



## COMMITTEE OF THE WHOLE

12:00 pm, Wednesday, November 8, 2023  
School Board Office

### A G E N D A

#### 1. APPROVAL OF AGENDA

- 1.a) **MOTION:** "THAT the Committee of the Whole Meeting Agenda of November 8, 2023, be adopted as circulated."

#### 2. STANDING COMMITTEES

2.a) Education & Strategic Planning Committee

2.a.i) Operational Plan Presentations:

- Indigenous Education
- Early Learning, Childcare & Food Security
- Communications
- Business Services

2.a.ii) Feeding Futures Program – Implementation Update (oral)

2.b) Finance & Facilities Committee

2.b.i) N/A

2.c) Policy Committee

2.c.i) Policy 8 – Board Committees

2.c.ii) Policy 9 – Board Representatives

2.c.iii) Draft Administrative Procedure – Breastfeeding in Schools

#### 3. COMMITTEE REPORTS

3.a) Environmental and Sustainability Committee – Draft Terms of Reference

3.b) Health Committee Meeting of October 5<sup>th</sup> – J. Miller (oral)

3.c) School Trustee - Climate Caucus Online meeting of October 27<sup>th</sup> – M. Mason (oral)

#### 4. OTHER INFORMATION

4.a) Board Work Plan – For Information

#### **ADJOURNMENT**

SH/attachments

# qathet School District



## OPERATIONAL PLAN

Indigenous Education 2023/2024



# titlwšɛm ʔəms taʔow

## District Objectives

**Cultivating an ethic of learning:** *Ensure early learners and students have the best possible learning experience*

- Focus on foundational learning in literacy and numeracy.
- Enhance early learning plans, opportunities, and partnerships.
- Foster deep learning so all students can flourish in a rapidly changing world.
- Increase student engagement and voice.
- Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.

## Department Established & Ongoing Objectives

• **Educating the hearts and minds of students, staff and community**

Students:

- **Indigenous** – Social/emotional, Academic and Cultural supports regularly available to enhance their learning environment and holistic success
- **All** – Rich accurate learning opportunities using FPPL and exposure to language and culture

Staff: Rich accurate professional learning opportunities using FPPL and focus on decolonized methodologies to increase student safety and staff skill when working with Indigenous students

Community: Increase the knowledge, empathy, and understanding of the broader community to improve relationships with Indigenous peoples and the environment

## Planned Actions

Culturally safe learning spaces with Indigenous representation.

- Ensure students basic needs are met prior to focusing on learning (fed, cared for, rested)
- Consistent wrap around support and check ins to ensure holistic success (RYG, meetings)
- District name change

Work with Tla'amin Nation to support literacy and numeracy experiences

Restart a secondary Indigenous Leadership Group

- Participation in ga tʔəp IEC
- Take on leadership opportunities in qSD
- Provide feedback and direction

## EVIDENCE/METRICS

Literacy and Numeracy assessment results over time  
How are we doing (HAWD) report  
Student Surveys  
Community conversations and engagement



# payot gagayεttən

District Objectives	Department Established & Ongoing Objectives	Planned Actions
<p><b>Cultivating Curiosity:</b> <i>Transform our learning environments into places of innovation</i></p> <ul style="list-style-type: none"><li>•Continue to support land based and place-based learning.</li><li>•Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.</li><li>•Create a culture of inquiry and innovation.</li><li>•Strengthen our competencies around environmental stewardship.</li></ul>	<ul style="list-style-type: none"><li>• <b>Valuing and validating Indigenous knowledges, worldviews, and perspectives</b></li><li>• <b>Supporting classroom teachers in decolonizing practices and equity for Indigenous learners Indigenizing educational environments and opportunities</b></li></ul> <p>Students:</p> <ul style="list-style-type: none"><li>• <b>Indigenous</b> – Culturally relevant learning opportunities above and beyond regular classroom enrichment</li><li>• <b>All</b> – Classroom enrichment experiences and peak experiences</li></ul> <p>Staff: Opportunities to connect and learn with Indigenous staff and each other to build momentum and collaboration</p>	<p>Curate peak experiences to ensure all students in qSD have common experiences and base knowledge on relevant Indigenous learning throughout the grades.</p> <p>Expand innovative programs like the GIJE program to support systemic change of traditional classrooms and pedagogical practices</p> <p>Expose educators to innovative pedagogies and Indigenous methodologies to transform the classroom experience for Indigenous and all learners</p> <ul style="list-style-type: none"><li>- Create a working group with content experts to work towards shared goals (Ex.Decolonizing Education group 22/23, Indigenizing Math 23/24)</li><li>- Have avenues for information sharing and regular Indigenous representation in professional development and learning opportunities</li></ul>

**EVIDENCE/METRICS**  
How are we doing (HAWD) report  
Student Attendance  
Student Surveys  
Community conversations and engagement



# paʔa k<sup>w</sup>ʊms q<sup>w</sup>ayigən

## District Objectives      Department Established & Ongoing Objectives      Planned Actions

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

- **Supporting life-long learning and holistic well-being for Indigenous students**
  - **Advocating for Indigenous students**
- Students:
- **Indigenous** – Regular connection with Indigenous staff (čepθtən & IST's) to build sense of belonging in school
  - **All** – Rich accurate learning opportunities using FPPL and exposure to language and culture
- Staff: Increase exposure and learning opportunities around Indigenous worldviews and perspectives as an avenue to support holistic well-being.

- Culturally safe learning spaces with Indigenous representation.
- Regular čepθtən (Indigenous culture and student support worker) support at every school
  - Increase Elder and Knowledge keeper presence in schools
- Work with community to create wellness opportunities and tools to support holistic well being
- Co-creating an [application](#) to give timely and easy access to culture and wellness content
- Meaningful opportunities to connect with students and families
- Indigenous welcome back dinner
  - Parent information sessions
  - Celebration of success
  - Yearly parent satisfaction survey

**EVIDENCE/METRICS**  
How are we doing (HAWD) report  
Student and Parent Surveys  
Community conversations and engagement



## District Objectives

**Supporting Self Determination:** *Ensuring holistic Indigenous student success*

• Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.

• Ensure educational spaces are culturally safe by committing to system wide respect of this place and our shared history by prioritizing Indigenous languages, perspectives, values and cultures.

• Support students with setting goals for the future (ᑭᐱᓂᓂᓐᓂᓐᓂᓐ, ᑭᐱᓂᓂᓐᓂᓐᓂᓐ ᓂᓐᓂᓐ)

## Department Established & Ongoing Objectives

- **Working to build foundational understandings of place history and impacts of colonial history on Indigenous peoples**
- **Supporting classroom teachers in decolonizing practices and equity for Indigenous learners Indigenous educational environments and opportunities**

Students:

- **Indigenous** – Social/emotional, Academic and Cultural supports regularly available to enhance their learning environment and holistic success
- **All** – Recognition that a rising tide raises all boats – when Indigenous students are supported, it will support the well being of everyone

Staff: Exposure and professional development opportunities to evaluate biases and blind-spots to improve their knowledge, understanding and ability to decolonize educational spaces.

## Planned Actions

Work regularly to support the Nation in achieving education related goals within their Comprehensive Nation Plan

Establish regular ᑭᐱᓂᓂᓐ Education Agreement (TEA) Oversight Team meeting schedule

Ensure every effort is made to have ga ᓂᓐᓂᓐ Meetings have an Elder acting as co-chair and participating in guiding our decision making

Building bridges between community and school and support student exposure to diverse career opportunities

## EVIDENCE/METRICS

How are we doing (HAWD) report

Student Surveys

Community conversations and engagement

## District Objectives

**Cultivating Truth and Reconciliation:** *Honour truth and reconciliation*

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

• Continue our commitment to the Truth and Reconciliation Commissions Calls to Action and the United Nation’s Declaration on the Rights of Indigenous Peoples.

## Department Established & Ongoing Objectives

• ***Supporting classroom teachers in decolonizing practices and equity for Indigenous learners Indigenizing educational environments and opportunities***

Students:

- ***Indigenous*** – Improved instruction in classrooms that are more aligned with Indigenous worldviews and perspectives
- ***All*** – Rich accurate learning opportunities using FPPL and exposure to language and culture

Staff: Exposure and professional development opportunities to evaluate biases and blind-spots to improve their knowledge, understanding and ability to decolonize educational spaces.

## Planned Actions

Support staff in building their knowledge and understanding of ongoing colonial legacies, locally, nationally, and worldwide.

Support the creation and implementation of ʔayʔaʔuθəm Immersion, starting with primary students, and building at whatever pace is possible.

Use the Equity in Action (EIA) project to dig into the experience of Indigenous learners to draw focus to TRC Calls to Action and UNDRIP

- Move from a district focus to school-based focus
- Support the development of school equity teams to support the work of EIA

## EVIDENCE/METRICS

School Based EIA Reports

How are we doing (HAWD) report

Student & Parent Surveys

Community conversations and engagement

# hays qayemix<sup>w</sup> ?ay?aytawθ

## District Objectives      Department Established & Ongoing Objectives      Planned Actions

**Cultivating Integrity/Responsibility:** *Prioritize climate change, organizational health and sustainability*

- Provide climate action education and leadership opportunities grounded in Indigenous ways of knowing.
- Align planning, processes, policies, and procedures to improve the effectiveness of the system.

- **Valuing and validating Indigenous knowledges, worldviews, and perspectives**

- Students:
- **Indigenous** – Recognition of the rich knowledge that has always been present in Indigenous communities and recognition of our peoples as experts
  - **All** – Recognition of the rich knowledge that has always been present in Indigenous communities and recognition of Indigenous peoples as experts

Staff: Rich accurate professional learning opportunities using FPPL and focus on decolonized methodologies to increase student safety and staff skill when working with Indigenous students

Support educators to engage with the knowledgeable INED staff to enhance their classrooms with respect to climate action education

- Indigenous Success Teacher support in drawing connections with Indigenous knowledge, personally or with the support of Elders/knowledge keepers/čepθtən
- Create spaces for regular connection of Indigenous and non-Indigenous staff

### EVIDENCE/METRICS

INED requests and classroom visits





# qathet School District



## OPERATIONAL PLAN

Early Learning & Child Care 2023/24



# CULTIVATING AN ETHIC OF LEARNING (titlwšem ʔəms taʔow)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Ensure early learners and students have the best possible learning experience.</i></p> <ul style="list-style-type: none"><li>• Focus on foundational learning in literacy and numeracy.</li><li>• Enhance early learning plans, opportunities, and partnerships.</li><li>• Foster deep learning so all students can flourish in a rapidly changing world.</li><li>• Increase student engagement and voice.</li><li>• Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.</li></ul>	<p>The district has a variety of early learning programs and community partnerships that foster a child’s best learning experience beyond K-3.</p> <p>Our programs and initiatives include:</p> <ul style="list-style-type: none"><li>• Changing Possibilities for Young Children (CPFYC)</li><li>• Strengthening Early Years to Kindergarten Transitions (SEY2KT)</li><li>• Ready, Set, Learn,</li><li>• Seamless Day Kindergarten</li><li>• JustB4 preschool</li><li>• StrongStart</li><li>• StrongStart GO</li><li>• StrongStart DO</li></ul>	<p>Build a stronger connection to families across qathet by increasing the frequency our StrongStart GO team visits rural areas such as Lund, Texada, and south of Powell River.</p> <p>Invite a wider variety of early learning programs and communities to sit at community based initiatives such as SEY2KT and CPFYC.</p> <p>Act upon the community feedback gathered at the Kindergarten Health Fair and Tla’amin Kindergarten Health Fair to make reasonable and actionable adjustments to our programs.</p> <p>Investigate and pilot early learning assessment tools and techniques</p>

## EVIDENCE/METRICS

- Year end reports on initiatives
- Community Feedback ie. Health Fair data
- Ministry reports
- Early Years Development Instrument
- Childhood Experiences Questionnaire



# CULTIVATING CURIOSITY (payot gagayɛtən)

## DISTRICT OBJECTIVES      DEPARTMENT ESTABLISHED & ONGOING ACTIONS      PLANNED ACTIONS

*Transform our learning environments into places of innovation.*

- Continue to support land based and place based learning.
- Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.
- Create a culture of inquiry and innovation.
- Strengthen our competencies around environmental stewardship.

StrongStart GO is an outdoor place based program for families with children 0-5.

Special StrongStart GO events are hosted monthly in parks and at the Outdoor Learning Centre.

StrongStart centres and Kindergarten classrooms have a variety of resources, supplies, and tools for students to allow for space adjustment and to spark creativity.

Many district early learning programs prioritize inquiry and innovation through focusing on the Early Learning Framework.

Review and adjust early learning outdoor spaces to ensure that they meet licensing requirements.

Utilize our district outdoor specialist to provide insights on other ways that early learning programs can enhance and/or increase their learning time outside.

### EVIDENCE/METRICS

- Outdoor Space review



# CULTIVATING CONNECTION (paʔa kʷʊms qʷayigən)

## DISTRICT OBJECTIVES      DEPARTMENT ESTABLISHED & ONGOING ACTIONS      PLANNED ACTIONS

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

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

A group of Early Childhood Educators and Teachers participate in the Changing Possibilities for Young Children (CPFYC) workshops that focus on child well-being and development through the lens of the Early Learning Framework.

StrongStart centres and StrongStart GO work with community partners to provide opportunities for families to connect with a variety of early learning health and wellness professionals.

The Ready, Set, Learn initiative provides opportunities for families and pre-K children feel welcomed and included in their potential school environment.

Welcome to Kindergarten and Kindergarten Gradual Entry support student well-being in making connections and adjusting to new routines.

The district is involved in a variety of early learning networks including the Powell River Early Years Planning Table, the Island Early Years Network, and Ministry led connections.

Partner with Campbell River school district in CPFYC to provide greater community connections with other ECEs and teachers, so that learning and insights on child well-being can benefit from multiple perspectives.

Expand our offerings of Ready, Set, Learn events, so that families have multiple opportunities to engage in connecting with schools prior to starting Kindergarten.

Collaborate with our community partners to create a better cross section of health and wellness offerings in our early learning programs and classrooms.

Enhance family supports through the development of a workshop series on relevant topics

Provide opportunities for collaboration with ECE's and kindergarten teachers

### EVIDENCE/METRICS

- Early Learning Yearly Report to the Ministry of Education and Child Care
- Numbers of participants in events such as Ready, Set, Learn
- Community feedback
- CPFYC reports



# SUPPORTING SELF DETERMINATION (ʔajɛnɪʷegəs)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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*Ensure holistic Indigenous student success.*

- Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.
- Ensure educational spaces are culturally safe by committing to system wide respect of this place and our shared history by prioritizing Indigenous languages, perspectives, values and cultures.
- Support students with setting goals for the future (ʔimot θ titiwɛm, toɪnegosəmɔxʷom θoθo)

StrongStart DO monthly newsletter includes a section on ʔayʔajuθəm [eye-ah-joo-thum] programs and early learning classrooms have access to,

JustB4 preschool and include, ʔayʔajuθəm [eye-ah-joo-thum] language resources appropriate for the age and language development of the children.

K-3 teachers have in-school opportunities to connect and collaborate with the čepθ (meaning auntie or uncle in ʔayʔajuθəm) members of the Indigenous Education team.

Early Learning programs and classes participate in school based cultural appreciation, recognition, and celebration events for a variety of cultures, languages, and identities.

Collaborate with Tla’amin Early Learning team on the Strengthening Early Years to Kindergarten Transitions (SEY2KT) initiative to support students north of James Thomson in having successful starts to Kindergarten.

Increase the amount of ʔayʔajuθəm [eye-ah-joo-thum] early learning resources available to classroom teachers and early childhood educators.

Build and strengthen connections and collaborations between the school based čepθ (meaning auntie or uncle in ʔayʔajuθəm) and the early learning educators at Westview, Henderson, Kelly Creek, and Edgehill

Increase the amount of age-appropriate resources that include and highlight a diverse population including SOGI, multiculturalism, ethnicity, and those with varying levels of abilities.

## EVIDENCE/METRICS

- Environmental Scan
- Staff survey and ordering request review



# CULTIVATING TRUTH AND RECONCILIATION (gʷnaʔxʷuθs)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Honour Truth and reconciliation.</i></p> <ul style="list-style-type: none"> <li>• Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔajuθəm language revitalization initiatives and education.</li> <li>• Continue our commitment to the Truth and Reconciliation Commissions Calls to Action and the United Nation’s Declaration on the Rights of Indigenous Peoples.</li> </ul>	<p>StrongStart DO monthly newsletter includes a section on ʔayʔajuθəm [eye-ah-joo-thum]</p> <p>JustB4 preschool programs and early learning classrooms have access to, and include, ʔayʔajuθəm [eye-ah-joo-thum] language resources appropriate for the age and language development of the children.</p> <p>K-3 teachers have in-school opportunities to connect and collaborate with the čepθ (meaning auntie or uncle in ʔayʔajuθəm) members of the Indigenous Education team.</p>	<p>Tla’amin Nation and the SD 47 Indigenous Education department are piloting a ʔayʔajuθəm [eye-ah-joo-thum] language Kindergarten program called qaymixʷqenəmšt [qay-mixw qeh-numsht / We are all speaking our language] at James Thomson and Tla’amin.</p> <p>Increase the amount of ʔayʔajuθəm [eye-ah-joo-thum] early learning resources available to classroom teachers and early childhood educators.</p> <p>Build and strengthen connections and collaborations between the school based čepθ (meaning auntie or uncle in ʔayʔajuθəm) and the early learning educators at Westview, Henderson, Kelly Creek, and Edgehill</p>

## EVIDENCE/METRICS

- Environmental Scan for visual evidence of resources in the space
- Parent/Caregiver feedback both formally and informally
- Budget review of resources acquired
- Staff feedback reflecting on Indigenous Education Team and Early Learning connections



# Child Care

DISTRICT PHILOSOPHY & GOALS	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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**OUR PHILOSOPHY OF THE PROGRAM**  
We consider our child care programs to be an extension of your child’s experience within the school day. Our mission and vision statement remain the same, regardless of whether it is in the school day or beyond.

- OUR PROGRAM GOALS**
- Provide enriching academic opportunities for children.
  - Provide safe, supervised, and cost-effective childcare.
  - Provide play-based experiences indoors and out.

- A. The school district provides or supports before and after school child care in all elementary schools within Powell River.
- B. There are two part-time JustB4 preschool programs for children 4 years old who are entering into Kindergarten the next year. School sites are Westview and Henderson.
- C. Edgehill Elementary has a Seamless Day Kindergarten program which blends before and after school care with additional ECE supports in the classroom, so children have less transitions of space and people in their day.
- D. The district facility department supports the maintenance of Roots & Wings daycare outside of Brooks High School.

- A. License and run a Before and After School program on Texada Island
- B. Engage in additional Ministry initiatives to support families whether it be increasing Seamless Day opportunities or other new endeavors that would align with our capabilities and practices.
- C. Build/renovate spaces for additional daycare centres to be opened on or adjacent to school grounds.
- D. Review available funding models to enhance program sustainability and ensure fiscal responsibility.
- E. Improve the communication of our licensing practices by strengthening and updating our website, policies, and handbooks.

## EVIDENCE/METRICS

- Attendance and Registration review of programs
- Budget review
- Parent survey and engagements



# qathet School District



## OPERATIONAL PLAN

School Nutrition & Food Literacy 2023/24





# CULTIVATING AN ETHIC OF LEARNING (titlwšɛm ʔəms taʔow)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Ensure early learners and students have the best possible learning experience.</i></p> <ul style="list-style-type: none"> <li>• Focus on foundational learning in literacy and numeracy.</li> <li>• Enhance early learning plans, opportunities, and partnerships.</li> <li>• Foster deep learning so all students can flourish in a rapidly changing world.</li> <li>• Increase student engagement and voice.</li> <li>• Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>A. <i>Landed Learning</i> program, which partners students with community mentors to engage in experiential learning of skills to grow and prepare fresh food.</li> <li>B. <i>Kids in the Kitchen</i> program, which engages students in learning how to plan and prepare meals, while supporting their culinary independence and understanding of food systems.</li> <li>C. Variety of food programs across the school district that provide a range of food such as breakfasts, snacks, and lunches.</li> <li>D. Partnership breakfast programs funded and/or staffed in part by organizations such as Parent Advisory Councils (PAC) and the Powell River Professional Firefighters</li> <li>E. Support food security outside school buildings with our online families in PIE</li> </ul>	<ul style="list-style-type: none"> <li>A. Build a network of relationships with community partners to address food security for families and students</li> <li>B. Collaborate with school staff to create best practices, and establish a consistent level of food delivery models that include healthy choices</li> <li>C. Pilot food programs within Henderson and Texada that focus on sustainability, community connections, and barrier free food delivery systems</li> <li>D. Enhance nutritious barrier free food delivery systems in all schools</li> <li>E. Increase the frequency the Landed Learning Food Coordinator is in schools to further foster relationships and support the work of food literacy in schools.</li> </ul>

## EVIDENCE/METRICS

- Creation or seat on community-based food security tables/networks
- Tracking systems of meals provided
- Budget Review
- Policy creation and/or review on food acquisition and delivery models
- Administration and Food Literacy Coordinator feedback



# CULTIVATING INTEGRITY/RESPONSIBILITY (hays qayemix<sup>w</sup> ?ay?aytawθ)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Prioritize climate change, organizational health and sustainability.</i></p> <ul style="list-style-type: none"><li>• Provide climate action education and leadership opportunities grounded in Indigenous ways of knowing.</li><li>• Align planning, processes, policies, and procedures to improve the effectiveness of the system.</li></ul>	<p>A. Food Literacy Program, which engages students in experiential learning to increase the knowledge, skills and attitudes necessary to choose, grow, prepare and enjoy food to support well-being for themselves, their community, and the wider environment:</p> <ul style="list-style-type: none"><li>• <i>Kids in the Kitchen</i> (food skills program for Gr 4-7 students), in which they learn to prepare seasonal, local food and understand its role in individual, community and environmental health.</li><li>• <i>Landed Learning</i> (garden-based program for Gr 3-5 students), which: engages them in seasonal, land-based activities that ground food systems in the context of local environments and the impact of climate change; and provides them with the knowledge and skills to grow fresh food for themselves and their communities.</li></ul>	<p>A. Collaborate with school staff to create best practices, and establish purchasing systems that balance community specific needs with fiscally responsible district processes</p> <p>B. Work with local food providers to develop, implement and support provision systems that foster healthy and respectful food production and utilize Indigenous ways of knowing.</p> <p>C. Enhance use of our school gardens to further develop children’s understanding of climate action on food production.</p> <p>D. Explore partnerships with Tla’amin on integrating local Indigenous land stewardship practices into food systems.</p>

## EVIDENCE/METRICS

- Creation or seat on community-based food security tables/networks
- Number of local food providers
- Budget Review
- Student and Teacher feedback loops
- Food Literacy Coordinator feedback



# qathet School District



## OPERATIONAL PLAN

COMMUNICATIONS PLAN 2023/2024



# Cultivate a positive and respected brand identity for the school district.

01.

Communicate clearly, professionally, and consistently through an inclusive lens.

02.

Promote transparency, engagement, and collaboration with students, guardians/parents, staff, and the community.

03.

Promote awareness and understanding of the Strategic Plan while delivering against key priorities.

Type

Internal

External

Student/Parent

Crisis

Marketing

Community Engagement

Educational

Digital

Channel

EARNED  
MEDIA

PAID  
MEDIA

SHARED  
MEDIA

OWNED  
MEDIA

Visual Identity

Logo

Colours

Imagery

Typography

Layout

# CULTIVATING AN ETHIC OF LEARNING (titlwšɛm ʔəms taʔow)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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*Ensure early learners and students have the best possible learning experience.*

- **Increase student engagement and voice.**

- Profile student success stories in key communication channels.
- Seek out and share student voice in relevant communications about events, clubs, and initiatives.
- Support the creation of informational resource documents by students or educators to profile student voice.

- Collaborate with Brooks media studies students/educators to showcase their work throughout the district.
- Collaborate with students to highlight their perspective/learning journey on relevant topics.
- Provide space within district communications channels to students, giving them the opportunity to deliver relevant updates, messages, or announcements on a district-wide level.

## EVIDENCE/METRICS

See appendix.



# CULTIVATING CONNECTION (paʔa kʷʊms qʷayigən)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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*Transform our learning environments into places of innovation.*

- **Create a culture of inquiry and innovation.**

- Encourage staff, district members, and educators to collaborate with communications to develop new resources/ways to help them meet their own objectives.
- Ongoing visual enhancement and editing to district related programs and services web pages/resources, to showcase work efforts with clarity.
- Use priority communication channels to create excitement about PAC opportunities and/or foster community involvement.
- Promote new partnerships/ideas to inspire new thinking.

- Provide new communication tools and design tips to staff members in effort to enhance overall brand visual identity.
- Where applicable, get input on our work from staff and students.
- Foster two-way communication by utilizing surveys and questionnaires when making decisions that impact the entire district.
- Offer 101 sessions on communications-related topics.
- Brainstorm sessions for key days of observance/Board days.

## EVIDENCE/METRICS

See appendix.



# CULTIVATING CONNECTION (paʔa kʷʊms qʷayigən)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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*Prioritize mental health, community connections, and social-emotional learning.*

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

- Shine a light on students, educators, and student-led groups that are encouraging and facilitating mental health and wellbeing initiatives.
- Promote and reflect diversity in our content.
- Incorporating a diverse range of content that appeals to various individuals into our social media strategy, providing numerous incentives for following our channels.
- As appropriate, release statements reaffirming our inclusive approach in education.

- Collaborating with and show support for relevant community organizations that align to the district's mission, principles, and values by re-sharing their content on the district's communication channels.

## EVIDENCE/METRICS

See appendix.



# CULTIVATING TRUTH AND RECONCILIATION (gʊnaʔx<sup>w</sup>uθs)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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*Honour Truth & Reconciliation.*

- **Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔajuθəm language revitalization initiatives and education.**
- **Continue our commitment to the Truth and Reconciliation Commissions Calls to Action and the United Nation’s Declaration on the Rights of Indigenous Peoples.**

- Showcase Indigenous Education-led programs, events, content.
- Lead the internal and external communications strategies before, during, and after the district name change.
- Implementation of ayajuthem word of the week and other learnings into content strategy to educate our audience and inspire learning together, one word at a time.

- Name change ceremony in partnership with Tla'amin to celebrate our new name.
- Increase use of video to tell our stories: ie. create a short video about the new ayajuthem Immersion pilot program and get media involved to bring attention to our district's action around language revitalization.
- Storytelling video project (TBD)

## EVIDENCE/METRICS

See appendix.





# CULTIVATING INTEGRITY/RESPONSIBILITY (hays qayemix<sup>w</sup> ?ay?aytawθ)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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*Prioritize climate change, organizational health, and sustainability.*

- **Align planning, processes, policies, and procedures to improve the effectiveness of the system.**

- Work with Principals to manage permissions for photos and videos utilized on externally-facing communications channels.
- Ongoing website audit and clean up with visual enhancements.
- Develop landing pages in collaboration with staff to provide increased clarity of our district.
- Assist Principals with edits and management of school websites.
- Promote HR efforts and initiatives.
- Support Operations with website maintenance and bus updates, for example.
- Visual design and document development for teams external to communications.

- New district logo and visual identity launch (internal and external).
- Enhance brand consistency within the district and schools to establish a unified identity by providing a brand kit and inspiration templates for letterheads, documents, newsletters, social posts, and more.
- Seek opportunities to create larger Board Day Campaigns that profile educators, provide resources to parents, and allow the community to get involved.
- Grow our external audiences by promoting the brand name more through strategic marketing initiatives.

## EVIDENCE/METRICS

See appendix.



# CULTIVATING INTEGRITY/RESPONSIBILITY (hays qayemix<sup>w</sup> ?ay?aytawθ)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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*Prioritize climate change, organizational health, and sustainability.*

- **Align planning, processes, policies, and procedures to improve the effectiveness of the system.**

- Ongoing edits to district documents for brand consistency.
- Maintenance of monthly editorial content calendar.
- Creation of social posts on various communications channels.
- Creating weekly informative web posts on the district website and individual school websites, often in close collaboration with other departments and educators.
- Creating a monthly district-wide internal newsletter to keep our staff informed/engaged.
- Create branded assets visible throughout our communities.

- Designate space in the internal newsletter where both staff and district members could send in shoutouts/messages of appreciation for their colleagues in effort to improve organizational morale.
- Profile more teachers in a fun way through a new video series project called Education Station, where they teach us something about any subject in under 60 seconds.
- Invite City, qRD and Tla'amin to an impact-focused event or presentation to highlight yearly results/impact.

## EVIDENCE/METRICS

See appendix.



# CULTIVATING INTEGRITY/RESPONSIBILITY (hays qayemix<sup>w</sup> ?ay?aytawθ)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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*Prioritize climate change, organizational health, and sustainability.*

- **Align planning, processes, policies, and procedures to improve the effectiveness of the system.**

- Ensuring timely communication of government information pertaining to the education sector to both our external and internal audiences (ex: surveys, accessibility, anti-racism, SOGI-education).
- Promoting school-related ops team apps that are relevant and beneficial to parents.
- Managing and building photo repository on the district drive.
- Collaborating with Principals to promote events happening in their individual schools, via visit or content share.
- Designing logos for programs or events.

- Work with designer and Principal to develop new school logos and /or house team logos (PIE, Edgehill, etc.).
- Work with IT to rollout new intranet.
- Developing an ongoing website tipsheet to support Principals using the new software.

## EVIDENCE/METRICS

See appendix.



# CULTIVATING INTEGRITY/RESPONSIBILITY (hays qayemix<sup>w</sup> ?ay?aytawθ)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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*Prioritize climate change, organizational health, and sustainability.*

- **Align planning, processes, policies, and procedures to improve the effectiveness of the system.**

- Developing advertisements for the media in collaboration with CUPE and PRDTA to commemorate nationally recognized days.
- Leveraging social media channels to provide daily updates to both our internal and external audiences, establishing our district channels as a reliable source for real-time information.
- Maintaining partnerships with external media organizations like qathet Living and the Peak to promote the district's community engagement and highlight the positive news and events taking place within our schools or arounds days of observance. (Paid and earned.)

## EVIDENCE/METRICS

See appendix.



# Evidence/Metrics

# of engagements/collaborations

Student experience/feedback

Employee experience/feedback

# of staff reaching out

# of documents updated/re-branded

# of tools/templates created

Social engagement (likes, shares, followers, etc.)

Brand alignment/adherence to guidelines

% of content dedicated to: x

Website analytics (page views/visits, time on page, etc.)

Media impressions

Ads placed/created

Newsletter open rate

Parent/teacher/staff satisfaction survey

# qathet School District



## OPERATIONAL PLAN

BUSINESS SERVICES 2023-2024



# BUSINESS SERVICES

## OVERVIEW

The Business Services Division of the qathet School District provides leadership and support related to financial planning and reporting, enrolment and budget forecasting, procurement, payroll and benefits administration, risk management, facilities and energy management, transportation services, information technology and corporate governance.

## LEADERSHIP CONTACTS

Steve Hopkins  
Secretary-Treasurer  
604 414 2604

Jared Formosa  
Director of Operations  
604 414 2631

Ian Landy  
District Principal of Technology  
604 414 2245



# CULTIVATING AN ETHIC OF LEARNING (titlwšem ʔəms taʔow)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Ensure early learners and students have the best possible learning experience.</i></p> <ul style="list-style-type: none"> <li>• Focus on foundational learning in literacy and numeracy.</li> <li>• Enhance early learning plans, opportunities and partnerships.</li> <li>• Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate budgeted resources to areas of student achievement with a focus on literacy and numeracy initiatives.</li> <li>• Ongoing oversight of the development and construction of two new childcare centers at Edgehill Elementary and Kelly Creek Community Schools.</li> <li>• Allocate budgeted resources in support of existing school-based food programs.</li> <li>• Allocate staff time to support the ongoing maintenance of school gardens.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different resource allocation models with an aim to reducing the time it takes to confirm the availability of discretionary resources so that resources may be deployed and implemented earlier in the school year.</li> <li>• Support the District Principal of Early Learning, Childcare, and Food Security in securing suitable vendors to operate the Childcare Centers once completed.</li> <li>• Support the District Principal of Early Learning, Childcare, and Food Security in the implementation of the Feeding Futures School Food Program.</li> <li>• Improve food preparation and serving facilities through implementation of School Infrastructure Program Funding.</li> </ul>

## EVIDENCE/METRICS

- Percentage increase in achievement focused resources relative to the total budget
- Month in which resources are deployed
- Substantial completion and occupancy of new buildings
- Change in numbers of students accessing school-based food programs
- Student Learning Survey





# CULTIVATING CURIOSITY (payot gagayɛtən)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Transform our learning environments into places of innovation.</i></p> <ul style="list-style-type: none"><li>• Continue to support land based and place-based learning.</li> <li>• Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.</li></ul>	<ul style="list-style-type: none"><li>• Continue to allocate resources in support of related initiatives which include:<ul style="list-style-type: none"><li>• Outdoor Learning Coordinator</li><li>• Indigenous Education Coordinator</li><li>• Food Literacy Coordinator</li><li>• Sustainability Coordinator</li><li>• Outdoor Learning Centre</li></ul></li> <li>• Continue to support school leadership in the development of their annual facility plan requests.</li></ul>	<ul style="list-style-type: none"><li>• Consult with applicable staff in the planning and construction of the next Outdoor Classroom Gazebo.</li><li>• Include the Director of Operations as a member of the Environmental and Sustainability Committee.</li> <li>• Improve upon existing internal processes respecting the development of annual facility plans.</li><li>• Include leadership and school staff in the planning for a classroom addition to Edgehill Elementary.</li></ul>

## EVIDENCE/METRICS

Facility Improvement Plan Surveys  
Staff and Committee Minutes



# CULTIVATING CONNECTION (paʔa kʷʊms qʷayigən)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Prioritize mental health, community connections, and social-emotional learning.</i></p> <ul style="list-style-type: none"><li>• Enhance mental health opportunities and partnerships that support well-being.</li> <li>• Continue to create and promote safe, welcoming, and inclusive learning environments.</li></ul>	<ul style="list-style-type: none"><li>• Continue to support staff in the allocation of resources that support existing mental health initiatives.</li> <li>• Continue to support school leadership in the development of their annual facility plan requests.</li></ul>	<ul style="list-style-type: none"><li>• Support the Justice, Equity, Diversity, Inclusion Committee in the development of policy for Board consideration.</li><li>• Support the resourcing and implementation of the Integrated Child and Youth (ICY) Team.</li> <li>• Improve upon existing internal processes respecting the development of annual facility plans with consultation from District SOGI Leads.</li><li>• Allocate resources to support recommendations of the Accessibility Committee with respect to implementation of the Accessibility Plan.</li></ul>

## EVIDENCE/METRICS

- Mental Health Action Grant Survey Report
- Mental Health in Schools Grant Evaluation Report
- Annual Facility Plan Surveys
- Administrative Procedures



# SUPPORTING SELF DETERMINATION (ʔaʔenx<sup>w</sup>egəs)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Ensure holistic Indigenous student success.</i></p> <ul style="list-style-type: none"> <li>• Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.</li> <li>• Ensure educational spaces are culturally safe by committing to system wide respect of this place and our shared history by prioritizing Indigenous languages, perspectives, values and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the criteria associated with the planning and spending of the Indigenous Education grant is met.</li> <li>• Support the District Principal of Indigenous Education in the planning and allocation of Indigenous focused resources.</li> <li>• Continue to support leadership in the ongoing implementation of the TEA.</li> <li>• Support the District Principal of Indigenous Education in the planning and allocation of Indigenous focused resources.</li> <li>• Allocate resources to the ongoing maintenance and installation of welcome poles at school sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve upon existing internal processes focused on resource allocation.</li> <li>• Support the work of the Indigenous Education Council, once created.</li> <li>• Ensure there is a consultation process to include Indigenous perspectives in the planning of the Edgehill Elementary School classroom addition project.</li> <li>• Support the creation of an Indigenous artwork mural within the gymnasium at Brooks Secondary School.</li> </ul>

## EVIDENCE/METRICS

- Annual and Amended Budgets
- Annual Audited Financial Statements
- Indigenous Education Year End Financial Report
- Facilities Planning Committee Minutes



# CULTIVATING TRUTH AND RECONCILIATION (gʋnaʔxʷuθs)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Honour Truth and reconciliation.</i></p> <ul style="list-style-type: none"><li>• Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔajuθəm language revitalization initiatives and education.</li> <li>• Continue our commitment to the Truth and Reconciliation Commissions Calls to Action and the United Nation’s Declaration on the Rights of Indigenous Peoples.</li></ul>	<ul style="list-style-type: none"><li>• Support the District Principal of Indigenous Education in the planning and allocation of Indigenous focused resources.</li> <li>• Continue to support leadership in the ongoing implementation of the TEA.</li></ul>	<ul style="list-style-type: none"><li>• Support the implementation of resources associated with ʔayʔajuθəm programming which include a new kindergarten pilot program.</li><li>• Provide staff and students with access to a digital keyboard that supports writing in ʔayʔajuθəm.</li> <li>• Provide leadership and support in the implementation of the Board’s decision to change the name of the organization.</li><li>• Encourage the participation in the Four Seasons of Learning and the Blanket Exercise opportunities that were afforded to staff.</li></ul>

## EVIDENCE/METRICS

- Indigenous Education Year End Financial Report
- Indigenous Education Council Committee Minutes
- Four Seasons of Learning course enrolment
- Professional Development Day attendance records



# CULTIVATING INTEGRITY/RESPONSIBILITY (hays qayemix<sup>w</sup> ?ay?aytawθ)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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*Prioritize climate change, organizational health and sustainability.*

- Provide climate action education and leadership opportunities grounded in Indigenous ways of knowing.

- Continue to maintain carbon neutrality and annually report on progress made and on upcoming plans.
- Continue to consider capital investments that support our carbon reduction goals.
- Continue to ensure that the Outdoor Learning Centre (OLC) is adequately resourced.
- Continue to support leadership in resourcing the work of the Outdoor Learning and Sustainability Coordinators.

- Complete the mechanical and ventilation upgrade at James Thomson Elementary.
- Complete the LED lighting upgrades at James Thomson and Kelly Creek Schools.
- Fund the design of the electrification of mechanical systems at Henderson Elementary in anticipation of our most recent capital plan submission being supported.
- Continue to plan for LED lighting upgrades at Henderson and Westview Elementary Schools.
- Undertake an electric charging infrastructure study to properly contemplate the phased electrification of the school bus fleet.
- Explore the acquisition and implementation of digital route planning software for the school bus fleet.
- Allocate resources in support of prospective recommendations of the Environmental and Sustainability Committee.

## EVIDENCE/METRICS

Climate Change Accountability Reports  
Annual Capital Plan Submissions  
Annual Capital Plan Response Letters

Environmental and Sustainability Committee Minutes  
Reduction in annual Greenhouse Gas Emissions  
Reduction in overall energy consumption



# CULTIVATING INTEGRITY/RESPONSIBILITY (hays qayemix<sup>w</sup> ?ay?aytawθ)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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*Prioritize climate change, organizational health and sustainability.*

- Align planning, processes, policies, and procedures to improve the effectiveness of the system.

- Continue to ensure that the annual budget is reflective of the Boards strategic priorities.
- Continue to ensure that the annual capital plan submission and the facilities spending plans are reflective of the Boards Long Range Facilities Plan and of the Boards strategic priorities.
- Continue to support the governance function of the Board of Education.

- Consider additional ways in which to solicit the feedback of stakeholders through the budget planning process.
- Explore ways in which to improve the internal processes used in the development of annual facility plans.
- Implement a plan that ensures the Board will meet its goal to review each of the Boards policies within its elected term.
- Begin to review 500 level Administrative Procedures to ensure they continue to meet the current needs of the organization.
- Task the new Director of Technology with a comprehensive review of existing services and processes.

## EVIDENCE/METRICS

- Annual Budget Documents
- Capital Planning Documents
- Board Agendas and Minutes
- Board Policy and Procedures Manual



# DEPARTMENT WORK PLAN

DEPARTMENT OBJECTIVES	ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<ul style="list-style-type: none"><li>• Explore ways in which to improve the efficiency of the organizations business processes.</li>          <li>• Support the District Online Learning Program with its implementation as a provincial provider.</li></ul>	<ul style="list-style-type: none"><li>• Support the maintenance department and schools in the ongoing implementation of the recently deployed eBASE maintenance focused work order and asset management system.</li><li>• Continue to support the Director of Operations in a review of the processes and procedures governing the transportation system.</li><li>• Continue to support the work of the Communications team with the implementation of the new School District web platform.</li>          <li>• Support leadership in the allocation of resources and in the development and communication of financial processes.</li></ul>	<ul style="list-style-type: none"><li>• Consider technology modules available through the eBASE system with a focus on improving technology management and work order response times.</li><li>• Consider the custodial supply module of eBASE software to better track custodial supply consumption and to facilitate bulk purchase opportunities.</li><li>• Evaluate various transportation focused software alternatives with an aim to automating routine maintenance functions, to optimizing bus routes and to monitor bus asset operating costs.</li><li>• Support select staff in attending the annual PowerSchool User Group Conference.</li><li>• Participate in the onboarding of the new Director of Human resources.</li>          <li>• Refine the resource allocation model so that its predictability is a function of student enrolment.</li></ul>

## EVIDENCE/METRICS

Percentage increase in achievement focused resources relative to the total budget  
Month in which resources are deployed

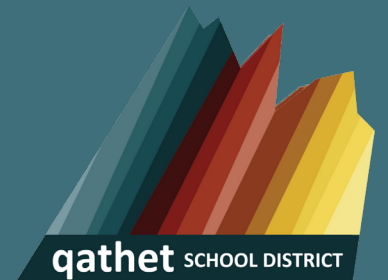




# Feeding Futures

*School Nutrition and Food Literacy*

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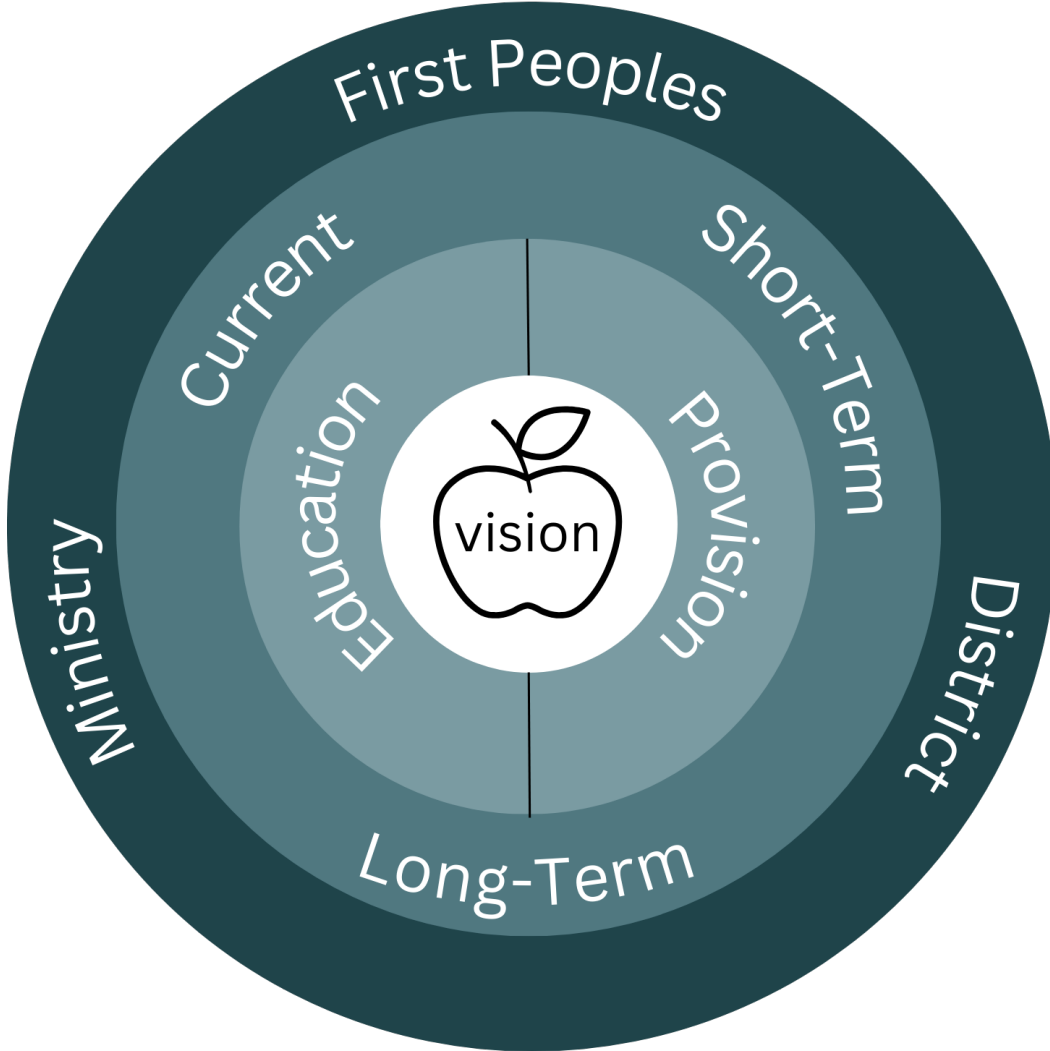




# Feeding Futures – qathet School District Quick Facts

- Feeding Futures Fund for 2023/24 = **\$417, 806.00**
- Feeding Futures Funding must be towards the delivery of food programs to feed students who need it most (e.g., maintain current programs, increase number of students served, increase nutrition of food).
- qathet School District currently has a meal program for students in need at all schools. Programs vary greatly in the quality based on external contributions, PAC involvement, the delivery model, and staff skill level.
- District feeds **257** students a day

# Feeding Futures Factor Wheel



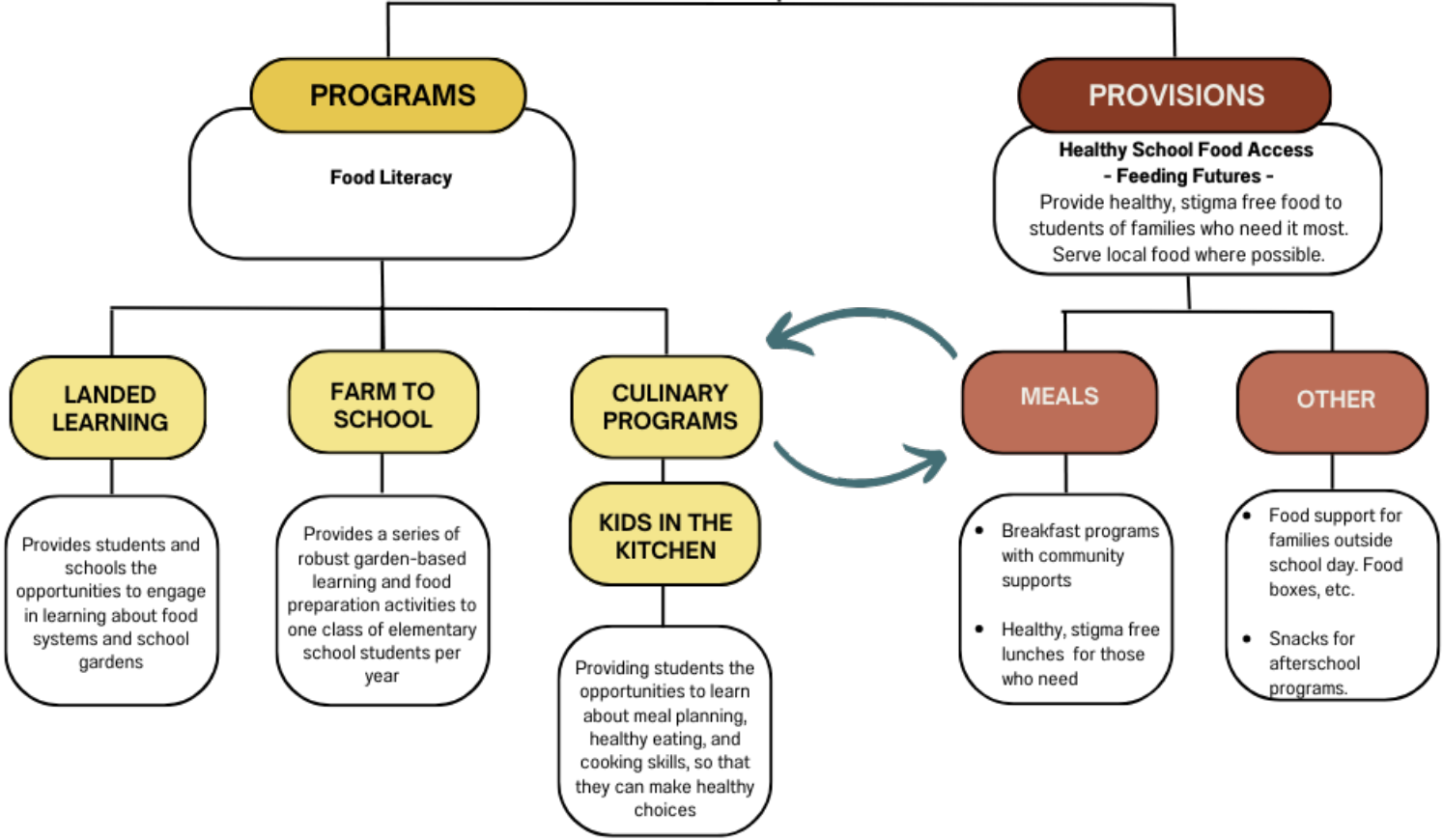
# Feeding Futures Vision

All children enrolled in the qathet School District have the resources and education to access healthy food and are empowered to make positive decisions regarding personal dietary habits and their role in local and global food systems.



# FOOD EDUCATION AND NUTRITION STRATEGY

All children enrolled in the qathet School District will have the resources and education to access healthy food and are empowered to make positive decisions regarding personal dietary habits and their role in local and global food systems.



# Provision – Feeding Futures

## Current

- Breakfast programs that are supported by PAC and community agencies
- Lunch programs for students with needs. Run at a variety of levels within schools
- Supports to families on as needed basis

## Short-Term

- Creating a standard of provision based on the “Nutritious School Food” guideline of the Ministry
- Centralized nutritious food preparation to deliver elementary schools meals and snacks based on the number of students in need.
- Work with outside agencies to create sustainable family supports beyond school meals

## Long-Term

- Universal food program at Brooks and elementary schools where food is provided to families on a “pay-as-you-can” model.
- Centralized food preparation that includes Indigenous food systems, local producers, and sustainable cost recovery models
- Education programs that strengthen food systems through student engagement

Currently doing an analysis of needs in the district and connecting with other districts on best practices

# A Centralized Provider...

- Provides a consistent high-quality of nutritious meals to students
- Reduces the time school staff spend preparing food
- Reduces elementary school infrastructure requirements to prepare and store food
- Capitalizes on cost effective food ordering and delivery systems
- Simplifies the Ministry directive to include local food
- Increases the variety of healthy foods able to be provided in schools
- Better suited to target spending of \$4-5 a day for students in need. (Cost model would allow us to rise to 500 students a day)

# The requests of support

- For the exploration of a centralized food provider to distribute meals to schools for those in need
- To trial food delivery programs at select schools for 2023/24
- For the exploration of a universal food program in the future
- For the district to standardize a sustainable breakfast program that allows community partners to then redirect funds to other food programs/needs not addressed by Feeding Futures funding (ie. Backpack program)

## BOARD COMMITTEES

The Board may establish standing and ad hoc committees of the Board when necessary to assist it with governance functions. When a committee is established, the Board shall define the committee's purpose, powers and duties, membership, and meetings. Committees of the Board shall never interfere with the delegation of authority from Board to Superintendent. The Board may delegate specific powers and duties to committees of the Board that are established by the Board, subject to the restrictions on delegation in the *School Act*.

The primary purpose of all committees of the Board shall be to act in an advisory capacity to the Board. Unless specific powers have been delegated by the Board the power of all committees shall be limited to making recommendations to the Board and shall not include that of acting on behalf of the Board unless specifically authorized by Board motion for individual issues.

### 1. Standing Committees

- 1.1 The Board shall utilize a Committee of the Whole structure with the agenda structured to allow the committee to address the following areas as needed:
  - Education & Strategic Planning
  - Budget and Finance
  - Audit
  - Policy Development
  - Other as required (e.g. Employee group Negotiations, Student Discipline, Educational and curriculum change, Indigenous Education, Health, Joint Management)
- 1.2 The rules applied at regular meetings shall be observed while in Committee of the Whole so far as they are applicable, except as to the requirement for seconding of motions and limiting the number of times of speaking.
- 1.3 The Committee of the Whole shall report to the Board at the Board meeting following each committee meeting.
- 1.4 The Chair of a Standing Committee shall place all committee recommendations before the Board at a regular business meeting of the Board in the form of a proposed motion. Action of any Standing Committee shall not be binding until formally approved by the Board unless the Board by a majority vote gives the Standing Committee power to act.
- 1.5 Matters that the Board has directed to a Committee for action must take precedence over any other Committee business.



- 1.6 Finance and Facilities Portion of the Committee of the Whole.
  - 1.6.1 Purpose/Function:
    - 1.6.1.1 To review and provide recommendations to the Board regarding assigned financial and facilities planning matters.
  - 1.6.2 Powers and Duties:
    - 1.6.2.1 Student Enrolment: Annually review enrolment and enrolment trends and the potential impact on capital planning, student accommodation and catchment changes.
    - 1.6.2.2 Capital Planning: Annually review and make recommendations regarding the draft five-year capital plan for submission to the BC Ministry of Education.
    - 1.6.2.3 Long Range Facilities Plan: Review and make recommendations regarding the draft long-range facilities plan for submission to the BC Ministry of Education.
    - 1.6.2.4 Facilities Planning Matters Referred to the Committee by the Board: Review matters referred and make recommendations as requested.
    - 1.6.2.5 Fiscal Accountability Reporting: Review and assess Fiscal Accountability Reports in light of Policy 12 Appendix B Quality Indicators and make recommendations to the Board.
    - 1.6.2.6 Preliminary and Amended Budgets Items: Review the Preliminary and Amended Operating Budgets and make recommendations as deemed appropriate to the Board.
  - 1.6.3 Membership:
    - 1.6.3.1 Membership includes all trustees.
  - 1.6.4 Meetings:
    - 1.6.4.1 The Committee shall meet at least three times annually unless items referred to the committee by the board necessitates additional meetings.
- 1.7 Education and Strategic Planning Portion of the Committee of the Whole
  - 1.7.1 Purpose/Function:
    - 1.7.1.1 To review and assess the performance of the Superintendent in relation to the quality indicators identified in Policy 12 Appendix B regarding: student learning, student well-being, and strategic planning and reporting.
    - 1.7.1.2 To review education or strategic planning and reporting related matters referred to the committee by the Board.

1.7.2 Powers and Duties:

- 1.7.2.1 Strategic Planning and Reporting: Annually review the Strategic Planning Accountability Report acknowledging accomplishments and if deemed appropriate recommend revisions to the plan.
- 1.7.2.2 Annually review the Student Learning Accountability Report, identify, and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 1.7.2.3 Annually review the Student Well-Being Accountability Report, identify, and acknowledge accomplishments, identify opportunities for improving student well-being and report observations to the Board.
- 1.7.2.4 Annually review Indigenous services, identify, and acknowledge accomplishments, identify opportunities for improving student learning and report observations to the Board.
- 1.7.2.5 Review and make recommendations to the Board regarding proposed Board Authority Authorized Courses.

1.7.3 Membership:

- 1.7.3.1 Membership includes all trustees.

1.7.4 Meetings:

- 1.7.4.1 The Committee shall meet at least four times per year unless items referred to the Committee by the Board necessitates additional meetings.

1.8 Audit Committee Portion of the Committee of the Whole

1.8.1 Purpose/Function

- 1.8.1.1 The purpose of the Committee is to assist the Board of Education in fulfilling its responsibilities in relation to:
  - 1.8.1.1.1 Overseeing the School District’s financial reporting process and its internal control structure and report its findings to the Board of Education. This task is facilitated by asking questions about the quality of work done by management, participating in the audit planning and reporting processes, understanding, and reviewing the aspects of the operation that put the School District at risk, and the District’s preparedness to face that risk. It summarizes its findings and recommendations so that the Board can make informed decisions.
  - 1.8.1.1.2 Maintaining direct lines of communications with the Superintendent and with the external auditors.

- 1.8.1.1.3 Monitoring the scope and costs of the activity of the external auditors and assessing their performance.
- 1.8.1.1.4 Recommending to the Board the terms of engagement for the external Auditor.
- 1.8.2 Powers and Duties
  - 1.8.2.1 Review the audited financial statements and recommend approval of the audited statements by the Board.
  - 1.8.2.2 Review the Auditor’s assessment of managements risk mitigation strategies and the appropriateness of internal controls with a focus on safeguarding District assets.
  - 1.8.2.3 Review the “Auditor’s Management Letter” with the Auditor and assess Management’s action plan to address concerns and follow up on the implementation of the auditor’s letter of recommendations including ensuring the Board directs by motion the recommendations to be implemented, and ensuring any deficiencies identified in the audit report and management letter are addressed in a timely manner to the satisfaction of the external auditor.
  - 1.8.2.4 Review the nature and extent of other services provided by the auditor in relation to auditor independence and ensure the auditor presents information relative to those Fiscal Quality Indicators contained in Policy 12 which the audit committee determines can be best assessed by the external auditor.
  - 1.8.2.5 Monitor the development of and changes to accounting principles and practices and financial reporting standards, and their impact on the School District’s financial reporting.
  - 1.8.2.6 Review proposed terms of engagement for the external auditor and make recommendations to the Board regarding such terms of engagement. Oversee the engagement of external auditors including the terms of the audit engagement and appropriateness of proposed fees.
  - 1.8.2.7 At least once a year, connect with the external auditors. This function may be performed by the Board Chair.
  - 1.8.2.8 Make inquiries of the Auditor which members of the Committee believe are necessary to discharge its fiduciary responsibilities.
  - 1.8.2.9 Make recommendations to the Board regarding appointment of external auditor and review external audit services as needed.
  - 1.8.2.10 Make recommendations to the Board regarding banking services as needed.

Adopted: May 18, 2022  
Reviewed: November 8, 2023  
Revised:

- 1.8.2.11 Review fiscal accountability reports and related information.
- 1.8.2.12 As appropriate make policy recommendations to the Board related to the role of the audit committee.
- 1.8.2.13 Reviews, in connection with the review of the audited financial statements, an annual report on the use of legal services and on substantial outstanding legal actions against the School District in order to monitor possible risk exposures and contingent liabilities;
- 1.8.3 Membership
  - 1.8.3.1 Membership includes all trustees.
- 1.8.4 Meetings
  - 1.8.4.1 The Audit Committee shall meet at least twice a year.
  - 1.8.4.2 In establishing the agenda for meetings of the Committee, the Chair will be advised by the Secretary Treasurer of items for the agenda.
- 1.9 Policy Committee Portion of the Committee of the Whole
  - 1.9.1 Purpose
    - 1.9.1.1 Ensure the review of all Board Policies within the Board’s four-year term of office.
    - 1.9.1.2 To prepare recommendations for additions/amendments/deletions to Board Policy.
  - 1.9.2 Powers and Duties
    - 1.9.2.1 To obtain advice on revision of current policy and to generate new or revised policies to recommend to the Board.
    - 1.9.2.2 To review Board Policies on a schedule which would at minimum provide for the review of all policies at least once in a four-year board term of office and make recommendations to the Board regarding amendments, changes, and deletions.
    - 1.9.2.3 Ensure adherence to Policy 10 Policy Making.
    - 1.9.2.4 Address matters referred to it by the Board.
  - 1.9.3 Membership
    - 1.9.3.1 Membership includes all Trustees.
  - 1.9.4 Meetings
    - 1.9.4.1 At least twice annually.

## Policy 8

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### **Ad Hoc Committees**

Ad hoc committees may be established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established by Board motion at the time of the formation. Such ad hoc committees shall cease to exist when the purpose has been achieved.

### **Resource Personnel**

The Superintendent shall appoint resource personnel to work with committees and the Superintendent shall determine the roles, responsibilities, and reporting requirements of the resource personnel. Minutes or notes shall be recorded at all committee meetings by the designated staff resource person.

Legal Reference: Section 65, 85 *School Act*

Adopted: May 18, 2022  
Reviewed: November 8, 2023  
Revised:

## BOARD REPRESENTATIVES

In response to requests from external organizations or agencies, the Board will consider naming representatives to various external committees, agencies, and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the District and other organizations.

The Board shall be guided by the following principles when naming representatives to other organizations:

- The Board's decision-making role can be exercised only by the Board as a whole, not by an individual trustee or committee;
- The Board's function is primarily governance, rather than administration;
- Responsibilities placed on trustees are to be closely related to the Board's central role as per Policy 2.

The Superintendent may appoint resource personnel to work with the external committee representatives and shall determine the roles, responsibilities, and reporting requirements of resource personnel.

External committees will have Board representation identified normally at the annual Inaugural Meeting or alternatively at a subsequent meeting of the Board.

Representatives serve at the pleasure of the Board.

### External Committees

#### 1. British Columbia School Trustees Association (BCSTA) Provincial Council

##### 1.1 Purpose of the Provincial Council

- 1.1.1 Act as a forum for discussion of relevant, timely and emerging issues identified from individual Boards, BCSTA Board of Directors, Ministry of Education, and other sources.
- 1.1.2 Discuss, and/or develop, policy issues for submission at the Annual General Meeting.
- 1.1.3 Establish interim policies of the Association between general meetings.
- 1.1.4 Address matters as outlined in BCSTA bylaws, including Association budget approval.
- 1.1.5 Act on action requests from BCSTA Board of Directors.

##### 1.2 Powers and Duties of the Board Representative

- 1.2.1 Attend Provincial Council meetings.
- 1.2.2 Represent the Board's positions and interests at the provincial level.

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- 1.2.3 Communicate to the Board the work of the Provincial Council.
- 1.2.4 Bring recommendations to the Board as and when necessary.
- 1.2.5 Build positive relationships.
- 1.3 Membership
  - 1.3.1 One (1) trustee; one (1) alternate.
- 1.4 Meetings
  - 1.4.1 As called by Provincial Council. (Usually 4 per year, one at the AGM)
- 2. British Columbia Public School Employers' Association (BCPSEA)
  - 2.1 Purpose of the BCPSEA
    - 2.1.1 Act as the accredited bargaining agent for the BCSTA's members.
    - 2.1.2 Assist in carrying out any objectives and strategic directions established by the Public Sector Employers' Council.
    - 2.1.3 Coordinate collective bargaining objectives, benefit administration, human resource practices and out-of-scope compensation matters amongst members.
  - 2.2 Powers and Duties of the Board Representative
    - 2.2.1 Attend the BCPSEA meetings as required.
    - 2.2.2 Represent the Board's positions and interests at BCPSEA meetings.
    - 2.2.3 Communicate to the Board the work of BCPSEA.
    - 2.2.4 Bring recommendations to the Board as and when necessary.
    - 2.2.5 Build positive relationships.
  - 2.3 Membership
    - 2.3.1 One (1) trustee; one (1) alternate.
  - 2.4 Meetings
    - 2.4.1 As called by BCPSEA.
- 3. BCSTA South Coast Branch
  - 3.1 Purpose of the BCSTA South Coast Branch
    - 3.1.1 Receive reports from the BCSTA Board of Directors.
    - 3.1.2 Discuss and/or develop policy issues for submission at the Annual General Meeting.
    - 3.1.3 Act as a forum for discussion of South Coast Branch issues.

3.2 Powers and Duties of the Board Representative

3.2.1 Attend BCSTA South Coast Branch meetings.

3.2.2 Represent the Board's positions and interests at BCSTA South Coast Branch meetings.

3.2.3 Communicate to the Board the work of the BCSTA South Coast Branch.

3.2.4 Bring recommendations to the Board as and when necessary.

3.2.5 Build positive working relationships with other Boards.

3.3 Membership

3.3.1 All trustees are expected to attend.

3.4 Meetings

3.4.1 Two (2) meetings per year or as called by the South Coast Branch.

**Local Representation**

From time to time the Board is invited to appoint representative(s) to committees or other entities external to the School District. Currently the Board has approved trustee representation for the following groups or committees: Chamber of Commerce, Northern Sunshine Coast Ferry Advisory Council, District Parent Advisory Council (DPAC), Powell River Community Action Team, Social Action, and Planning Advisory Committee.

4.1 Purpose:

4.1.1 The purpose of sending representatives to represent the Board on such external committees or entities is to strengthen communication and understanding with the external organization.

4.2 Powers and Duties of the Representative is to:

4.2.1 Represent the Board's positions and interests. If no Board position has been determined the representative will refrain from expressing a personal opinion and will seek a Board position.

4.2.2 Communicate to the Board the work of the external entity and any opportunities which may exist for mutual benefit involving the Board and the entity.

4.2.3 Build positive relations between the entity and the Board corporate.

4.3 Representatives:

4.3.1 Normally one (1) representative chosen by the Chair.

4.4 Meetings:

4.4.1 As determined by the external committee or entity.

4.5 The Board shall review annually the efficacy of continued Board representation on such committees or entities.

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Revised:



### Other Community Involvement

As active community members, trustees are frequently requested to sit on various community committees or be involved in community organizations. If representation to such an external organization has not been approved by the Board as noted above, the trustee shall make clear that their presence is as a community member and not as a Powell River School District Trustee and therefore the views expressed are those of the individual and not those of the Board or District.

### School Liaison Trustee Role

The Chair shall make School Liaison assignments. The assignments shall be posted on the District website.

School Liaison responsibilities shall not:

- Inhibit or circumvent administrative authority or responsibility.
- Include any decision-making authority.

Parent Advisory Councils as per section 8 of the School Act may advise the Board and the Principal and staff of a school. At the invitation of the PAC the school trustee liaison may attend the PAC meeting. If the Council wishes to advise the Board corporate, that advice is to be sent to the Board.

The role of liaison trustee is to provide visual support for school activities, including but not limited to, athletic competitions, fine arts performances and displays, school celebrations, and recognition events. The role allows trustees to become knowledgeable of public-school events, while keeping manageable the time demands should there not be some limiting of expectations for Board or trustee attendance at such public events.

Legal Reference:     Sections 8.4, 8.5, 22, 65, 74, 85 *School Act*  
                              Ministry of Education website

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## BREASTFEEDING IN SCHOOLS

### Background

Schools play a unique role in creating a breastfeeding-friendly environment as it includes support and accommodation for more than breastfeeding employees. Schools also have a responsibility to students and visitors. Breastfeeding-friendly environments must also extend beyond the school day. Support is necessary for visitors at all events and extra-curricular activities occurring on school grounds.

### Rationale

Supportive breastfeeding policies and practices in the school not only benefit mothers and babies. They also provide several benefits to the school as an employer and an educational system. These benefits include:

#### For All Mothers

- *Health* – Breastfeeding can lower rates of diabetes as well as breast, uterine, and ovarian cancer. Breastfeeding also lessens osteoporosis, benefits child spacing, promotes emotional health, and reduces the risk of postpartum depression in new mothers.

#### For Mothers in the Workplace

- *Productivity* – Lactation support programs in the workplace often demonstrate higher productivity. This increase in productivity is frequently attributed to a lessened emotional and psychological burden associated with being away from the baby, as well as higher energy and greater optimism.
- *Fewer Distractions* – Individuals who can express breast milk in the workplace are better able to concentrate during the workday. A breast infection and/or a drop in ability to produce milk can result if a mother is unable to express breast milk each time she feels the need to do so.
- *Absenteeism* – Individuals who use lactation support programs and facilities exhibit lower absenteeism.

#### For Babies

- *Immunity* – Breastfeeding passes on antibodies to babies, which help protect their immune systems from disease. Breastfed babies tend to have fewer and less severe instances of certain short-term illnesses, including bacterial meningitis, diarrhea, ear infections, respiratory infections, and urinary tract infections. Breastfeeding protects against future illness and disease.

- *Obesity* – Babies who are breastfed have a reduced risk of both childhood and adult obesity.
- *SIDS* – Exclusive or partial breastfeeding is correlated with a decreased risk of sudden infant death syndrome (SIDS).

### For Students

- *Academic Success* - Confidence in breastfeeding and parenting may reflect positively in school work.
- *Absenteeism* - Less unexcused absences and missed school work due to infant's resistance to sickness.

### For Employers

- *Productivity* – When employers provide breastfeeding support, breastfeeding employees tend to have fewer absences and tardiness because their infants are more resistant to sickness.
- *Organizational Loyalty* – Breastfeeding employees often feel increased loyalty to their employer because it demonstrates that their workplace supports the employee, their family, and their health.
- *Recruitment and Retention* – Employer support for breastfeeding serves as a recruitment tool. Employees that offer lactation support programs often have higher retention rates for female employees.
- *Job satisfaction* – Having effective lactation support programs demonstrates care for employees and their health. Businesses that display support for their employees facilitate greater workplace satisfaction.

### For School Systems

- *Health Education* – Support for breastfeeding shows adolescent-aged students the benefits of breastfeeding, creates a cultural normalcy for breastfeeding, and promotes public health.

### Procedures

1. The District will provide a supportive environment for employees and/or volunteers to breastfeed during school and work hours.
2. A mother may breastfeed her child in any location, public or private, where the mother and child are otherwise authorized to be present as long as the mother is in compliance with federal and provincial laws. No school may outright ban breastfeeding in public places.
3. Breastfeeding employees will be permitted to express their milk during regularly scheduled breaks and meal times. They will be allowed to extend their work day to compensate for any

milk expression breaks that go beyond regularly scheduled breaks and meal times. If they choose, employees may use regularly scheduled breaks and meal times to breastfeed infants attending day care programs in the area.

4. Schools will provide a shared space (lactation room/quiet room, etc.) with a locking door. This space will have access to power and seating. Employees interested in using this space for expressing milk will coordinate with their Principal.
5. It is expected that all employees will assist in providing a positive atmosphere of support for breastfeeding employees.

Reference:

Adopted:

Reviewed:

Revised:

DRAFT

## Environmental and Sustainability Committee

### Terms of Reference

#### 1. Purpose and Scope:

The Committee is established to make recommendations and support the Board of Trustees in achieving their goals relating to:

#### **Cultivating Integrity/Responsibility (hays qaymεmυx™ ʔayʔaytawθ)**

*Prioritize climate change, organizational health and sustainability.*

- Provide climate action education and leadership opportunities grounded in Indigenous ways of knowing.
- Align planning, processes, policies, and procedures to improve the effectiveness of the system.

Transforming learning environments, overall sustainability (including place-based learning, land-based learning, and environmental stewardship, leadership opportunities) in line with the board's strategic plan.

The committee will take a systems-based approach to address these goals as they pertain to the district's operations (inclusive of education)

#### 2. Committee Membership:

The committee shall consist of representatives from engaged stakeholder groups, including teachers, administrators and representatives of CUPE and the PRDTA. District staff, students, parents, community members and partners may also be consulted.

The committee members will serve a four-year term.

#### 3. Objectives:

The overall mandate of the Committee is to advise and support the School District with respect to sustainability, environmental, and outdoor learning related goals consistent with the District's Strategic Plan.

Specific responsibilities of the Committee include, but are not limited to:

1. Identifying opportunities for awareness, and stewardship aligned with the School District's practices, policies, and programs based on existing and emerging sustainability, environmental, and outdoor learning trends.
2. Recommending sustainability-focused enhancements to District Policies, Administrative Procedures, Educational practices, and District Initiatives.
3. Monitoring the progress of sustainability, environmental, and outdoor learning initiatives, and report findings to the Board.



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4. Fostering community engagement and partnerships to enhance sustainability, environmental, and outdoor learning within the district.

**4. Reporting and Communication:**

The committee will maintain regular communication to the board to report on progress through minutes and recommendations for consideration.

The committee will maintain open lines of communication with relevant district staff, school administrators, teachers, and students to ensure the successful implementation of sustainability initiatives.



## ANNUAL BOARD WORK PLAN 2023-2024

### JULY

- CSBA Conference

### SEPTEMBER

- Receive Enhancing Student Learning Report
- Review School Growth Plans
- Review Audit Findings Report
- Adopt Annual Financial Statements
- Adopt Minor Capital Projects
- Review Executive Compensation Disclosure
- Recognize Orange Shirt Day – Every Child Matters

### OCTOBER

- Recognize World Teachers' Day

### NOVEMBER

- Election of Board Chairperson & Vice Chairperson
- Election of Provincial Council and BCPSEA Representatives

### DECEMBER

- Receive Statement of Financial Information
- Approve Trustee Appointments to Committees and Community Liaison Groups
- Attend BCSTA Trustee Academy

### JANUARY

- Receive Strategic & School Growth Plan Interim Report
- Review Trustee Remuneration
- Submit Financial Disclosure Forms by January 15<sup>th</sup>
- Recognize Literacy Week

### FEBRUARY

- Adopt Amended Annual Budget
- Review School Calendar Consultation Information
- Chairperson – Represent Board at Ministry of Education Annual Partner Liaison Meeting
- Represent Board at BCSTA Provincial Council
- Recognize Pink Shirt Day – Anti Bullying

### MARCH

- Approve School Calendar Submission
- Review Provincial Motions for BCSTA AGM
- Approve Budget Process

### APRIL

- Review Government Grant Information
- Attend BCSTA AGM
- Recognize Anniversary of Tla'amin Treaty

### MAY

- Review Annual Facility Grant Plans
- Recognize Mental Health Week
- Attend May Day Celebration
- Attend District Track and Field Event

### JUNE

- Adopt Annual Budget
- Adopt Major Capital Projects
- Receive Carbon Neutral Action Report
- Review Strategic Plan
- Review Board Meeting Calendar
- Review Board Work Plan
- Recognize National Indigenous Peoples Day
- Recognize Children and Youth in Care Week
- Attend Graduation Ceremony

### OTHER ITEMS SCHEDULED AS NEEDED

- Review Board Policies and Bylaws
- Review and Approve Capital Project Bylaws
- Trustee & Superintendent Evaluations
- Hear Appeals as needed
- Represent Board at BCSTA Branch Meetings
- Represent Board at Provincial Council and BCPSEA Meetings and Events
- Attend School Functions
- Attend Employee Recognition Events