

**REGULAR BOARD MEETING**

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

**A G E N D A**

**LAND ACKNOWLEDGEMENT**

**PRESENTATION:**        *AI 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.”



## **REGULAR BOARD MEETING**

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

### **MINUTES**

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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)

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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 unceded 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. SECRETARY-TREASURER'S REPORT**

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 Regular Meeting of September 24, 2025 be adjourned.**

**STATUS: CARRIED**

The meeting adjourned at 5:35 p.m.

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J. Miller  
Chairperson

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S. Hopkins  
Secretary-Treasurer

SH/attachments

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## **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

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## **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

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- 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**

<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)	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
<b>TOTAL SUSPENSIONS</b>	<b>6</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>6</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)*

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

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
<b>INSTRUCTION</b>						
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
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<b>Total For INSTRUCTION</b>	<b>4,367,915</b>	<b>0</b>	<b>4,367,915</b>	<b>39,288,083</b>	<b>34,920,168</b>	<b>89</b>
<b>DISTRICT ADMINISTRATION</b>						
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
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<b>Total For DISTRICT ADMINISTRATION</b>	<b>641,004</b>	<b>0</b>	<b>641,004</b>	<b>2,427,660</b>	<b>1,786,656</b>	<b>74</b>
<b>OPERATIONS AND MAINTENANCE</b>						
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
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<b>Total For OPERATIONS AND MAINTENANCE</b>	<b>716,862</b>	<b>0</b>	<b>716,862</b>	<b>4,391,477</b>	<b>3,674,615</b>	<b>84</b>
<b>TRANSPORTATION &amp; HOUSING</b>						
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
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<b>Total For TRANSPORTATION &amp; HOUSING</b>	<b>164,324</b>	<b>0</b>	<b>164,324</b>	<b>1,234,727</b>	<b>1,070,403</b>	<b>87</b>
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<b>Grand Total</b>	<b>5,890,105</b>	<b>0</b>	<b>5,890,105</b>	<b>47,341,947</b>	<b>41,451,842</b>	<b>88</b>



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

### Before 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 \(shakeoutbc.ca\)](https://www.shakeoutbc.ca/drop-cover-hold-on)
- ❑ Consider and plan for differing access needs or functional needs. See above link and: [EarthquakeProtectiveActionAccessibilityPostcard-EN.png \(676x1017\) \(shakeoutbc.ca\)](https://www.shakeoutbc.ca/earthquake-protective-action-accessibility-postcard-en)

### Start 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 \(shakeoutbc.ca\)](https://www.shakeoutbc.ca/drop-cover-hold-on-bc-drill-broadcast-recordings)

### During 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

### End 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,**
- ❑ **Return to your places and discuss post-earthquake evacuation procedures** (if you do have to evacuate after an earthquake: what to bring, where to exit, how to exit, watch-outs, where to meet).

### After 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: [healthandsafety@sd47.bc.ca](mailto:healthandsafety@sd47.bc.ca)

**COMMITTEE OF THE WHOLE**

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

**NOTES**

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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)

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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 qathet School District  
**From:** Paul Mckenzie, Superintendent  
**Re:** **Suspension Data Review**

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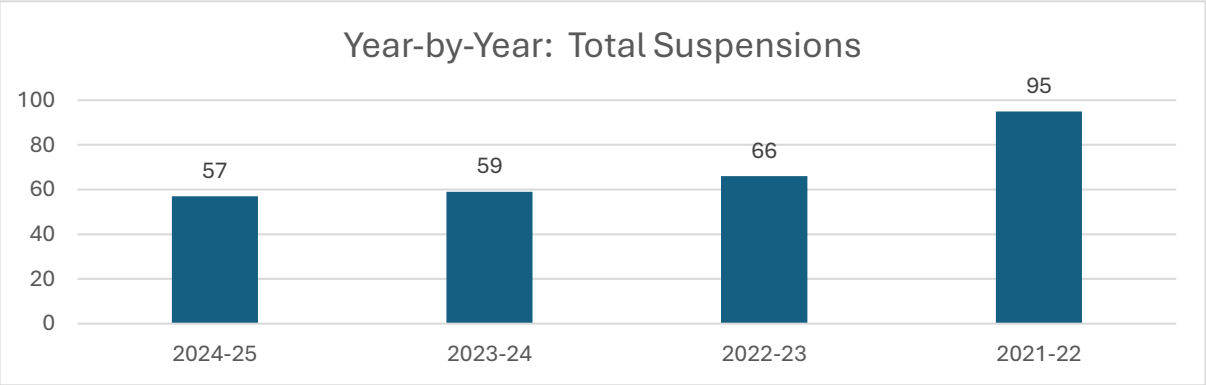
## 1.0 BACKGROUND

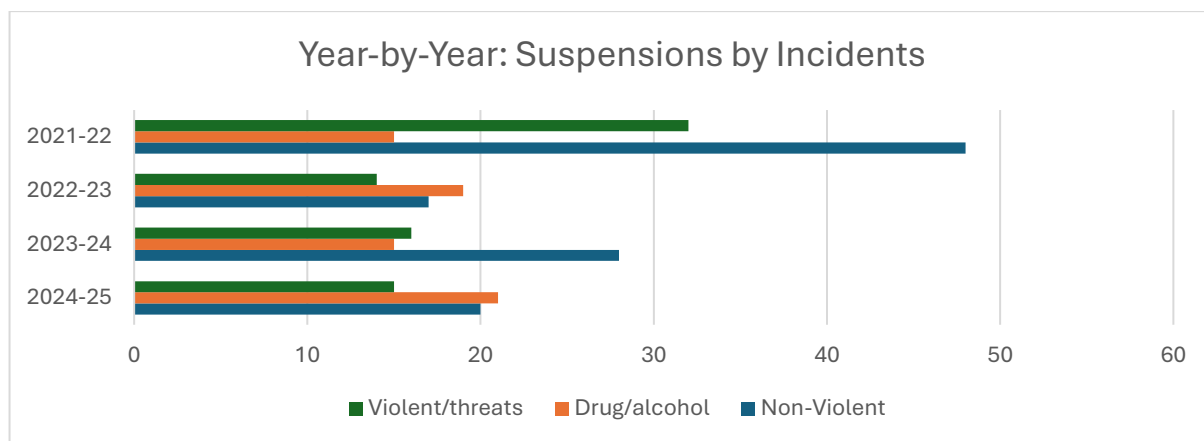
In February 2025, Trustees asked us to take a closer look at student suspensions and to bring forward practices that keep learners connected to school while maintaining safe, orderly environments. On February 26, the Board directed the Superintendent to review suspension details and report back; this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

## 2.0 ADDITIONAL INFORMATION

### System picture

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





### Two-year detailed review

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

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

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

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

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

### The story beneath the numbers

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

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

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

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

### **3.0 NEXT STEPS**

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

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

### **4.0 STAFF RECOMMENDATION**

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

### **5.0 APPENDICES**

Appendix A – Administrative Procedure 355 (Student Discipline)

Appendix B – Administrative Procedure 356 (Drugs and Alcohol)

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

## 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.

