretchen Conti, Dale Lawson

Also in attendance: Paul McKenzie (Superintendent), Steve Hopkins (Secretary-Treasurer)

Regrets: Kirsten Van't Schip (Trustee)

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

# 1. APPROVAL OF AGENDA

MOVED: D. LAWSON

SECONDED: G. CONTI

THAT the Committee of the Whole Meeting Agenda of October 8, 2025, be adopted as circulated.

STATUS: CARRIED

#### 2. STANDING COMMITTEES

2.a) Finance and Facilities

2.a.i) N/A

# 2.b) Education and Strategic Planning

2.b.i) Suspension Review

Superintendent McKenzie and Director Gaudreau presented the suspension review, noting that overall suspension rates have declined over the past four years. Many non-violent suspensions are related to vaping, leading staff to question whether such incidents should be categorized under the drug and alcohol policy. It was further noted that the current Drug and Alcohol Administrative Procedure is rigid and not reflective of the progressive approaches being used in schools. Staff continue to follow the Ministry's Safe, Caring and Orderly Schools guidelines, using suspensions only after other interventions have been attempted, except in rare cases such as fights. Interventions include

counselling, de-escalation strategies, and multi-tiered supports aligned with individual student needs.

Superintendent McKenzie emphasized the importance of updating Administrative Procedures to better align with current practice and support learning continuity and restorative approaches. Trustees discussed reviewing AP language, in particular outdated drug-testing references.

**RECOMMENDATION:** That the Board of Education receive the Suspension Review report as presented.

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

Superintendent McKenzie presented the 2024/2025 School Growth Plans, noting a shift toward developing goals framed around inquiry questions with explicit connections to the Strategic Plan and the First Peoples Principles of Learning. The new format encourages schools to use a range of data sources, both quantitative and qualitative, to identify priorities and measure progress. Growth plans this year focus on literacy, numeracy, social-emotional learning, and graduation outcomes, with increasing attention to priority populations and attendance.

Trustees expressed appreciation for the updated template and for schools that demonstrated clear evidence measures. They encouraged greater consistency in linking goals to measurable outcomes. Discussion also touched on balancing quantitative data with "street data," or student stories, to reflect the full range of learning experiences. Trustees asked about how success is measured beyond graduation rates and how schools are supporting both students who need additional help, those already meeting expectations and identified as "gifted". Staff emphasized the district's commitment to personalized learning, ensuring all students have opportunities to grow, and noted that future iterations of the plans will continue to refine evidence measures and alignment with district priorities.

- 2.c) Audit
  - 2.c.i) N/A
- 2.d) Policy Development
  - 2.d.i) N/A

#### 3. **COMMITTEE REPORTS**

3.a) South Coast Branch – Review of Constitution

Trustees reviewed the South Coast Branch Constitution and noted discrepancies related to the Education Representative and Secretary-Treasurer roles. As the draft provided did not include markups, tracking changes was difficult. A vote on the revised Constitution will take place at the November South Coast Branch meeting, and Chairperson Miller will share the Board's concerns for consideration.

# 4. OTHER INFORMATION

4.a) Land Acknowledgements – M. Mason

M. Mason led a discussion on enhancing land acknowledgements by moving beyond the standard format to include personal and organizational connections to equity. Trustees considered opportunities for coaching from Jessica to deepen understanding and meaning. The Board discussed the balance between performative and genuine acknowledgements and agreed that rotating territorial acknowledgements at Committee of the Whole meetings would provide trustees with opportunities to learn and practice. This approach will be reflected on upcoming agendas.

# 5. ADJOURNMENT

MOVED: D. LAWSON

THAT the Committee of the Whole Meeting be adjourned.

STATUS: CARRIED

The meeting adjourned at 5:30 p.m.

SH/attachments

# **MEMORANDUM**

Date: October 8, 2025

**To:** Board of Education of gathet School District

From: Paul Mckenzie, Superintendent

Re: Suspension Data Review

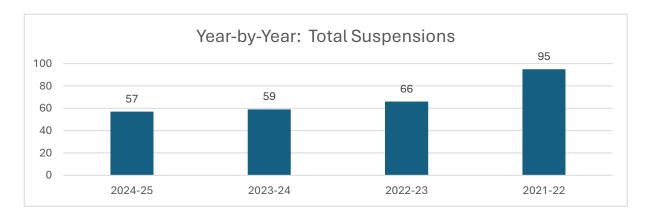
#### 1.0 BACKGROUND

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

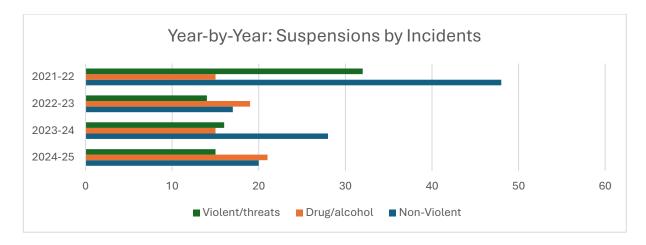
#### 2.0 ADDITIONAL INFORMATION

# System picture

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







# Two-year detailed review

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

Suspensions vs # of Students								
	202	3-24	2024-25					
	All Suspensions	# of Students	All Suspensions	# of Students				
Drug/alcohol	16	15	18	17				
Non-violent	26	22	17	12				
Violent/threats	18	16	22	21				
<b>Grand Total</b>	60	45	57	46				

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

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

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

# The story beneath the numbers

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

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

# **Current practice and mitigating efforts**

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

#### 3.0 NEXT STEPS

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

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

# 4.0 STAFF RECOMMENDATION

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

## 5.0 APPENDICES

Appendix A – Administrative Procedure 355 (Student Discipline)

Appendix B – Administrative Procedure 356 (Drugs and Alcohol)

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



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# **Terms of Reference**

# **Board Development Planning Ad Hoc Committee**

#### **Rational and Context**

The current Strategic Plan Framework (2023-2028) is widely regarded as progressive. Its focus on building trust through transparency, inclusion, and advocacy for shared decision-making is both intentional and reflective of the needs of our district.

The Strategic Plan calls for carefully developed strategies to guide implementation across all levels of the system—including the Board. Inclusive models of governance are complex and still emerging within our culture. We are learning together.

To support leadership through example, the Ad Hoc Committee recommends an inquiry-based model for Board professional development. This approach, already in practice at the senior management and school-based administration levels, is individualized and flexible—allowing trustees to pursue learning that aligns with their interests and governance roles.

#### **Purpose**

The Board Development Planning Ad Hoc Committee is established to:

- Explore options for trustee professional learning and board development planning, with an emphasis on identifying resources and supports for the incoming Board following the next election.
- Support trustees in identifying areas of interest to guide inquiry question(s) within the field of governance in public education.

#### Mandate

Over the term of its work, the Ad Hoc Committee will:

- Identify governance topics and areas of priority for trustee professional development;
- Develop a simple questionnaire to assess areas of interest and need;
- Review and share relevant training opportunities, including BCSTA resources and other external supports; and
- Bring forward recommendations to the Board on a framework for trustee development, to be considered in advance of the next election.

# Membership

- Two trustees, appointed by the Board;
- Superintendent of Schools; and
- Staff resources may be provided as required

# **Meetings and Reporting**

The Ad Hoc Committee will provide updates and recommendations to the Board at future regular meetings, with an initial report on these Terms of Reference in October 2025.

Meetings will be scheduled monthly (dates TBD) through June 2026.

# **Duration**

This Ad Hoc Committee is time-limited and will conclude once its recommendations have been received by the Board, no later than June 2026.

