



REGULAR BOARD MEETING

4:00 pm, Wednesday, November 15, 2023
School Board Office

A G E N D A

ELECTIONS: Chairperson
Vice Chairperson
BCSTA Provincial Council Representative
BCPSEA Representative

PRESENTATION: Elementary ʔayʔajuθəm – K. Peters and C. Piccinin

QUESTION PERIOD

CHAIRPERSON'S REMARKS

1. ADOPTION OF AGENDA

MOTION: "THAT the Regular meeting agenda of November 15, 2023, be adopted as circulated."

2. ADOPTION OF MINUTES

MOTION: "THAT the Regular meeting minutes of October 25, 2023, be adopted as circulated."

3. REPORT OF CLOSED MEETINGS

3.a) October 25, 2023 – The Board met in-camera to discuss items which include personnel and property.

4. INCOMING CORRESPONDENCE

4.a) BCSTA to Premier Eby Re: Recent Meeting to Discuss Disruptions and Protests in School Districts

4.b) BCSTA to Minister Singh Re: Request for the Minister of Education and Child Care's Support for Equity, Diversity, and Inclusion

MOTION: "THAT the correspondence listed in item 4.a) to 4.b) be received."

5. OUTGOING CORRESPONDENCE

5.a) N/A

6. SUPERINTENDENT OF SCHOOLS' REPORT

- 6.a) Administrative Procedure 193 – Breastfeeding in Schools
- 6.b) Suspension, Exclusion, and Seclusion Report – September 5, 2023, to October 31, 2023

MOTION: “THAT the Superintendent of Schools’ Report be received as presented.”

7. SECRETARY-TREASURER'S REPORT

- 7.a) Month End Financial Report as at October 31, 2023

MOTION: “THAT the Secretary Treasurer’s report be received as presented.”

8. COMMITTEE REPORTS

- 8.a) Committee of the Whole Report for November 8, 2023

Additional Reference Documents:

- 8.a.i) Indigenous Education Operational Plan
- 8.a.ii) Early Learning, Childcare & Food Security
- 8.a.iii) Communications
- 8.a.iv) Business Services

Recommended motions arising from the Committee of the Whole Meeting:

MOTION: “THAT the indigenous Education, Early Learning, Childcare & Food Security, Communications and Business Services Operational Plans be received as was presented.”

9. OTHER BUSINESS

- 9.a) Strategic Plan Final Design Discussion

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT

SH/attachments



REGULAR BOARD MEETING
4:00 pm, Wednesday, October 25, 2023
School Board Office

MINUTES

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

Also in attendance: Jay Yule (Superintendent), Steve Hopkins (Secretary-Treasurer)

The meeting was called to order by Chair Lawson at 4:01 p.m.

PRESENTATION: Compassionate Systems Leadership (CSL) - K. Brach and A. Burt

K. Brach and A. Burt presented an overview of Compassionate Systems Leadership, an approach endorsed by the ministry that centers on leadership and education. This initiative involves sharing tools and areas of interest, establishing a unified framework with consistent language and tools utilized across various systems and districts. CSL encompasses leadership and teaching in three key domains: self, interpersonal relationships, and systems. It places a strong emphasis on ongoing self-reflection practices like mindfulness and emotional agility, encouraging individuals to acknowledge and address their emotions with curiosity and reflection.

Over the past three years, the school district has been directly engaged with leaders through the ministry, employing a top-down approach. The district has been sharing strategies and learning opportunities with administrative officers, with the intention of extending these opportunities to teachers in due course. The primary aim is to generate momentum and anticipate the adoption of the framework by teachers, with the goal of full integration within the next 3-4 years. It was noted that Administrative Officers are becoming increasingly comfortable with CSL strategies and are supportive of the initiative.

QUESTION PERIOD

No questions.

CHAIRPERSON'S REMARKS

D. Lawson shared the following:

"Today is the last meeting of the qathet School District that I will attend as chairperson. I've learned many things over the course of the last 3 board compositions and I feel a great sense of gratitude for my experiences and how they will continue to shape my contributions to serving this district as we move forward.

Thank you all for your role in helping to shape who I am today. I'm looking forward to board elections next month where it will be my pleasure to support the current Vice Chair to take the reins at that time."

1. ADOPTION OF AGENDA

MOVED: J. Miller

SECONDED: K. Van't Schip

THAT the Regular meeting agenda of October 25, 2023, be adopted as circulated.

STATUS: CARRIED.

2. ADOPTION OF MINUTES

MOVED: J. Miller

SECONDED: R. Hill

THAT the Regular meeting minutes of September 20, 2023, be adopted as circulated.

STATUS: CARRIED.

3. REPORT OF CLOSED MEETINGS

3.a) September 20, 2023 – The Board met in-camera to discuss items concerning personnel, legal and property.

4. INCOMING CORRESPONDENCE

4.a) PRDTA to SD47 - District Name

4.b) BCSTA to all boards – Anti-Racism, Equity, Diversity and Inclusion Report

4.c) FNEESC to BCTF – Foundation Skills Assessment

4.d) BCSTA to Premier Ebby - Urgent Meeting Request Regarding Recent Protests in School Districts

4.e) Ministry of Education and Child Care to BCSTA – Funding for Technology

4.f) Ministry of Education and Child Care to BCSTA – Public Transit for Youth

4.g) SD5 to Ministry of Education and Child Care – Educational Resources

4.h) SD5 to Ministry of Education and Child Care – Invitation to Visit

4.i) SD5 to Ministry of Post-Secondary Education – Neurodiversity Training Response

In relation to item 4.b. (BCSTA to all boards – Anti-Racism, Equity, Diversity and Inclusion Report), J. Yule commented that the district's Justice, Equity, Diversity and Inclusion (JEDI) Committee is in its early stages of development. Directors are gathering terms of reference from other districts for consideration. Next steps include formalizing terms of reference and appointing to the committee.

R. Hill asked for clarification on the distribution of letters to parents/guardians regarding Foundation Skills Assessment (FSA) testing. J. Yule responded that the BCTF is authorized to distribute a letter to families and noted that the district also sends a letter. He further commented on district procedures as they relate to student attendance for FSA testing.

MOVED: R. Hill

SECONDED: J. Miller

THAT the correspondence listed in item 4.a) to 4.i) be received.

STATUS: CARRIED.

5. OUTGOING CORRESPONDENCE

5.a) SD47 to PRDTA - District Name Change

5.b) SD47 to Minister of Education and Child Care – District Name Change

5.c) SD47 to all Parents/Families - Support for 2SLGBTQIA+ Students, Staff, and Families and SOGI-inclusive Education

Outgoing correspondence was provided for information.

6. SUPERINTENDENT OF SCHOOLS' REPORT

6.a) Enrollment

6.b) Suspension, Exclusion, and Seclusion Report – September 6, 2022, to September 30, 2023

6.c) Honourable Mitzi Dean, Minister of Children and Family Development – Email

J. Yule presented items in his report and addressed questions from trustees. Trustees expressed their endorsement for the district's letter to families, which advocates for diversity and inclusion in schools, particularly as it relates to SOGI. A brief discussion also occurred regarding supports for children in care.

MOVED: M. Mason

SECONDED: K. Van't Schip

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

STATUS: CARRIED.

7. SECRETARY-TREASURER'S REPORT

7.a) Month End Financial Report as at September 30, 2023

S. Hopkins mentioned that the financial report covers the first quarter of the fiscal year and is in line with the same period in previous years.

MOVED: K. Van't Schip

SECONDED: J. Miller

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

STATUS: CARRIED.

8. COMMITTEE REPORTS

8.a) Committee of the Whole Report for October 11, 2023

Additional Reference Documents:

8.a.i) Policy 1 – Foundational Statements

8.a.ii) Operational Plan – Learning & Student Support Services

Trustees discussed their impressions of the operational plan. They expressed excitement about seeing the strategic plan being put into action. They also noted the improvements in assessments for evaluating plan implementation and shared enthusiasm for the implementation plans focused on enhancing student engagement and promoting student voice in elementary schools.

MOVED: R. Hill

SECONDED: J. Miller

THAT Policy 1 – Foundational Statements be amended to reflect the recent decision to change the organizations name to qathet School District, and further to remove the previous Motto until such time as a new Motto, more reflective of the new Strategic Plan, has been selected.

STATUS: CARRIED.

MOVED: K. Van't Schipp

SECONDED: R. Hill

THAT the Learning and Student Support Services Operational Plan be received as was presented.

STATUS: CARRIED.

9. OTHER BUSINESS

9.a) Advocacy Day & Meeting of Board Chairs – J. Miller (oral)

J. Miller discussed her participation at BCSTA Advocacy Day and shared insights gathered from ministry officials and staff. This included:

- Addressing concerns related to opposition to SOGI.
- Promoting the creation of safe zones around schools for SOGI.
- Collaborating with local private sector organizations, like chambers of commerce, to explore local opportunities (e.g., apprenticeships).
- Encouraging school districts to engage with local government.

9.b) Provincial Council – D. Lawson (oral)

D. Lawson provided an update on the BCSTA Provincial Council meeting, highlighting the following points:

- Discussion of three late motions, with further details to be shared through the BCSTA Synopsis.
- Participation in an issues forum following the debate, encouraging districts to review the Delta school district's resource on data-informed decision-making.
- Noted the upcoming Canadian School Board Conference scheduled for July 2026 in Whistler.

QUESTION PERIOD

PRDTA president, I. Loveluck, shared information about the BCTF's agreement to distribute materials related to FSA testing. Loveluck also conveyed concerns from the BCTF about the testing process and the non-conforming use of test results.

PRDTA president I. Loveluck, inquired about the absence of stakeholder consultation in relation to the administrative procedures discussed at the Committee of the Whole. J. Yule stated that feedback on all administrative procedures can be submitted to the district at any time.

A member of the audience requested a copy of outgoing correspondence to families concerning Support for 2SLGBTQIA+ Students, Staff, and Families, and SOGI-inclusive Education. Chair Lawson indicated that the letter was included in the agenda package and is available online.

MEDIA QUESTION PERIOD

The media asked for an update on the district's name change, Chair Lawson responded that the district is pursuing legislative requirements to formalize the change. Next steps are as yet to be determined.

ADJOURNMENT

MOVED: J. Miller

THAT the Regular Board Meeting be adjourned at 5:03 p.m.

STATUS: CARRIED.

D. Lawson
Chairperson

SH/er

S. Hopkins
Secretary-Treasurer



British Columbia
School Trustees
Association

November 1, 2023

The Honourable David Eby
Premier of British Columbia
PO Box 9041 Stn Prov Govt
Victoria B.C. V8W 9E1
premier@gov.bc.ca

Dear Premier Eby,

Subject: Recent meeting to discuss disruptions and protests in school districts

Thank you for meeting with me on October 17 to discuss the protests and disruptions that have taken place on and near school sites and at recent board of education meetings. We appreciate your time and commitment to finding a path forward regarding these current disruptions, especially as they relate to the safety of students, staff and elected officials. We also appreciate the strong stance you have publicly taken to support vulnerable students and commend you on highlighting the risks they face when schools are not safe and inclusive.

As we shared during our meeting, the British Columbia School Trustees Association (BCSTA) has taken several proactive steps to support boards of education in responding to these situations, which includes advocating to you for support. As you requested, I am providing you with examples to illustrate just some of the disturbances that have occurred:

- General disruptions have occurred across the province, including in Delta, Kootenay-Columbia, Mission, Nechako Lakes, Prince George and Vernon, where anti-SOGI groups have regularly disrupted meetings and protested at school board offices and near school sites.
- Some groups are promoting and encouraging joint attendance at protests based on proximity to neighbouring school districts and planned disruptions at Chilliwack, Langley, Abbotsford and Surrey public meetings. These larger groups elevate safety concerns, as noted below:
 - At the June Surrey board meeting, protestors voiced concerns about SOGI and books in the district's library, which resulted in a call for the Surrey Police to ensure the safety of the board of education and staff.
 - Hundreds of anti-SOGI protesters interrupted the September Abbotsford board meeting, and trustees required police escorts to exit safely. The meeting was subsequently moved online due to ongoing safety concerns.

- These concerns are not limited to board of education meetings. A West Vancouver district parent advisory council meeting saw approximately 20 individuals attend to raise concerns about SOGI. While community feedback is vital, parent volunteers should not be intimidated.
- During our most recent Provincial Council in October, a trustee shared her personal story of facing ongoing harassment and the impact this has had on her and her family. She expressed how family members now fear for her safety when she attends school-related meetings.
- We have also been made aware of trustees facing harassment that now extends past the boundaries of school board offices and school sites. This includes threats sent to a trustee's home and implied threats of violence toward family members.

These examples represent only a fraction of the experiences students, staff and school leaders have faced. In addition to these actions, protests have also occurred in other places, such as at city halls and civic centres.

In conjunction with the examples above, I would like to reiterate the requests made during our meeting so that we may begin to take action on this pressing issue:

- **Safety:** The safety of students, staff and elected officials is paramount, and we must prioritize safe and inclusive learning environments for all students. I understand that implementing exclusion zones around school sites is incredibly complex, but I want to reiterate that your consideration of this specific request is being made on behalf of boards of education across B.C.
- **Misunderstandings:** There is a lack of understanding that the Human Rights Code protects sexual orientation and gender identity and that SOGI-123 resources are available to assist educators as needed. Erroneous information is being spread, implying that SOGI resources are part of the curriculum rather than age-appropriate materials to support educators and students who identify as part of the 2SLGBTQ+ community. In connecting with members of your staff within the Ministry of Education and Child Care, it is our understanding that communication materials for district use are currently being finalized, as is a joint K-12 partners letter of support for safe, inclusive schools. We appreciate these efforts and also ask that the government provide supporting information specifically created and translated for newcomers. These materials will aid those who are new to our public education system to understand the important work being done to keep vulnerable students safe in schools. The ARC Foundation currently provides some translated materials, but additional information developed and distributed by the government would further increase knowledge and understanding.



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- Unity: We ask that all members of your government strongly indicate their support for safe and inclusive schools. A unified voice will signal stability and support for what has unfortunately been a divisive issue. The protests have been a notable topic of interest across parties, and during our recent Provincial Advocacy Day in Victoria with Members of the Legislative Assembly (MLAs), discussions regarding these disruptions eclipsed other themes as board chairs and MLAs discussed current events in public education. Your government's complete and unequivocal support would signal to all parties the importance of supporting vulnerable students and help forge a path forward.

I thank you for considering the potential actions outlined above. This problem will not be solved with time and patience alone. Together, we must find a path forward that will allow boards of education to govern safely, staff to feel unincumbered and students to thrive in safe and inclusive learning environments. We encourage parents and guardians to participate and provide feedback for the education students receive, and while all reasonable voices should be heard, we cannot tolerate acts of hatred or intimidation. Thank you for being an advocate for public education. I would be pleased to meet with you or a member of your staff if you require further information or if we can assist you in any way.

Sincerely,

Carolyn Broady

President

British Columbia School Trustees Association

CC: The Honourable Rachna Singh, Minister of Education and Child Care
Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
Teresa Downs, president, British Columbia School Superintendents Association
Ray Velestuk, president, British Columbia Association of School Business Officials
BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors



British Columbia
School Trustees
Association

November 07, 2023

The Honourable Rachna Singh

Minister of Education and Child Care

PO Box 9045, Stn Prov Govt

Victoria, B.C. V8W 9E2

ecc.minister@gov.bc.ca

Dear Minister Singh,

Subject: Request for the Minister of Education and Child Care's Support for Equity, Diversity, and Inclusion

During the British Columbia School Trustees Association's October 2023 Provincial Council meeting, our membership, which represents all 60 boards of education in B.C., passed the following resolution:

"That BCSTA urge the Honourable Rachna Singh, Minister of Education and Child Care to write a letter and release a statement committing to the values of equity, diversity, and inclusion in the BC school system, including the human rights of transgender and other 2SLGBTQ+ students and staff, as well as addressing the misinformation being disseminated publicly regarding SOGI 123 resources."

As noted in the enclosed motion rationale, our collective commitment to ensuring that all students, staff and families feel safe and welcome is under threat. Boards of education across the province have provided support for taking action to build bridges between community groups divided on concerns related to diversity, equity and inclusion through meetings, education, information and by collaborating with other K-12 sector leaders.

Our members now request that you provide a letter and statement to signal our joint commitment to preserving these values and to being champions for vulnerable and at-risk students. As noted by Trustee Margaret Reid of the Chilliwack School District during the debate of this motion, "We need action behind the words, but the words are important too. The words may not be heard by those doing harm, but they will be heard by those who are being harmed."



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Past efforts have certainly been appreciated, but more must be done to respond to the mounting pressure students, staff, caregivers and boards of education face. I look forward to your reply and extend an offer to support this work in any way possible.

Sincerely,

A handwritten signature in black ink, reading "Carolyn Broady", written in a cursive style.

Carolyn Broady

President

British Columbia School Trustees Association

Motion: P120239.3.2

Enclosure: Original motion rationale

CC: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors

9.3.2 Request for the Minister of Education and Child Care's Support for Equity, Diversity, and Inclusion

Category: Boards of Education

Motion #: 9.3.2 : P120239.3.2

Meeting: PC Oct 2023

Category:

Disposition: Carried as amended

Sponsor: Sea to Sky

Action: *not specified*

Outcome: *not specified*

Motion as Adopted:

BE IT RESOLVED:

That BCSTA urge the Honourable Rachna Singh, Minister of Education and Child Care to write a letter and release a statement committing to the values of equity, diversity, and inclusion in the BC school system, including the human rights of transgender and other 2SLGBTQ+ students and staff, as well as addressing the misinformation being disseminated publicly regarding SOGI 123 resources.

Motion as Presented:

BE IT RESOLVED:

That BCSTA urge the Honourable Rachna Singh, Minister of Education and Child Care, to write a letter and release a statement in support of the values of equity, diversity, and inclusion in the BC school system.

Rationale:

The current political climate wherein attacks on the values of Equity, Diversity and Inclusion so foundational to ensuring that all students, staff, and families feel welcome and safe at school is of grave concern. While the letter of support from the Premier in response to Mr. Johnston is certainly appreciated, a letter/statement from the Minister of Education and Child Care makes it clear where she stands, and by extension helps bolster confidence in the public school system as a place where human rights are protected, and all people, regardless of real or perceived differences, are welcome.

Reference(s):

[BCTF letter to Premier Eby](#)

[Premier Eby's response](#)

[BCSTA letter re: protests in school districts](#)

This is an action motion and does not change or contradict any existing Foundational Statement or Policy Statement.

BREASTFEEDING IN SCHOOLS

Background

Schools play a unique role in creating a breastfeeding-friendly environment that goes beyond supporting breastfeeding employees. Schools also have a responsibility to students and visitors to support breastfeeding through accommodations to reduce stigma and create a welcoming space. Breastfeeding-friendly environments must also extend beyond the school day to support 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 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 Mothers attending School

- *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 (see **Administrative Procedure 156: Visit Protocol**). No school may outright ban breastfeeding in public places. It is discriminatory to ask a nursing mother to move or cover up.
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: Sections 20, 22, 65, 85, 177 *School Act*
BC Human Rights Code
Canadian Charter of Rights and Freedoms

Adopted: November 15, 2023
Reviewed:
Revised:

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

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)	2	3									5
10 days or less (violent)		2									2
11-20 days (non-violent)											0
11-20 days (violent)											0
20 days or more (non-violent)											0
20 days or more (violent)											0
Indefinite (non-violent)											0
Indefinite (violent/threats of violence)											0
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)											0
Less than 20 days (second + drug/alcohol offence)											0
20 + days (first drug offence)											0
20 + days (second + drug offence)											0
Indefinite (second + drug/alcohol offence)											0
In-school suspension											0
TOTAL SUSPENSIONS	2	5	0	0	0	0	0	0	0	0	7
EXCLUSIONS											
Exclusions - Elementary											0
Exclusions - Secondary											0
SECLUSIONS											
Seclusions - Elementary											0
Seclusions - Secondary											0

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

REPORT TO TRUSTEES

FOR THE PERIOD ENDING: OCTOBER 31 2023

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
INSTRUCTION						
100 Salaries	5,964,467	0	5,964,467	26,185,096	20,220,629	77
200 Employee Benefits And Allowances	1,283,285	0	1,283,285	5,879,241	4,595,956	78
300 Services Purchased	645,669	2,288	647,957	3,683,362	3,035,405	82
500 Supplies And Materials	675,193	0	675,193	2,176,097	1,500,904	69
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Total For INSTRUCTION	8,568,614	2,288	8,570,902	37,923,796	29,352,894	77
DISTRICT ADMINISTRATION						
100 Salaries	486,839	0	486,839	1,556,284	1,069,445	69
200 Employee Benefits And Allowances	83,175	0	83,175	333,813	250,638	75
300 Services Purchased	138,540	0	138,540	372,205	233,665	63
500 Supplies And Materials	7,259	0	7,259	74,179	66,920	90
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Total For DISTRICT ADMINISTRATION	715,813	0	715,813	2,336,481	1,620,668	69
OPERATIONS AND MAINTENANCE						
100 Salaries	519,463	0	519,463	1,827,830	1,308,367	72
200 Employee Benefits And Allowances	100,579	0	100,579	398,560	297,981	75
300 Services Purchased	445,701	0	445,701	880,000	434,299	49
500 Supplies And Materials	231,120	0	231,120	1,168,802	937,682	80
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Total For OPERATIONS AND MAINTENANCE	1,296,863	0	1,296,863	4,275,192	2,978,329	70
TRANSPORTATION & HOUSING						
100 Salaries	183,982	0	183,982	664,717	480,735	72
200 Employee Benefits And Allowances	44,043	0	44,043	149,424	105,381	71
300 Services Purchased	40,268	0	40,268	54,087	13,819	26
500 Supplies And Materials	123,702	0	123,702	265,000	141,298	53
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Total For TRANSPORTATION & HOUSING	391,995	0	391,995	1,133,228	741,233	65
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Grand Total	10,973,285	2,288	10,975,573	45,668,697	34,693,124	76



COMMITTEE OF THE WHOLE

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

MEETING NOTES

Present: Dale Lawson, Maureen Mason, Jaclyn Miller, Kirsten Van't Schip
Also in attendance: Jay Yule (Superintendent)
Regrets: Rob Hill (Trustee), Steve Hopkins (Secretary-Treasurer)

The meeting was called to order by Chair Lawson at 12:01 p.m.

1. APPROVAL OF AGENDA

MOVED: K. Van't Schip

SECONDED: M. Mason

THAT the Committee of the Whole Meeting Agenda of November 8, 2023, be adopted as circulated.

STATUS: CARRIED.

2. STANDING COMMITTEES

2.a) Education & Strategic Planning Committee

2.a.i) Operational Plan Presentations:

Indigenous Education

J. Johnson presented the operational plan, emphasizing support for the board's strategic plan in Indigenous Education. Key highlights include:

- Creating culturally safe learning spaces with Indigenous representation.
- Appreciation for the district name change.
- Increasing literacy and numeracy supports beyond district standards.
- Implementation of the čepθtən program, featuring Indigenous role models, regular check-ins, enrichment opportunities, annual family consultations, and successful events.
- Curating diverse experiences for all students in Indigenous learning, such as the Cross Culture program and activities like weaving.

- Introduction of the GIJE program for secondary school students.
- Launching an immersion program for the ʔayʔaʔuθəm language.
- Exposing educators to Indigenous methodologies and innovative pedagogies.
- Appointing an Elder in residence for the GIJE program and at James Thomson Elementary.
- Developing a culture and story-based application to promote mental health and wellness, with potential future opportunities.
- Establishing connections with students and families through events like the Indigenous Welcome Back dinner, parent info sessions, and satisfaction surveys.
- Ensuring students' well-being and safety in school.
- Building foundational understandings of place history and the impacts of colonial history on Indigenous peoples.
- Supporting classroom teachers in decolonizing practices and equity for Indigenous learners.
- Indigenizing educational environments and opportunities.
- Aligning efforts with the Tla'amin Nation's Comprehensive Nation Plan.
- Incorporating an elder co-chair in ga tʰəp meetings to guide decision-making, aligning with pending legislation for the Indigenous Education Council (IEC).
- Collaborating with students to discover their passions and expose diverse career opportunities.
- Implementing Equity in Action at the school level and incorporating feedback from the district Equity in Action committee.
- Supporting the development of school-based Equity Teams.
- Backing the creation and development of the ʔayʔaʔuθəm immersion program.
- Supporting staff in building knowledge and understanding, including engagement with Indigenous Education (INED) staff.

Early Learning & Childcare & Food Security

K. Brach reported on behalf of R. Rainbow, highlighting planned actions from the operational plan in the areas of Early Learning and School Nutrition:

- Establishing stronger connections with families, especially in rural areas.
- Offering a variety of early learning programs.
- Implementing ongoing feedback through events like the Kindergarten Health Fair and the Tla'amin Kindergarten Health Fair.
- Piloting an early learning assessment tool with a focus on continuous review and adjustment.
- Launching Strongstart Go to engage with families in parks and outdoor spaces.
- Collaborating with other districts and expanding Ready, Set, Learn events to provide more opportunities throughout the year (three per year).
- Forming an Early Learning Committee with community input.

- Collaborating with community partners, including Early Childhood Educators (ECEs) and kindergarten teachers.
- Publishing a monthly newsletter for Strongstart DO.
- Accessing ʔayʔaʔuθəm early learning resources.
- Building connections with čepθ and early learning educators.
- Increasing age-appropriate resources that highlight equity, diversity, and inclusion.
- Discussing various ideas for kindergarten assessment to identify gaps.
- Running a before and after school program on Texada Island.
- Engaging with the ministry to increase Seamless day or other opportunities.
- Initiating Roots and Wings program, calling for proposals from childcare centers at Kelly Creek and Edgehill Elementary Schools.
- Building and renovating spaces for daycare centers.
- Reviewing funding models for childcare.
- Improving communication of licensing practices.

Food Security

- Offering a variety of food programs with a range of foods and improved offerings.
- Collaborating with local charities to support food security outside of school buildings (PIE).
- Building a network of relationships with the community.
- Creating and supporting best practices to sustain healthy food programs.
- Piloting programs at Henderson and Texada Elementary Schools.
- Enhancing nutritious barrier-free food delivery at all schools.
- Collaborating with school staff and working with food providers.
- Expanding school gardens.
- Partnering with the Tla'amin Nation on local Indigenous initiatives.

Communications

K. Payne highlighted planned actions to support the operational plan in the Communications department:

- Building trust and credibility for brand identity.
- Partnering with communications experts.
- Seeking feedback from staff and stakeholders in the development of a new district logo.
- Conducting one-on-one sessions for personalized communication.
- Fostering two-way communication for increased engagement.
- Promoting and reflecting diversity through a range of content to engage a wider audience, with positive responses on social media.
- Strategic re-sharing of content now that the district voice is established.
- Introducing an ʔayʔaʔuθəm word of the week on social media.

- Managing the name change process, including before, during, and after, with a ceremony to be determined, artist engagement for a new logo, increased use of video, and a storytelling video project.
- Cleaning up the website and updating the app to broaden communication beyond social media. Pushing updates for the website.
- Ensuring brand consistency with a brand kit, letterheads, etc.
- Launching Board Days campaigns, profiling actions at schools, and inviting the board to share ideas for upcoming campaigns.
- Initiating a video series called "Education Station."
- Creating an internal newsletter to track metrics and adjust accordingly.
- Inviting the City, qRD, and Tla'amin Nation to an impact-focused event or presentation to highlight yearly results/impact.
- Developing a new logo for PIE. Edgehill Elementary has already chosen a new logo with input from school staff.
- Collaborating with unions to commemorate nationally recognized days.
- Collecting evidence and metrics through various methods to evaluate the team's performance.

Business Services

Due to absence, S. Hopkins will report on the Business Services plan at the Regular Board meeting.

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

J. Yule provided an update on the Feeding Futures Program, outlining key points for the board's consideration:

- Ministry funding to support the program, including initial funds for capital expenditures.
- Implementation overseen by R. Rainbow.
- Separate from the operational plan as it's still in development; board feedback is needed.
- Currently feeding 257 students per day, with a concern that the program may not be reaching all students in need.
- Shared an outline of expenditures and funding distribution to schools.
- Includes an educational component focusing on nutrition.
- Emphasized a centralized vision for systemic and sustainable impact over time.
- Welcomed DPAC (District Parent Advisory Council) involvement in programs and nutritional strategy.
- Exploring meal preparation and delivery methods, researching practices in other school districts.
- Current state involves breakfast programs at all schools supported by PAC and community agencies, as well as lunch programs for students in need, each with different models and barrier-free delivery.

- Short-term goals include centralized preparation and delivery of food to reduce volunteer struggles, utilizing Education Assistants.
- Allocations based on historical data, considering the number of students being fed and additional funds from outside agencies.
- Long-term vision includes a universal food program, centralized food preparation, educational programs, and a potential horticulture program with a greenhouse for food growth.
- Rationale for centralized provider includes maximizing funding, implementing a monthly menu, and exploring payment options based on discussions with other districts to assess successful models.

Trustees expressed their support for a universal food program that adopts a "pay what you can" model for families. They envisioned an inclusive program with educational components aimed at not only providing nutritious meals but also enhancing food literacy, nutrition education, and student health. Emphasizing the importance of environmental considerations, trustees stressed the need for the universal program to be mindful of waste and climate factors. Additionally, they noted the benefit of continued parental involvement through school networks to build momentum for the food program.

J. Yule shared early considerations for student learning in horticulture and farming. The initiative may involve utilizing a central greenhouse and collaborating with local farmers to enhance the educational experience.

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

The two policies were presented for review in line with the board's commitment to evaluating all policies within their term. Trustees engaged in a discussion regarding the appropriateness of their involvement and representation on district and program committees. The need for established criteria to guide committees and ensure alignment with board priorities or policies was recognized. J. Yule was tasked with reviewing the list of committees with board representation and considering the appropriateness of board representation to those committees.

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

J. Yule presented a draft administrative procedure created to clarify district support for breastfeeding mothers on school premises. Trustees reviewed the document, expressing their appreciation for the administrative procedure. They also recommended incorporating a reference to the administrative procedure which outlines guidelines for visitors at schools.

3. COMMITTEE REPORTS

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

J. Yule presented the committee with revised terms of reference, sparking further discussion among trustees regarding the appropriateness of board appointments to district committees. Trustees expressed reluctance to categorize the ESC as a committee of the board, emphasizing that while the revised terms aligned more closely with board goals, trustee appointments didn't necessarily feel imperative. The board underscored the importance of establishing a clear relationship between the board and district committees, emphasizing the need for committees to understand the process of presenting recommendations to the board. Ultimately, trustees decided to defer the conversation on the terms of reference for the ESC until after the December Committee of the Whole discussion on trustee appointments and board representation on committees. This delay was deemed necessary to ensure alignment with decisions made during that meeting and to address the absence of a clear model for board appointments to committees.

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

J. Miller commented on reports made to the Health Committee Meeting on October 5th. Key points included the establishment of the Integrated Child and Youth (ICY) Local Team, with the district hiring a clinical counsellor and VCH leading the ICY team. Other highlights encompassed programs supporting mental health education in elementary schools, challenges in youth shelter and housing availability, the success of the Vape Free Curious program (considering a rerun at Brooks Secondary), tools for discussing smoking and vaping with youth, the initiation of a neurodiverse playgroup by Youth and Family Powell River, and the approval for developing a Foundry with plans to extend program funding through space renovation. Grade 6 & 9 immunizations are progressing through the local health unit, while the Youth Clinic faces a doctor shortage but maintains free contraception access. The Docs in Schools program ensures low-barrier healthcare for youth without a physician. Unfortunately, the release of the School Food Toolkit has been delayed, with reasons yet to be determined.

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

M. Mason provided an overview of the Climate Caucus Online meeting held on October 27, noting that the caucus primarily comprises individuals in elected positions or those with past election experience. The group aims to leverage their influence to promote climate change issues. During the meeting, the caucus shared a handbook addressing 12 different sustainability elements. M. Mason will electronically share this handbook with the trustees.

4. OTHER INFORMATION

4.a) Board Work Plan – For Information

ADJOURNMENT

The meeting was adjourned at 2:45 p.m.

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 tʰəp 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 gagayɛttən

District Objectives	Department Established & Ongoing Objectives	Planned Actions
<p>Cultivating Curiosity: <i>Transform our learning environments into places of innovation</i></p> <ul style="list-style-type: none">•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.	<ul style="list-style-type: none">• <i>Valuing and validating Indigenous knowledges, worldviews, and perspectives</i>• <i>Supporting classroom teachers in decolonizing practices and equity for Indigenous learners Indigenizing educational environments and opportunities</i> <p>Students:</p> <ul style="list-style-type: none">• Indigenous – Culturally relevant learning opportunities above and beyond regular classroom enrichment• All – Classroom enrichment experiences and peak experiences <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">- Create a working group with content experts to work towards shared goals (Ex.Decolonizing Education group 22/23, Indigenizing Math 23/24)- Have avenues for information sharing and regular Indigenous representation in professional development and learning opportunities

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



paʔa kʷʊms qʷayigən

District Objectives	Department Established & Ongoing Objectives	Planned Actions
<p>Cultivating Connection: <i>Prioritize mental health, community connections, and social emotional learning</i></p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Supporting life-long learning and holistic well-being for Indigenous students• Advocating for Indigenous students <p>Students:</p> <ul style="list-style-type: none">• 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 <p>Staff: Increase exposure and learning opportunities around Indigenous worldviews and perspectives as an avenue to support holistic well-being.</p>	<p>Culturally safe learning spaces with Indigenous representation.</p> <ul style="list-style-type: none">• Regular čepθtən (Indigenous culture and student support worker) support at every school• Increase Elder and Knowledge keeper presence in schools <p>Work with community to create wellness opportunities and tools to support holistic well being</p> <ul style="list-style-type: none">• Co-creating an application to give timely and easy access to culture and wellness content <p>Meaningful opportunities to connect with students and families</p> <ul style="list-style-type: none">• 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	Department Established & Ongoing Objectives	Planned Actions
<p>Supporting Self Determination: <i>Ensuring holistic Indigenous student success</i></p> <ul style="list-style-type: none"> • 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 titiwšəm, toxnegosəmčx^wom θoθo) 	<ul style="list-style-type: none"> • <i>Working to build foundational understandings of place history and impacts of colonial history on Indigenous peoples</i> • <i>Supporting classroom teachers in decolonizing practices and equity for Indigenous learners Indigenizing educational environments and opportunities</i> <p>Students:</p> <ul style="list-style-type: none"> • <i>Indigenous</i> – Social/emotional, Academic and Cultural supports regularly available to enhance their learning environment and holistic success • <i>All</i> – Recognition that a rising tide raises all boats – when Indigenous students are supported, it will support the well being of everyone <p>Staff: Exposure and professional development opportunities to evaluate biases and blind-spots to improve their knowledge, understanding and ability to decolonize educational spaces.</p>	<p>Work regularly to support the Nation in achieving education related goals within their Comprehensive Nation Plan</p> <p>Establish regular ʔaʔamun Education Agreement (TEA) Oversight Team meeting schedule</p> <p>Ensure every effort is made to have ga t^θəp Meetings have an Elder acting as co-chair and participating in guiding our decision making</p> <p>Building bridges between community and school and support student exposure to diverse career opportunities</p>

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^w ?ay?aytawθ

District Objectives	Department Established & Ongoing Objectives	Planned Actions
<p>Cultivating Integrity/Responsibility: <i>Prioritize climate change, organizational health and sustainability</i></p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Valuing and validating Indigenous knowledges, worldviews, and perspectives <p>Students:</p> <ul style="list-style-type: none">• 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 <p>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</p>	<p>Support educators to engage with the knowledgeable INED staff to enhance their classrooms with respect to climate action education</p> <ul style="list-style-type: none">• 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 (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">• 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.	<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">• Changing Possibilities for Young Children (CPFYC)• Strengthening Early Years to Kindergarten Transitions (SEY2KT)• Ready, Set, Learn,• Seamless Day Kindergarten• JustB4 preschool• StrongStart• StrongStart GO• StrongStart DO	<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 gagayɛttən)

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">• 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.	<p>StrongStart GO is an outdoor place based program for families with children 0-5.</p> <p>Special StrongStart GO events are hosted monthly in parks and at the Outdoor Learning Centre.</p> <p>StrongStart centres and Kindergarten classrooms have a variety of resources, supplies, and tools for students to allow for space adjustment and to spark creativity.</p> <p>Many district early learning programs prioritize inquiry and innovation through focusing on the Early Learning Framework.</p>	<p>Review and adjust early learning outdoor spaces to ensure that they meet licensing requirements.</p> <p>Utilize our district outdoor specialist to provide insights on other ways that early learning programs can enhance and/or increase their learning time outside.</p>

EVIDENCE/METRICS

- Outdoor Space review



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">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.	<p>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.</p> <p>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.</p> <p>The Ready, Set, Learn initiative provides opportunities for families and pre-K children feel welcomed and included in their potential school environment.</p> <p>Welcome to Kindergarten and Kindergarten Gradual Entry support student well-being in making connections and adjusting to new routines.</p> <p>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.</p>	<p>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.</p> <p>Expand our offerings of Ready, Set, Learn events, so that families have multiple opportunities to engage in connecting with schools prior to starting Kindergarten.</p> <p>Collaborate with our community partners to create a better cross section of health and wellness offerings in our early learning programs and classrooms.</p> <p>Enhance family supports through the development of a workshop series on relevant topics</p> <p>Provide opportunities for collaboration with ECE's and kindergarten teachers</p>

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 (ʔaʝɛnɪxʷegəs)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Ensure holistic Indigenous student success.</i></p> <ul style="list-style-type: none">• 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 ʈ titiwšɛm, toɬnegosəmčxʷom ʈoʈo)	<p>StrongStart DO monthly newsletter includes a section on ʔayʔaʝuʈəm [eye-ah-joo-thum] programs and early learning classrooms have access to,</p> <p>JustB4 preschool and include, ʔayʔaʝuʈəm [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 čɛpʈ (meaning auntie or uncle in ʔayʔaʝuʈəm) members of the Indigenous Education team.</p> <p>Early Learning programs and classes participate in school based cultural appreciation, recognition, and celebration events for a variety of cultures, languages, and identities.</p> <p>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.</p>	<p>Increase the amount of ʔayʔaʝuʈəm [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 čɛpʈ (meaning auntie or uncle in ʔayʔaʝuʈəm) and the early learning educators at Westview, Henderson, Kelly Creek, and Edgehill</p> <p>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.</p>

EVIDENCE/METRICS

- Environmental Scan
- Staff survey and ordering request review



CULTIVATING TRUTH AND RECONCILIATION (gʊnaʔxʷuθs)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Honour Truth and reconciliation.</i></p> <ul style="list-style-type: none">• Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔaʃuθəm 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.	<p>StrongStart DO monthly newsletter includes a section on ʔayʔaʃuθəm [eye-ah-joo-thum]</p> <p>JustB4 preschool programs and early learning classrooms have access to, and include, ʔayʔaʃuθəm [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 ʔayʔaʃuθəm) members of the Indigenous Education team.</p>	<p>Tla’amin Nation and the SD 47 Indigenous Education department are piloting a ʔayʔaʃuθəm [eye-ah-joo-thum] language Kindergarten program called qaymıxʷqenəmšt [qay-mixw qeh-numsht / We are all speaking our language] at James Thomson and Tla’amin.</p> <p>Increase the amount of ʔayʔaʃuθəm [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 ʔayʔaʃuθəm) 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
<p>OUR PHILOSOPHY OF THE PROGRAM</p> <p>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.</p> <p>OUR PROGRAM GOALS</p> <ul style="list-style-type: none">• Provide enriching academic opportunities for children.• Provide safe, supervised, and cost-effective childcare.• Provide play-based experiences indoors and out.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">A. License and run a Before and After School program on Texada IslandB. 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">• 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.	<p>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.</p> <p>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.</p> <p>C. Variety of food programs across the school district that provide a range of food such as breakfasts, snacks, and lunches.</p> <p>D. Partnership breakfast programs funded and/or staffed in part by organizations such as Parent Advisory Councils (PAC) and the Powell River Professional Firefighters</p> <p>E. Support food security outside school buildings with our online families in PIE</p>	<p>A. Build a network of relationships with community partners to address food security for families and students</p> <p>B. Collaborate with school staff to create best practices, and establish a consistent level of food delivery models that include healthy choices</p> <p>C. Pilot food programs within Henderson and Texada that focus on sustainability, community connections, and barrier free food delivery systems</p> <p>D. Enhance nutritious barrier free food delivery systems in all schools</p> <p>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.</p>

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^w ?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">• 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.	<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">• <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.• <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.	<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



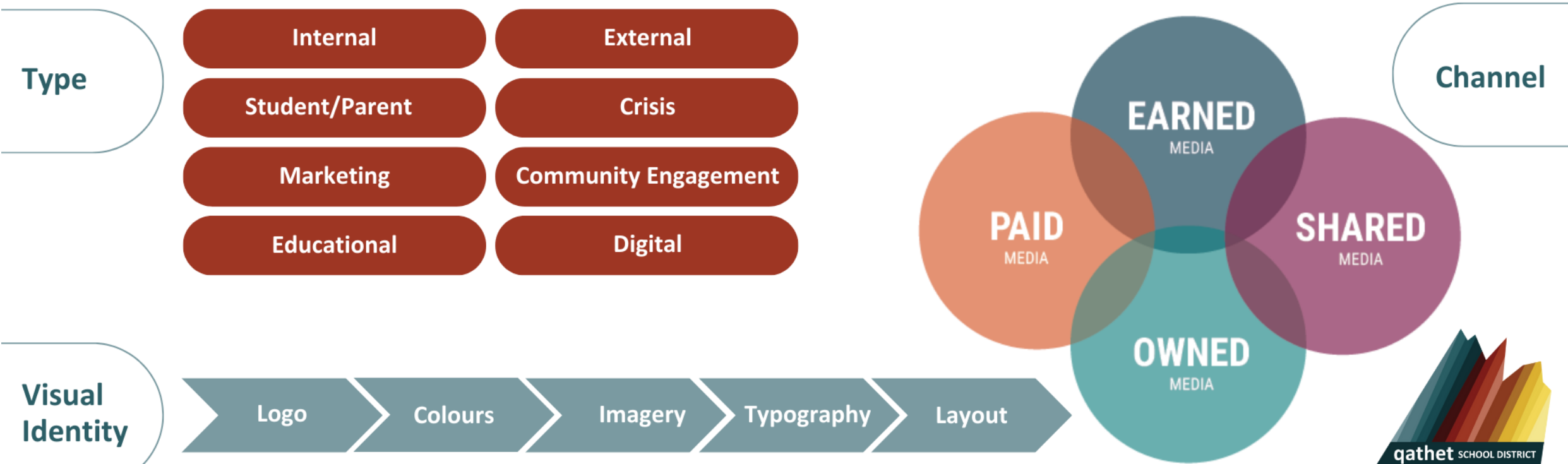
Cultivate a positive and respected brand identity for the school district.

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.



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">• Increase student engagement and voice.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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
<p><i>Transform our learning environments into places of innovation.</i></p> <ul style="list-style-type: none">• Create a culture of inquiry and innovation.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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
<p><i>Prioritize mental health, community connections, and social-emotional learning.</i></p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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 (gʊnaʔxʷuθs)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Honour Truth & Reconciliation.</i></p> <ul style="list-style-type: none">• Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔaʃuθəm 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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^w ?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">• Align planning, processes, policies, and procedures to improve the effectiveness of the system.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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^w ?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">• Align planning, processes, policies, and procedures to improve the effectiveness of the system.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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 qayεmixʷ ʔayʔaytawθ)

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">• Align planning, processes, policies, and procedures to improve the effectiveness of the system.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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 qayemixʷ ʔayʔaytawθ)

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">• Align planning, processes, policies, and procedures to improve the effectiveness of the system.	<ul style="list-style-type: none">• 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

of tools/templates created

Media impressions

Student experience/feedback

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

Ads placed/created

Employee experience/feedback

Brand alignment/adherence to guidelines

Newsletter open rate

of staff reaching out

% of content dedicated to: x

Parent/teacher/staff satisfaction survey

of documents updated/re-branded

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

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 (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">• Focus on foundational learning in literacy and numeracy.• Enhance early learning plans, opportunities and partnerships.• Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.	<ul style="list-style-type: none">• Allocate budgeted resources to areas of student achievement with a focus on literacy and numeracy initiatives.• Ongoing oversight of the development and construction of two new childcare centers at Edgehill Elementary and Kelly Creek Community Schools.• Allocate budgeted resources in support of existing school-based food programs.• Allocate staff time to support the ongoing maintenance of school gardens.	<ul style="list-style-type: none">• 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.• Support the District Principal of Early Learning, Childcare, and Food Security in securing suitable vendors to operate the Childcare Centers once completed.• Support the District Principal of Early Learning, Childcare, and Food Security in the implementation of the Feeding Futures School Food Program.• Improve food preparation and serving facilities through implementation of School Infrastructure Program Funding.

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

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

EVIDENCE/METRICS

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



SUPPORTING SELF DETERMINATION (ʔaḵenxʷegəs)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Ensure holistic Indigenous student success.</i></p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Ensure that the criteria associated with the planning and spending of the Indigenous Education grant is met.• Support the District Principal of Indigenous Education in the planning and allocation of Indigenous focused resources.• Continue to support leadership in the ongoing implementation of the TEA.• Support the District Principal of Indigenous Education in the planning and allocation of Indigenous focused resources.• Allocate resources to the ongoing maintenance and installation of welcome poles at school sites.	<ul style="list-style-type: none">• Improve upon existing internal processes focused on resource allocation.• Support the work of the Indigenous Education Council, once created.• Ensure there is a consultation process to include Indigenous perspectives in the planning of the Edgell Elementary School classroom addition project.• Support the creation of an Indigenous artwork mural within the gymnasium at Brooks Secondary School.

EVIDENCE/METRICS

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



CULTIVATING TRUTH AND RECONCILIATION (gʊnaʔxʷuθs)

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

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^w ?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">• Provide climate action education and leadership opportunities grounded in Indigenous ways of knowing.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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^w ?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">Align planning, processes, policies, and procedures to improve the effectiveness of the system.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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">• Explore ways in which to improve the efficiency of the organizations business processes. • Support the District Online Learning Program with its implementation as a provincial provider.	<ul style="list-style-type: none">• Support the maintenance department and schools in the ongoing implementation of the recently deployed eBASE maintenance focused work order and asset management system.• Continue to support the Director of Operations in a review of the processes and procedures governing the transportation system.• Continue to support the work of the Communications team with the implementation of the new School District web platform. • Support leadership in the allocation of resources and in the development and communication of financial processes.	<ul style="list-style-type: none">• Consider technology modules available through the eBASE system with a focus on improving technology management and work order response times.• Consider the custodial supply module of eBASE software to better track custodial supply consumption and to facilitate bulk purchase opportunities.• 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.• Support select staff in attending the annual PowerSchool User Group Conference.• Participate in the onboarding of the new Director of Human resources. • Refine the resource allocation model so that its predictability is a function of student enrolment.

EVIDENCE/METRICS

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

