



REGULAR BOARD MEETING

4:00 pm, Wednesday, November 27, 2024
School Board Office

A G E N D A

ELECTIONS: **Chairperson**
 Vice Chairperson
 BCSTA Provincial Council Representative
 BCPSEA Representative

LAND ACKNOWLEDGEMENT

PRESENTATIONS School District Logo Release Summary – K. Payne
 Edgehill Elementary School Growth Plans – J. Burt

QUESTION PERIOD

CHAIRPERSON'S REMARKS

1. ADOPTION OF AGENDA

1.a) **MOTION:** "THAT the Regular meeting agenda of November 27, 2024, be adopted as circulated."

2. ADOPTION OF MINUTES

2.a) **MOTION:** "THAT the Regular meeting minutes of October 16, 2024, be adopted as circulated."

3. REPORT OF CLOSED MEETINGS

3.a) October 16, 2024 – The Board met in-camera to discuss items which include property and personnel.

4. INCOMING CORRESPONDENCE

4.a) BCSTA to R. Singh – November 13, 2024

4.b) BCPSEA to BCSTA – November 13, 2024

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

5. OUTGOING CORRESPONDENCE

- 5.a) Board to H. Pritchard and D. Harper – Letter of Appreciation
- 5.b) Board to A. Shostak – Letter of Appreciation

6. SUPERINTENDENT OF SCHOOLS' REPORT

- 6.a) 2024/2025 Department Operational Plans
 - Appendix A: Operational Plans
- 6.b) Festival of the Performing Arts request for support
- 6.c) Suspension, Exclusion, and Seclusion Report – September 3, 2024, to October 31, 2024

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

7. SECRETARY-TREASURERS' REPORT

- 7.a) qathet Regional District searching for new options to support regional Industrial, Commercial, and Institutional Recycling – [News Release](#)

MOTION: "THAT the Secretary-Treasurers' Report be received as presented."

8. COMMITTEE REPORTS

- 8.a) Committee of the Whole Report for November 13, 2024
Recommended motions arising from the Committee of the Whole Meeting:

qSD to qRD – Emergency Preparedness

MOTION: "THAT the qathet School District provide the Regional District with an updated letter of commitment in support of its emergency planning."

Program Review - Dual Credit Programs

MOTION: "THAT the Board of Education accept the Career Program-Dual Credit Review (Level 2), as attached and presented."

Review of Indigenous Education Annual Report

MOTION: "THAT the Board of Education accepts the report as presented and recommends submission to the Tla'amin Nation, as required in the Tla'amin Education Agreement."

Consideration of Alternate Board Meeting Calendar

MOTION: "THAT the Board of Education approves the implementation of a revised meeting calendar for the balance of the school year using the second and fourth Wednesdays as the regular meeting days."

9. **OTHER BUSINESS**

9.a) BCSTA Trustee Academy Report – J. Miller (oral)

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT

MOTION: “THAT the Regular meeting agenda of November 27, 2024, be adjourned.”

SH/attachments

2024-2025 School Growth Plan Goals

1. To improve our students' reading achievement skills.
2. To cultivate our students' social-emotional wellness by increasing their self-regulation skills and problem-solving abilities.
3. To support students in becoming and use mathematics confidently at school and in their lives.



Heart Mind & Well-Being Framework

- The balance between educating the mind and educating the heart
- 5 qualities of HMWB
- Our journey so far



May 2024 - Student Survey

187 responses submitted

Directions: For each statement, select the answer that shows how much you agree or disagree with the statement.

Strongly Agree Agree Disagree Strongly disagree

I like coming to school at Edgehill every day.



I feel safe and secure at Edgehill school.



I feel calm at Edgehill school.



I have friends at Edgehill school.



People care about each other in my class.



187 responses submitted

Directions: For each statement, select the answer that shows how much you agree or disagree with the statement.

I have friends at Edgehill school.



People care about each other in my class.



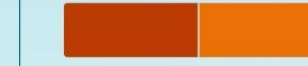
Staff members like and care about me at Edgehill school.



Adults treat students kindly and fairly at Edgehill school.



If I have a problem at Edgehill school, I can solve it or find someone to help.



I feel like I belong at Edgehill school.



100%

0%

100%

May 2024 - Staff Survey

21 responses submitted

Directions: For each statement, select the answer that shows how much you agree or disagree with the statement.

My admin are supportive towards me.



Adults treat students kindly and fairly at Edgehill school.



If I have a problem at Edgehill school, I can solve it or find someone who c...



I feel like I belong in the Edgehill school community.



When I am upset, I have strategies to calm myself.



My classroom is more secure and calm since the beginning of the year.



21 responses submitted

Directions: For each statement, select the answer that shows how much you agree or disagree with the statement.

Strongly Agree Agree Disagree Strongly Disagree

I like coming to work at Edgehill school every day.



I feel safe and secure at Edgehill school.



I feel calm at Edgehill school.



I have supportive colleagues at Edgehill school.



People care about each other at Edgehill school.



May 2024 - Parent/Family Survey

78 responses submitted

Directions: For each statement, select the answer that shows how much you agree or disagree with the statement.

Strongly Agree Agree Disagree Strongly disagree

I feel welcome when I visit Edgehill school.



My child/children feel safe at Edgehill school.



I have friends who are part of the Edgehill school community.



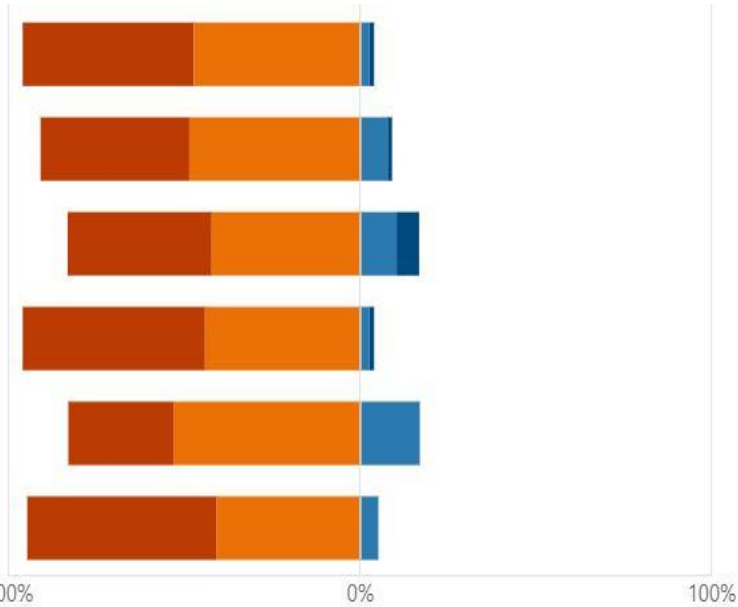
People care about each other at Edgehill school.



My child's teachers like and care about my child/children.



My child's teachers like and care about my child/children.



Adults treat students kindly and fairly at Edgehill school.



If I have a problem or concern with my child at school, I can solve it with the teachers and/or...



My family feels welcome in the Edgehill school community.



My child has learned strategies to help with calming down.



My child has friendships at Edgehill school.



2024-2025 GOAL

- To cultivate our students' social-emotional wellness by increasing their self-regulation skills and problem-solving abilities.



4. In your opinion, as of mid-October, how many students in your class are unable to consistently self regulate througho...

[More details](#)

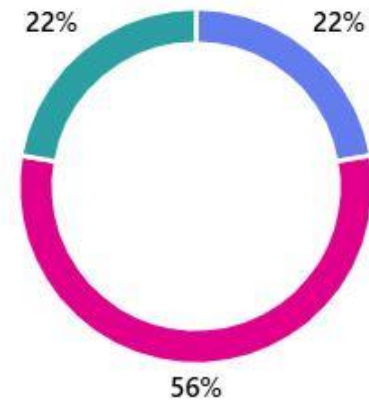
● 0 - 2	1
● 3 - 4	4
● 5 - 6	2
● 6 +	2



7. In your opinion, as of mid-October, how many students in your class are unable to consistently solve problems peacefull...

[More details](#)

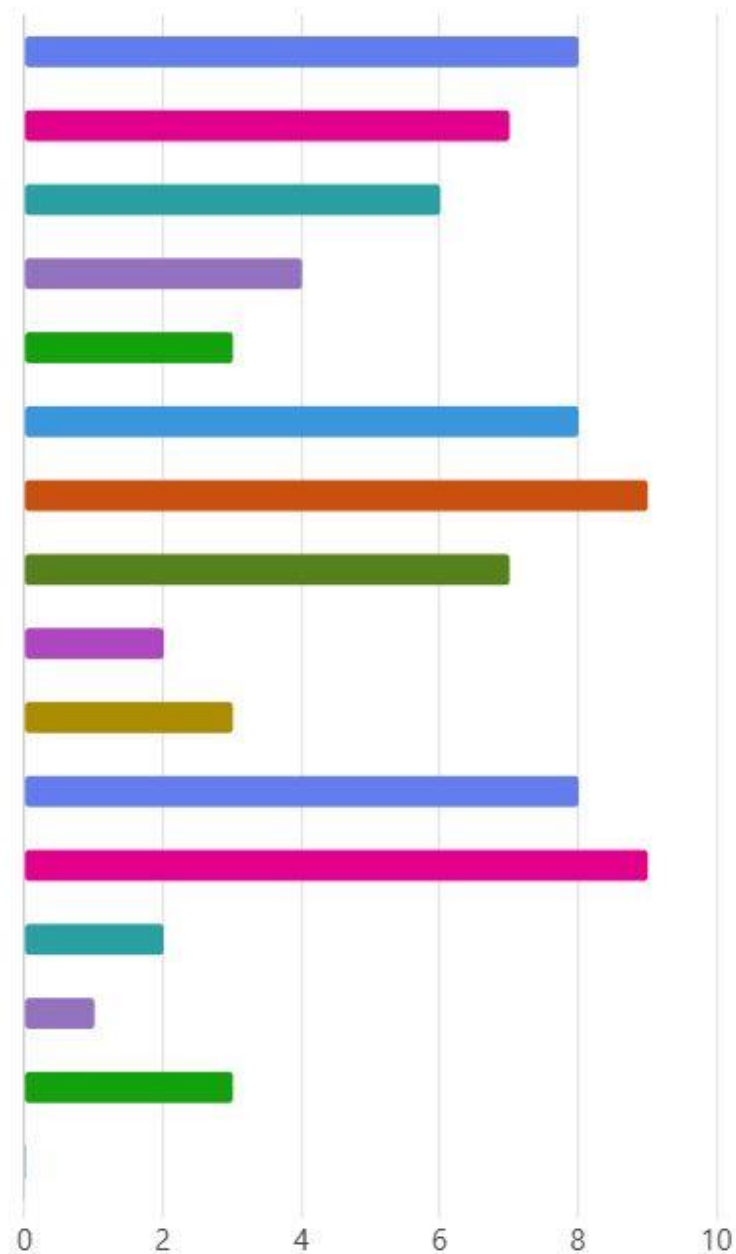
● 0 - 2	2
● 3 - 4	5
● 5 - 6	2
● 6 +	0



6. From the list below, please indicate the strategies you are currently using to help students self-regulate.

[More details](#)

- Soft Start 8
- Morning Check-In 7
- Flexible Seating 6
- Mindful Breathing Routine 4
- Gratitude / Affirmation Circles 3
- Body Breaks 8
- Class Visual Schedule 9
- Calming Tones / Music 7
- Calm Boxes or Bins 2
- Teaching Brain Activities 3
- Quiet Reading 8
- Consistent Routines and Expectations 9
- Calm Corner in Class 2
- Mood Metre 1
- Grow & Glow Notes 3
- Other 0



. b r e a t h e

Heart-Mind Well-Being

Gets Along with Others
Alert and Engaged
Secure and Calm
Compassionate and Kind
Solves Problems Peacefully

heartmindonline.org

The Heart-Mind Well-Being Framework

Secure and Calm

"You are the sky. Everything else - it's just the weather."
— Pema Chödrön

The Heart-Mind Well-Being Framework

Compassionate and Kind

"A kind gesture can reach a wound that only compassion can heal."
— Steve Maraboli

The Heart-Mind Well-Being Framework

Gets Along with Others

"When our friends are present, we ought to treat them well, and when they are absent, to speak of them well."
— Epictetus

The Heart-Mind Well-Being Framework

Solves Problems Peacefully

"Peace brings with it so many positive emotions that it is worth aiming for in all circumstances."
— Estella Eliot

The Heart-Mind Well-Being Framework

Alert and Engaged

"If you want to be happy, do not dwell in the past, do not worry about the future, focus on living fully in the present."
— Roy Bennett

I feel secure and calm on my sit spot!!

STARR Message of the Week

A SENSE OF CALM

Having a sense of calm within yourself is very helpful. Before we go to work, they are also used to help think, feel, and react. It is an important part of your mental and physical health and overall well-being. It can help you stay focused on your work and be more productive. It can also help you to be more resilient when you face challenges.

Learn about it by seeing the video. Watch the video and then you can do the activities on the page. You can also use the activities to help you think about your own feelings and how you can stay calm.

calm

Remember: Think of how it feels to be calm. You can use that feeling to help you stay calm when you are feeling stressed.

Secure and Calm

Haylee Grade 2

Kamon Grade 2

Edith Grade 2

Zayna Grade 2

Maadex Grade 2

STRENGTHS	STRETCHES
School Community buy-in.	Current school spaces.
Staff leadership.	Upcoming construction.
Sensory Room.	Tracking / Data collection.
School-wide language and shared strategies.	
Launch of WITS in Jan. 2025.	



REGULAR BOARD MEETING

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

MINUTES

Present: Jaclyn Miller, Rob Hill, Dale Lawson, Kirsten Van't Schip, Maureen Mason
Also in attendance: Vianne Kintzinger (Interim Superintendent), Steve Hopkins (Secretary-Treasurer)

The meeting was called to order at 4:00 p.m. by Chairperson J. Miller.

LAND ACKNOWLEDGEMENT

PRESENTATIONS:

OLC Outdoor Adventure Camp Presentation - H. Pritchard and D. Harper

H. Pritchard and D. Harper shared information on the 2024 Outdoor Adventure Camp, held in partnership with Youth and Family, the qathet School District, and Terracentric Coastal Adventures Ltd., aimed to provide enriching outdoor experiences for children and youth in care (CYIC) and other marginalized youth in the qathet region. Supported by funding from organizations like I-SPARC and the Tom Harris Foundation, the camp's primary goals were to offer youth in care a chance to explore nature, build new skills, and foster social connections in a safe and inclusive environment. Through various adventure activities, the camp encouraged youth to step out of their comfort zones and engage with peers, which helped them develop confidence, self-esteem, and social skills.

Feedback from campers, parents, and staff was overwhelmingly positive. Many youth expressed enthusiasm about learning new skills and meeting friends, while parents appreciated the respite the camp provided and the visible impact on their children's well-being. Parents noted improved happiness, motivation, and social engagement among their children, with several saying they would enthusiastically enroll their kids again. Staff observed growth in campers' resilience and confidence, attributing these outcomes to the camp's supportive, structured environment. Future plans include exploring ways to continue and expand this impactful program.

Kelly Creek Outdoor Adventure Program Presentation - A. Shostak

The Kelly Creek Outdoor Adventure Program, led by A. Shostak, provides outdoor adventure experiences for Grade 6 and 7 students, focusing on skill-building, leadership, and outdoor education. The program, which currently enrolls 28 students at Kelly Creek Elementary, integrates adventure

components into the school curriculum, with students leading events and activities to foster a culture of leadership and engagement. The program aligns with the strategic goals of the school district, including cultivating Truth and Reconciliation Commission (TRC) principles.

The program is accessible to all students in the school, with the option for parents outside the school boundary to request enrollment. However, availability may vary, particularly for grade 6 students, depending on class sizes and program fit. Shostak expressed gratitude to the board, administration, and the community for their support.

QUESTION PERIOD

There were no questions.

CHAIRPERSON'S REMARKS

"I'm pleased to share a few updates that reflect the incredible work being done across our district.

First, I want to acknowledge that all of our schools have now developed their School Growth Plans, aligning them with the priorities laid out in our district's 5-year strategic plan. These growth plans are essential in ensuring that each school is focused on continuous improvement, equity, and enhancing student outcomes. By aligning school goals with district priorities, while also being responsive to unique school community needs, we are creating a unified approach to driving student success and ensuring that every student receives the support they need to thrive. These plans will be posted to each school's website by the end of the month.

At our last meeting the Board approved the Framework for Enhancing Student Learning (FESL), and shortly thereafter it was submitted to the Ministry of Education and Child Care. The report is a provincial reporting requirement to provide transparency and accountability and offers a comprehensive look at the district's progress over the 2023/2024 school year. It is currently available on our website under the "Plans and Reports" section.

Another upcoming part of our regular review cycle is the evaluation of all that we offer in our graduation program. From locally designed courses that allow choice and flexibility, to the provincial curriculum, as well as external credentials, we offer so much variety to our students. It's always an exciting time to consider any additions or adjustments for the next school year.

On October 5th, we observed World Teachers' Day and this month is National Principals and Vice-Principals Month. These individuals are the core of our district and their roles in shaping the lives of our students is immeasurable. Thank you for all that you do to create such rich learning environments for our learners.

Looking ahead, we are excited about the upcoming Cross Culture Day for our Grade 3 students, happening on November 5th and 6th. This will be the event's 28th year and offers students the opportunity to visit the Tla'amin Hatchery, where they will learn about the salmon's significance to the Tla'amin people and experience the beauty of our local ecosystem. Students will also visit the Salish Centre to engage in hands-on activities and educational stations showcasing the richness of Tla'amin culture.

Finally, I am thrilled to extend an invitation to our community for the official opening of a project that is a milestone for our region. Thanks to the Government of BC's ChildCareBC New Spaces Fund, we are opening 56 new licensed child care spaces at two locations, near Kelly Creek and Edgehill Schools. These centres will be operated by YMCA BC and will provide early childhood care to families in our region. To celebrate, we will be hosting a ribbon-cutting event at the Edgehill Centre on November 2nd from 10:00

am to 12:00 pm, with light refreshments and a chance to tour the new facility. We expect to have a few special guests and look forward to marking this important occasion with the community.”

1. ADOPTION OF AGENDA

MOVED: R. HILL

SECONDED: K. VAN’T SCHIP

THAT the Regular meeting agenda of October 16, 2024, be adopted as circulated.

STATUS: CARRIED

2. ADOPTION OF MINUTES

MOVED: D. LAWSON

SECONDED: K. VAN’T SCHIP

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

STATUS: CARRIED

3. REPORT OF CLOSED MEETINGS

3.a) September 25, 2024 – The Board met in-camera to discuss items which include property and personnel.

4. INCOMING CORRESPONDENCE

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

MOVED: R. HILL

SECONDED: M. MASON

THAT the correspondence in item 4.a) be received for information.

STATUS: CARRIED

5. OUTGOING CORRESPONDENCE

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

6. SUPERINTENDENT OF SCHOOLS’ REPORT

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

MOVED: D. LAWSON

SECONDED: R. HILL

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

STATUS: CARRIED

7. COMMITTEE REPORTS

7.a) Committee of the Whole Report for October 9, 2024

Recommended motions arising from the Committee of the Whole Meeting:

Proposed Program Review Cycle

MOVED: R. HILL

SECONDED: K. VAN'T SCHIP

THAT the Board of Education approve the proposed Program Review Cycle.

STATUS: CARRIED

8. OTHER BUSINESS

8.a) N/A

QUESTION PERIOD

There were no questions.

MEDIA QUESTION PERIOD

A media representative inquired about the timeline for the two childcare centers to become operational for families. Staff responded that the grand opening is scheduled for November 2, with YMCA staff currently finalizing permits and recruiting team members. It is expected that the center at Edgehill Elementary will open in November, while the Kelly Creek Elementary center may take a bit longer. The YMCA has been accepting applications from families since August.

ADJOURNMENT

MOVED: M. MASON

TO adjourn at 4:46 pm.

STATUS: CARRIED

J. Miller
Chairperson
/er

S. Hopkins
Secretary-Treasurer



British Columbia
School Trustees
Association

November 13, 2024

Rachna Singh

Minister of Education and Child Care
Ministry of Education, BC
PO Box 9045, Stn Prov Gov
Victoria, BC V8W 9E2

ecc.minister@gov.bc.ca

RE: Thank You For Your Service

To the Honourable Rachna Singh,

On behalf of the British Columbia School Trustees Association (BCSTA), I extend our gratitude to you for your service and dedication over the past two years as Minister of Education and Child Care for the provincial government of British Columbia.

Throughout your time in government, you have been an advocate and ally of the BCSTA and the K-12 public education system. Your involvement and enthusiasm have contributed to ongoing conversations about the needs of students, educators, and communities. I would like to recognize your efforts in K-12 curriculum reform, which aimed to make the education system more inclusive and better reflect the diversity of British Columbia's communities, including the integration of Indigenous perspectives in alignment with the Truth and Reconciliation Commission's Calls to Action. Your focus on equity and inclusion has helped highlight the need for resources and support to address the varied needs of students across the province.

Your warm approach, genuine kindness, and dedication to supporting students have made a lasting impression on all of us at the BCSTA. It has been a privilege to work alongside you in advocating for the well-being and success of students throughout British Columbia.

On behalf of the BCSTA, I want to sincerely thank you for your contributions, support and leadership. I wish you the very best in all your future endeavors.

With deepest respect and appreciation,

A handwritten signature in black ink that reads "Carolyn Broady".

Carolyn Broady

President

British Columbia School Trustees Association

CC: BCSTA Board of Directors
Suzanne Hoffman, CEO, BCSTA
Trevor Davies, Incoming CEO, BCSTA

November 13, 2024

Carolyn Broady

President

British Columbia School Trustees Association

Sent via email to: cbroad@bcsta.org

Greetings Carolyn,

Thank you so much for your warm welcome and thoughtful message. I am truly excited to have joined the British Columbia Public School Employers' Association (BCPSEA) as the new Executive Director of Labour Relations (Collective Bargaining) and to begin this next chapter in my career in British Columbia.

As I settle into my new role, I am eager to bring my experience and expertise to the table and work alongside you and your team to build on the strong foundation of relationships that have been established. I believe there is great potential for us to continue strengthening our collaboration, and I look forward to the opportunity to contribute to our shared goals.

It was nice to meet you in person at the BCPSEA Symposium and I am looking forward to the BCSTA Academy later this month. I am also looking forward to attending the regular check-in meetings between our organizations and to establishing scheduled meetings related specifically to bargaining.

Once again, thank you for your kind welcome. I am excited to be here and look forward to what we will accomplish together.

Warm regards,



Justin Rempel

Executive Director, Labour Relations (Collective Bargaining)

c: Bruce Anderson, CEO, BCPSEA
Suzanne Hoffman, CEO, BCSTA
Trevor Davies, Incoming CEO, BCSTA



November 6, 2024

Hugh Pritchard
Delyth Harper

Delivered via Email

Dear Mr. Pritchard and Ms. Harper,

On behalf of the Board, I extend our heartfelt thanks for your recent presentation on the 2024 Outdoor Adventure Camp. The Board appreciates your commitment to providing enriching and inclusive outdoor experiences for youth in care and marginalized youth in our region.

The 2024 Outdoor Adventure Camp hosted at the Outdoor Learning Centre embodies several of our strategic priorities, particularly in fostering connection, supporting self-determination, and promoting social-emotional growth. Through thoughtful programming and partnership with Youth and Family Services and Terracentric Coastal Adventures, you have created a safe, engaging environment where youth are encouraged to step out of their comfort zones, build confidence, and develop resilience. These efforts directly support our priority of cultivating connection by enhancing community bonds and supporting mental health through meaningful engagement with peers and mentors.

We were moved by the positive feedback from campers, parents, and staff, who highlighted the camp's impact on self-esteem, happiness, and social engagement. The structured yet inclusive approach you've adopted aligns with our commitment to equity and supporting every learner's unique journey.

Thank you for sharing your inspiring work. The Board looks forward to seeing the continued growth and success of the Outdoor Adventure Camp, and we are excited about the prospect of expanding this impactful program to benefit even more youth in our community.

Yours truly,

A handwritten signature in black ink that reads "J Miller".

Jaclyn Miller
Chairperson
Board of Education
qathet School District

JM/er



November 6, 2024

Andrew Shostak

Delivered via School District Email

Dear Mr. Shostak,

On behalf of the Board, I would like to extend our heartfelt appreciation for your thoughtful presentation on the Kelly Creek Outdoor Adventure Program at our October Regular Meeting. The board was impressed by the program's alignment with our strategic goals, particularly in the areas of cultivating curiosity, connection, and fostering a deep respect for Truth and Reconciliation.

We are grateful for how you have integrated outdoor education into the curriculum in ways that support our priority of cultivating curiosity, offering students unique opportunities to explore and challenge themselves in a safe environment. This approach not only builds critical skills but also reflects our commitment to an innovative, engaging educational experience.

We also want to acknowledge and appreciate your commitment to Truth and Reconciliation, a core element of our strategic goals. By providing land-based learning experiences and honoring local Indigenous teachings, you help us make meaningful strides in our commitment to reconciliation.

Thank you once again for your contributions to the district and your commitment to nurturing a generation of responsible, curious, and compassionate learners. We look forward to the continued success of the Kelly Creek Outdoor Adventure Program and the positive impact it has on our students and the broader community.

Yours truly,

A handwritten signature in black ink that reads "J Miller".

Jaclyn Miller
Chairperson
Board of Education
qathet School District

cc: Michael Hilleren, Principal, Kelly Creek Community School

JM/er



Memorandum

Date: November 27, 2024
To: Board of Education
From: Vianne Kintzinger, Interim Superintendent
Re: Operational Plans

1.0 BACKGROUND

qathet School District has a range of plans, reports, and studies aimed at providing valuable guidance for decision-making. These documents are essential for planning our growth in ways that benefit our district and enhance student learning. These reports serve as valuable tools for transparency and accountability, offering rights holders, including parents, educators, and the community, insights into the district's progress and its commitment to improving education.

2.0 INFORMATION

District Operational Plans align with the Strategic Plan, ensure fairness and inclusion for all students, and are regularly reviewed for improvement. These plans must also be evaluated annually, prioritize effective budgeting, make the best use of existing resources, and aim to support the success of the broader educational goals.

3.0 OPTIONS FOR ACTION

- (A) Accept the Operational Plans as presented
- (B) Request further information and/or revisions to plans

4.0 STAFF RECOMMENDATION

“THAT: The Board of Education accept the presented Operational Plans.”

APPENDIX

- (A) Operational Plans

qathet School District



OPERATIONAL PLAN

LEARNING & STUDENT SUPPORT SERVICES PLAN 2024/2025



CULTIVATING AN ETHIC OF LEARNING (titlwšem taʔow)

DISTRICT OBJECTIVES DEPARTMENT ESTABLISHED & ONGOING ACTIONS PLANNED ACTIONS

Ensure early learners and students have the best possible learning experience.

- Focus on foundational learning in literacy and numeracy.

- Continue to focus on early literacy foundational skills and the implementation of the K-3 Literacy Toolkit.
- Continue to focus on ensuring that Indigenous students, children/youth in care, and students with disabilities/diverse abilities show growth that is consistent with students in the general population by finding ways to eliminate inequities.
- Continue to reinforce and create district and school-based structures to facilitate continuous improvement and regular monitoring of student growth.
- Continue to offer teacher learning opportunities for evidence-based practices that enhance literacy and numeracy for all.
- Deepen understanding of formative assessment in the classroom.
- Support the use of common learning targets to inform instruction and intervention.
- Support Literacy and Numeracy Graduation Assessment activities.

- Collaboratively expand the K-3 Literacy Framework to K-7 and develop a K-7 Numeracy Framework that clearly articulates what components are required to create a rich literacy and numeracy environment for all students.
- Select, pilot, and implement an elementary numeracy assessment that can be utilized across the district to determine where to focus improvement efforts.
- Calibrate elementary and secondary reporting across the district.
- Provide opportunities for grade 8-12 teachers to learn about adolescent literacy and disciplinary literacy.
- Strengthen knowledge, understanding, and application of assessment principles necessary to support and empower students in their learning.
- Support a Multi-tiered System of Support (MTSS) approach for enhancing student success.

EVIDENCE/METRICS

- Foundational Skills Assessment (FSA)
- Graduation Program Literacy & Numeracy Assessments
- Student Learning Survey
- How Are We Doing? Report

- K-7 DIBELS Assessments
- K-12 Learning Updates/Summary of Learning
- Class Reviews
- Course Completion Rates

District K-7 Numeracy Assessment



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.	<ul style="list-style-type: none">• Continue to support an inclusive delivery model for students with diverse needs using a Response to Intervention (RTI) Framework.	<ul style="list-style-type: none">• Targeted additional .8 FTE distributed across elementary schools for targeted tier 3 intervention/supports.• Work with inclusive education teachers to explore means to improve student success for students with disabilities and diverse abilities.• Collaboration between intervention teachers and inclusive education teachers to establish methods to best support students with disabilities and diverse needs.

EVIDENCE/METRICS

Foundational Skills Assessment (FSA)
Graduation Program Literacy & Numeracy Assessments
Student Learning Survey
How Are We Doing? Report

K-7 DIBELS Assessments
K-12 Learning Updates/Summary of Learning
Class Reviews
Course Completion Rates

District K-7 Numeracy Assessment



CULTIVATING AN ETHIC OF LEARNING (titlwšem ʔəms taʔow)

DISTRICT OBJECTIVES DEPARTMENT ESTABLISHED & ONGOING ACTIONS PLANNED ACTIONS

Ensure early learners and students have the best possible learning experience.

- Enhance early learning plans, opportunities, and partnerships.

- Continue to participate and coordinate the Early Years Planning Table.
- Continue to engage with community partners and families such as the Tla’amin Kindergarten Health Fair and Kindergarten Health Fair to gather feedback and find ways to support early learning in schools and the community.
- Continue to support smooth transitions from home to school.
- Continue to host pre-school transition meetings to ensure supports are in place.
- Continue to provide opportunities to engage ECE’s and Kindergarten teachers with the Early Learning Framework.
- Continue to support early learning programs such as Strong Start, Strong Start Go, Just B4, and Seamless Kindergarten.
- Participate in EDI data collection and use results to inform program development.
- Maintain and enhance relationships with community partners and establish ongoing collaborative projects.
- Continue to enhance the sharing of information from pre-school transition meetings with Kindergarten teachers.

- Deepen engagement with K-3 teachers with the Early Learning Framework and Learning in the Primary Years documents.
- Deepen family and community engagement in new and existing early years (birth to 5) programs.
- Provide opportunities for collaboration with ECE’s and Kindergarten teachers.
- Investigate and pilot early learning assessment tools and techniques.
- Reimagine and redesign the Changing Possibilities for Young Children initiative to be more reflective of Indigenous ways of knowing.
- Refresh of the Ready, Set, Learn initiative to provide ongoing opportunities for engagement of preschool aged children with the school community throughout the year.
- Participate in the regional qathet Play and Connect series in collaboration with community partners.
- Leading community engagement series to foster parent and regional knowledge on social/emotional learning.

EVIDENCE/METRICS

- Early Years Developmental Instrument (EDI)
- Kindergarten Assessment
- K-12 Learning Updates/Summary of Learning
- Class Reviews
- Parent Surveys



CULTIVATING AN ETHIC OF LEARNING (titlwšem ʔəms taʔow)

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

- Foster deep learning so all students can flourish in a rapidly changing world.
- Increase student engagement and voice.

- Continue to focus on ensuring that Indigenous students, children/youth in care, and students with disabilities/diverse abilities show growth that is consistent with students in the general population by finding ways to eliminate inequities.
- Provide opportunities for learners to develop core competencies and engage in goal setting.
- Enhance student engagement and skill development through personalized and project-based learning initiatives and specialized programs.
- Support universal design for learning (UDL) to meet the diverse needs, skills, and interests of learners.
- Support staff use of technology to enhance teaching and learning.
- Build support for educators through department heads, coordinators, and student success teachers.
- Continue to offer opportunities for student engagement on district committees.
- Continue to support the district elementary student leadership committee.

- Strengthen knowledge, understanding, and application of assessment principles necessary to support and empower students in their learning.
- Promote the use of Digital Literacy and the Use of AI resources for students, educators, and leaders to create high-impact, sustainable, and equitable learning experiences.
- Facilitate and support opportunities for school-based staff to collaborate on initiatives that enhance student choice, student engagement, and differentiation of instruction.
- Provide opportunities for student leaders to collaborate.
- Increase student agency throughout the system enabling voice and choice in decision making within a classroom, school, and district.
- Launch student awareness campaign to promote erase refresh through student leadership.

EVIDENCE/METRICS

- Completion Rates
- Transition Rates
- Student Learning Survey
- How Are We Doing? Report
- Middle Years Development Instrument (MDI)

- Youth Development Instrument (YDI)
- Learning Updates/Summary of Learning
- Self-Reflections on Core Competencies
- Student Goal Setting Artifacts
- Class Reviews

- Listening Campaigns
- Empathy Interviews
- Surveys



CULTIVATING AN ETHIC OF LEARNING (titlwšem ʔəms taʔow)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Ensure early learners and students have the best possible learning experience.</i></p> <ul style="list-style-type: none">Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.	<ul style="list-style-type: none">Continue to support sufficient leadership and staffing to develop effective and consistent food programs within schools.Continue to provide resources to ensure access to nutritious food in all schools.Continue to support the development and maintenance of food literacy programs and resources.Continue to support teachers in planning for and implementing students' hands on experiences in the garden and kitchen.	<ul style="list-style-type: none">Create a cohesive plan that further supports nutritious food programs in all schools.Develop a food security strategy and district processes and procedures in consultation with community partners.Enhance the nutritional value of meals provided within schools.Increase fiscal responsibility through bulk purchasing and preparation of food.Streamline food preparation services to increase the number of students serviced in a sustainable manner.

EVIDENCE/METRICS

- Student Learning Survey
- Middle Years Development Instrument (MDI)
- Youth Development Instrument (YDI)



CULTIVATING CURIOSITY (payot gagayεttən)

DISTRICT OBJECTIVES DEPARTMENT ESTABLISHED & ONGOING ACTIONS PLANNED ACTIONS

Transform our learning environments into places of innovation.

- Continue to support land based and place-based learning.
- Strengthen our competencies around environmental stewardship.

- Continue to support the Outdoor Learning Coordinator.
- Continue to develop and promote quality outdoor learning spaces and learning (e.g. school gardens, outdoor classrooms, CMA, LEAP, Environmental and Sustainability Club) to support and enhance learning in nature.
- Continue to offer ongoing opportunities for learning at the Outdoor Learning Centre.
- Continue to hold end of year outdoor learning camps for all Grade 7 students.
- Continue to support the staffing of programs where students engage in seasonal land-based learning opportunities to understand food production in local context and climates.
- Continue to support a Sustainability Coordinator position to support environmental stewardship professional learning opportunities and K-12 curriculum.

- Revisit the use of our school gardens to further develop students' understanding of climate action on food production.
- Explore partnerships with Tla'amin on integrating local Indigenous land stewardship practices into food systems.

EVIDENCE/METRICS

- Student Learning Survey
- Middle Years Development Instrument (MDI)
- Surveys



CULTIVATING CURIOSITY (payot gagayεttən)

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

- Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.
- Create a culture of inquiry and innovation.

- Continue to focus on ensuring that Indigenous students, children/youth in care, and students with disabilities/diverse abilities show growth that is consistent with students in the general population by finding ways to eliminate inequities.
- Continue to use a collaborative team approach to teaching and learning.
- Support the transition to a Provincial Online Learning School (POLS) while continuing to offer other online and blended spaces.
- Build support for educators through department heads and coordinators.
- Continue to provide purposeful career-life development opportunities for all students (e.g. career education curriculum, BAA courses, dual credit programs, Skilled Trades BC programs, career fairs).
- Continue collaboration with PSIs and community partners.
- Support experiential learning opportunities.
- Continue to support ADST Innovator.
- Implement ADST Scope and Sequence.

- Increase opportunities that support interdisciplinary inquiry and core competencies.
- Create common resources and procedures for Career Life Connections and Capstone.
- Transform school library spaces into vibrant library learning commons.
- Increase the application of ADST curriculum.
- Increase student agency throughout the system enabling voice and choice in decision making within a classroom, school, and district.

EVIDENCE/METRICS

- Completion Rates
- Transition Rates
- Student Learning Survey
- How Are We Doing? Report
- Middle Years Development Instrument (MDI)

- Learning Updates/Summary of Learning
- Self-Reflections on Core Competencies
- Student Goal Setting Artifacts
- Class Reviews
- Surveys

Focus Groups



CULTIVATING CONNECTION (paʔa kʷʊms qʷayigən)

DISTRICT OBJECTIVES DEPARTMENT ESTABLISHED & ONGOING ACTIONS PLANNED ACTIONS

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

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

- Continue to focus on ensuring that Indigenous students, children/youth in care, and students with disabilities/diverse abilities show growth that is consistent with students in the general population by finding ways to eliminate inequities.
- Continue to offer learning opportunities to students and staff connected to mental health literacy and social emotional learning skills
- Implement the Mental Health in Schools Strategy.
- Strengthen successful transitions (school to school and school to community) (district wide events like the Grade 7 Health and Wellness Conference, tours, work experience and other experiential learning, etc.).
- Continue to participate in the BC SOGI Educator Network
- Continue to support a Justice, Equity, Diversity, Inclusion (JEDI) committee.
- Continue to support the implementation the Elementary Mental Health Literacy Resource and Mental Health and High School Curriculum Guide.

- Support the K-12 Anti-Racism Action Plan
- Expand the Compassionate Systems Leadership framework training to other staff and students (Leadership Academy, mentor training).
- Enhance mentorship opportunities for educators.
- Create opportunities for greater parent involvement in the learning process.
- Support the Integrated Child and Youth (ICY) Team implementation.
- Support establishment of a community Foundry.
- Launch student awareness campaign to promote erase refresh through student leadership.

EVIDENCE/METRICS

- Student Learning Survey
- Early Years Developmental Instrument (EDI)
- Middle Years Development Instrument (MDI)
- Youth Development Instrument (YDI)
- How Are We Doing? Report

- Student and Staff Surveys
- Listening Campaigns
- Empathy Interviews



CULTIVATING CONNECTION (paʔa kʷʊms qʷayigən)

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

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

...continued

- Continue to support opportunities that promote staff wellness (e.g. Staff Wellness Committee initiatives, Homewood Health).
- Implement Safe Schools and erase strategies (e.g. Codes of Conduct, online reporting tool, training modules, nonviolent crisis intervention training).
- Continue strengthening ongoing community relationships (e.g. Tla’amin, MCFD, CYMH, Youth and Family, VCH).

...continued

- Support the District wide Pink Shirt Day t-shirt design contest initiated by the Brooks GSA and the SOGI committee.

EVIDENCE/METRICS

- Student Learning Survey
- Early Years Developmental Instrument (EDI)
- Middle Years Development Instrument (MDI)
- Youth Development Instrument (YDI)
- How Are We Doing? Report

- Student and Staff Surveys
- Listening Campaigns
- Empathy Interviews



SUPPORTING SELF DETERMINATION (ʔaʔjɪnx^wegəs)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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- Ensure holistic Indigenous student success.*
- Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.
 - Ensure educational spaces are culturally safe by committing to system wide respect of this place and our shared history by prioritizing Indigenous languages, perspectives, values and cultures.
 - Support students with setting goals for the future (ʔimot θ titiwšem, toχnegosəmčx^wom θoθo).

- Implement ʔaʔamin (Tla’amin) Education Agreement (TEA).
- Increased focus on Indigenous perspectives, knowledge, and worldviews.
- Continue to review school and district data focused on Indigenous students.
- Strengthen successful transitions for Indigenous students (home to school, school to school, and school to community).
- Support inclusive and anti-racist education and practices.
- Support a competency based inclusive support model and competency based IEP process.
- Continue to provide professional development opportunities for staff that reinforce and model learning that is culturally responsive and embraces the First Peoples Principles of Learning (e.g. ʔayʔajuθəm language lessons, cultural humility training).
- Support the Guided Indigenous Journey to Excellence (GIJE) program.
- Continue a district appreciative inquiry/street data project focusing on the school experiences of Indigenous learners.

- Develop and implement the Indigenous Education Council.
- Review school based assessments using an equity lens.
- Reinforce school based structures to facilitate regular monitoring of student growth.
- Create a district wide framework to support the successful transition of Indigenous learners between schools.
- Establish regular meetings with school principals to examine the inequities that exist within the school system and find ways to support Indigenous students.

EVIDENCE/METRICS

- Completion Rates
- Transition Rates
- Student Learning Survey
- How Are We Doing? Report
- Middle Years Development Instrument (MDI)

- Youth Development Instrument (YDI)
- Learning Updates/Summary of Learning
- Self-Reflections on Core Competencies
- Student Goal Setting Artifacts
- Class Reviews

- Listening Campaigns
- Empathy Interviews
- Surveys



CULTIVATING TRUTH AND RECONCILIATION (gʷnaʔxʷuθs)

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

- Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔajʷθəm 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.

- Increase initiatives tied to the Truth and Reconciliation Commissions Calls to Action (Indigenous-Focused Professional Learning Day, Blanket Exercise, Truth and Reconciliation Week, Indigenous-focused courses, Equity in Action Project, etc.).
- Raise awareness and understanding of Standard 9 of the BC Teacher Council Professional Standards.
- Create safe and welcoming learning environments for Indigenous learners through regular language, history, and culture lessons provided by the Indigenous Education Team.

- Pilot an ʔayʔajʷθəm language Kindergarten program called qaymɪxʷqenəmšt qay-mixw qeh-numsht (we are all speaking our language) at Tla’amin.
- Support a planned school district logo change to reflect the school district name change.

EVIDENCE/METRICS

- Completion Rates
- Transition Rates
- Student Learning Survey
- How Are We Doing? Report

Learning Updates/Summary of Learning Surveys



CULTIVATING INTEGRITY/RESPONSIBILITY (hays qayemix^w ?ay?aytawθ)

DISTRICT OBJECTIVES DEPARTMENT ESTABLISHED & ONGOING ACTIONS PLANNED ACTIONS

Prioritize climate change, organizational health and sustainability.

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

- Continue to support the Outdoor Learning Coordinator.
- Continue to provide professional development opportunities for staff that reinforce and model learning that is culturally responsive and embraces First Peoples Principles of Learning
- Implement strategic planning reporting and accountability measures.
- Align the review and evaluation of district and school data with the continuous improvement cycle.
- Support the Professional Growth Plan, School Growth Plan, and Operational Plan processes.
- Continue to support a Sustainability Coordinator position.
- Continue to support the implementation of the K-12 Student Reporting Policy.
- Continue to provide monthly professional learning sessions for Principals/Vice Principals on topics related to continuous improvement.
- Continue to support the Accessibility Committee and implement an Accessibility Plan in alignment with the Accessible BC Act.

- Support the implementation of the *Accountability and Quality Assurance (AQA) Framework* for online schools.
- Develop tools and resources to support departmental Operational Plans.
- Implement a regular program review cycle.
- Prepare a mid-year Superintendent Achievement Report

EVIDENCE/METRICS

- FESL Report
- Student Learning Survey
- Middle Years Development Instrument (MDI)
- School Growth Plan Reports



qathet School District



OPERATIONAL PLAN

COMMUNICATIONS PLAN 2024/2025



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

01.

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

02.

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

03.

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

Type

Internal

External

Student/Parent

Crisis

Marketing

Community Engagement

Educational

Digital

Channel

EARNED
MEDIA

PAID
MEDIA

SHARED
MEDIA

OWNED
MEDIA

Visual Identity

Logo

Colours

Imagery

Typography

Layout

CULTIVATING AN ETHIC OF LEARNING (titlwšɛm ʔəms taʔow)

taʔow DISTRICT OBJECTIVES

Ensure early learners and students have the best possible learning experience.

- Increase student engagement and voice.

DEPARTMENT ESTABLISHED & ONGOING ACTIONS

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

CULTIVATING CONNECTION (paʔa kʷʊms qʷayigən)

Transform our learning environments into places of innovation.

- Encourage staff, district members, and educators to collaborate with communications to develop new resources/ways to help them meet their own objectives.
- Train staff on communications-related topics/tools.
- Ongoing visual enhancement and editing to district related programs platforms.
- Provide communication tools & design tips to staff to enhance overall brand visual identity.
- Promote and seek out new internal & external partnerships/ideas to inspire new thinking.
- Visual design and document development for teams external to communications.

EVIDENCE/METRICS

See appendix.



CULTIVATING CONNECTION (paʔa kʷʊms qʷayigən)

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

- Shine a light on students, educators, programs, and student-led groups that are encouraging and facilitating mental health and wellbeing initiatives.
- Promote and reflect diversity in our content.
- As appropriate, release statements reaffirming our inclusive approach in education.
- Collaborating with and show support for relevant community organizations that align to the district's mission, principles, and values by re-sharing their content on the district's communication channels.

CULTIVATING TRUTH AND RECONCILIATION (gʷnaʔxʷuθs)

Honour Truth & Reconciliation.

- Showcase Indigenous Education-led programs, events, content.
- Highlight and collaborate on language revitalization efforts such as: implementation of ayajuthem word of the week and more. Integrate learnings into content strategy to educate and inspire learning. Including orthography into district content whenever possible and appropriate.
- Highlight Tla'amin expertise when sought/leveraged for qSD purposes. (ie. Artists)

EVIDENCE/METRICS

See appendix.



CULTIVATING INTEGRITY/RESPONSIBILITY (hays qayemix^w ?ay?aytawθ)

DISTRICT OBJECTIVES DEPARTMENT ESTABLISHED & ONGOING ACTIONS

Prioritize climate change, organizational health, and sustainability.

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

- Work with Principals on permissions for photos and videos utilized on externally-facing communications channels.
- Ongoing website and social media content creation.
- Support edits and management of school websites.
- Partner with internal teams to help them meet their objectives.
- Work with Operations on community/safety/maintenance updates and more.
- 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.
- Maintenance of monthly editorial content calendar.
- Creating a monthly district-wide internal newsletter to keep our staff informed/engaged.
- Issues management.

EVIDENCE/METRICS

See appendix.



CULTIVATING INTEGRITY/RESPONSIBILITY (hays qayemix^w ?ay?aytawθ)

DISTRICT OBJECTIVES DEPARTMENT ESTABLISHED & ONGOING ACTIONS

Prioritize climate change, organizational health, and sustainability.

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

- Developing advertisements for the media in collaboration with CUPE and PRDTA to commemorate nationally recognized days.
- Ongoing pitching of stories to media (earned media) and creation of (paid) ads for local media.
- Board and senior leadership strategic communications support.
- 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.
- Logo design for schools/programs or events.
- Collaborate with IT on intranet.

EVIDENCE/METRICS

See appendix.



Evidence/Metrics

of engagements/collaborations

Student experience/feedback

Employee experience/feedback

of staff reaching out

of documents updated/re-branded

of tools/templates created

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

Brand alignment/adherence to guidelines

% of content dedicated to: x

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

Media impressions

Ads placed/created

Newsletter open rate

Parent/teacher/staff satisfaction survey

qathet School District



OPERATIONAL PLAN

BUSINESS SERVICES 2023-2028



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, human resources, facilities and energy management, transportation services, information technology and corporate governance.

LEADERSHIP CONTACTS

Steve Hopkins
Secretary-Treasurer
604 414 2604

Maureen Benoit
Director of Human Resources
604 414 2603

Jared Formosa
Director of Operations
604 414 2631

Ben Grant
Director of Technology
604 414 2621



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. • Allocate budgeted resources in support of existing school-based food programs. • Allocate staff time and resources to support the ongoing maintenance of school gardens. • Continue to grow capacity in the Just B4 , Seamless Day, StrongStart and After School Programs. 	<ul style="list-style-type: none"> • Construction of two new childcare centers at Edgehill Elementary and Kelly Creek Community Schools. (2024 Fall Opening) • Support the District Principal of Early Learning, Childcare, and Food Security in securing suitable vendors to operate the Childcare Centers once completed. (Secured the YMCA as the operator) • 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. • Explore partnering with post-secondary institutions for ECE, EA and teacher recruitment. • Revise job descriptions to better align with early learning goals.

EVIDENCE/METRICS

- Substantial completion and occupancy of new buildings
- Change in numbers of students accessing school-based food programs
- Student Learning Survey
- Revised job Descriptions



CULTIVATING CURIOSITY (payot gagayεttən)

DISTRICT OBJECTIVES DEPARTMENT ESTABLISHED & ONGOING ACTIONS PLANNED ACTIONS

Transform our learning environments into places of innovation.

- Continue to support land based and place-based learning.
- Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.

- Continue to allocate resources in support of related initiatives which include:
 - Outdoor Learning Coordinator
 - Indigenous Education Coordinator
 - Sustainability Coordinator
 - Outdoor Learning Centre
- Continue to support school leadership in the development of their annual facility plan requests.
- Continue to encourage staff participation in meaningful, innovative and targeted professional development.

- Consult with applicable staff in the planning and construction of the next Outdoor Classroom Gazebo. **(September 2024 – James Thomson)**
- Include the Director of Operations as a member of the Environmental and Sustainability Committee. **(September 2023)**
- 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. **(June 2024)**
- Prioritize hiring of staff who bring diverse experiences, perspectives, and cultural knowledge to the classroom.

EVIDENCE/METRICS

Facility Improvement Plan Surveys
Staff and Committee Minutes



CULTIVATING CONNECTION (paʔa kʷʊms qʷayigən)

DISTRICT OBJECTIVES DEPARTMENT ESTABLISHED & ONGOING ACTIONS PLANNED ACTIONS

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

- Enhance mental health opportunities and partnerships that support well-being.
- Continue to create and promote safe, welcoming, and inclusive learning environments.

- 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.
- Continue to support staff in the allocation of resources that support existing mental health and wellness initiatives.
- Continue to provide and promote awareness of the existing Employee Family Assistance Program.

- 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. **(Fall 2024 – Space needs accommodated)**
- 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 (ʔaʔenx^wegəs)

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 Edgehill Elementary School classroom addition project.• Prioritize hiring educators and support staff with a deep understanding of Indigenous history, culture and contemporary issues.• Provide professional development opportunities focused on best practices for supporting Indigenous students in the classroom.

EVIDENCE/METRICS

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



CULTIVATING TRUTH AND RECONCILIATION (gʋnaʔxʷuθs)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
<p><i>Honour Truth and reconciliation.</i></p> <ul style="list-style-type: none">• Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔajuθəm language revitalization initiatives and education.• Continue our commitment to the Truth and Reconciliation Commissions Calls to Action and the United Nation’s Declaration on the Rights of Indigenous Peoples.	<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.• Continue to offer district-wide Indigenous focussed professional development.	<ul style="list-style-type: none">• Support the implementation of resources associated with ʔayʔajuθəm programming which include a new kindergarten pilot program.• Provide staff and students with access to a digital keyboard that supports writing in ʔayʔajuθəm.• 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.• Consider Integration of Anti-racism module to the district onboarding process.• Strive to increase the number of Indigenous staff in all areas including in leadership roles.

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
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Prioritize climate change, organizational health and sustainability.

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

- 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 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.
- Continue to implement waste reduction programs within the district, such as digitalizing records, reducing paper use, and promoting recycling programs.
- Support the maintenance and IT departments in the ongoing implementation of the recently deployed eBASE work order and asset management system.

- Complete the mechanical and ventilation upgrade at James Thomson and Henderson Elementary. **(Complete)**
- Complete the LED lighting upgrades at James Thomson and Kelly Creek Schools. **(Complete)**
- Continue to plan for LED lighting upgrades at Henderson and Westview Elementary Schools. **(Henderson complete)**
- 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. **(Software acquired)**
- Integrate sustainability values into the orientation process by educating new hires about the district's sustainability goals and expectations.

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
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Prioritize climate change, organizational health and sustainability.

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

- 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.

- Review and amend 500 level Administrative Procedures to ensure they continue to meet the current needs of the organization.
- Refine the resource allocation model so that its predictability is a function of student enrolment.
- Task the Director of Technology with a comprehensive review of existing services and processes.
- Ongoing implementation of the recommendations outlined in the IBM review of our Technology Infrastructure
- Continue an ongoing review of district policies within the current elected term of trustees.

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



qathet Festival of the Performing Arts

October 30, 2024

Vivianne Kirtzinger, Interim Superintendent
qathet School District 47

Dear Ms Kirtzinger:

RE: 2025 FESTIVAL OF THE PERFORMING ARTS

Our festival committee has started organizing for the 2025 Festival of the Performing Arts.

qathet School District 47, with its continuing support, has been a major supporter of our festival for many years, paying entry fees for speech arts and choir participants from district schools, a portion of the adjudicator's expenses and a \$500 donation.

Our committee trusts that that support will continue as it continues to offer an opportunity for participants to perform in a supportive environment with adjudication that will assist in their continuing development in the performing arts sphere.

Thank you again for your past support of Powell River's longest running cultural event that began in 1945.

Melanie Munroe, Chair
qathet Festival of the Performing Art

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)		4									4
10 days or less (violent)	1	2									3
11-20 days (non-violent)											0
11-20 days (violent)											0
20 days or more (non-violent)											0
20 days or more (violent)											0
Indefinite (non-violent)											0
Indefinite (violent/threats of violence)											0
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)	4	3									7
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	5	9	0	0	0	0	0	0	0	0	14
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)*



COMMITTEE OF THE WHOLE

12:00 pm, Wednesday, November 13, 2024
School Board Office

NOTES

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

The meeting was called to order at 12:03 pm by Chairperson J. Miller.

1. APPROVAL OF AGENDA

MOVED: R. HILL

SECONDED: D. LAWSON

THAT the Committee of the Whole Meeting Agenda of November 13, 2024, be adopted as circulated.

STATUS: CARRIED

2. STANDING COMMITTEES

2.a) Finance and Facilities

2.a.i) Overview of Waste Management & Recycling in Schools (oral)

J. Formosa and V. Kintzinger provided an update on recent changes to recycling in schools due to new mandates from Recycle BC. These changes have significantly impacted Industrial, Commercial, and Institutional (ICI) recycling in rural areas, including the qathet Regional District and Powell River. As of August 1, 2024, ICI packaging and paper products are no longer accepted at local depots. Recently, the City of Powell River has identified exemptions allowing recycling pickup at Edgehill and James Thomson Elementary schools. The City has also committed to advocating on behalf of the school district to Recycle BC to restore recycling services for other school sites, while district staff are developing alternative solutions for Texada Elementary and Kelly Creek Elementary.

The district is actively collaborating with the qathet Regional District and the City of Powell River to establish a sustainable, long-term waste management solution. In addition, the district and the City have initiated a pilot composting program in Brooks Secondary's culinary classrooms, with plans to expand it to the remainder of the facility after ensuring compliance with composting regulations. Potential fines from contaminated waste streams, including both recycling and composting programs, are a concern. Superintendent Kintzinger has engaged Sustainability Leads to support schools with interim measures, including zero-waste initiatives, pack-in/pack-out systems, and other strategies to divert waste from landfills.

2.a.ii) qSD to qRD – Emergency Preparedness

The committee revisited a 2019 letter and facility survey that outlined the qathet School District's commitment to providing school access and transportation supports to the qathet Regional District (qRD) in emergency situations. The district plans to update the facility survey to reflect any changes since 2019 and to incorporate seismic ratings, which are critical considerations for earthquake preparedness. Trustees expressed continued support for granting access to school sites during emergencies and directed staff to provide the qRD with updated information on facility suitability.

S. Hopkins clarified that in the event of an emergency occurring during school hours, the priority would be the needs of the school and its students.

RECOMMENDATION:

THAT the qathet School District provide the Regional District with an updated letter of commitment in support of its emergency planning.

2.b) Education and Strategic Planning

2.b.i) Program Review - Dual Credit Programs

T. Larkin presented the Career Programs – Dual Credit review and highlighted the evolution of career and dual credit education in the qathet School District. These programs provide opportunities for students to explore personal interests, develop competencies, and connect school-based learning with community and post-secondary pathways. The review emphasized the importance of maintaining program alignment with current workforce demands and student interests through surveys and program adjustments.

Key offerings include partnerships with Vancouver Island University (VIU), North Island College (NIC), and Camosun College, supporting trades like welding and automotive, as well as health care assistant, early childhood education, and academic courses. Programs are being reviewed to address low enrollments and ensure alignment with student needs. Initiatives like Work Experience and Youth Work in Trades integrate practical learning, offering credits and apprenticeships to strengthen career readiness. Looking forward, the district

aims to expand healthcare and culinary dual credit programs, enhance early career awareness in grade 10, and continue to address barriers such as transportation. Trustees commended the breadth of opportunities and supported continued alignment with local trends, such as mental health needs.

RECOMMENDATION:

THAT the Board of Education accept the Career Program-Dual Credit Review (Level 2), as attached and presented.

2.b.ii) Review of Indigenous Education Annual Report

District Principal J. Johnson presented the district's Indigenous Education Annual Report, a requirement under the Tla'amin Education Agreement (TEA). The report underscores the district's dedication to enhancing outcomes for Tla'amin Nation students and fostering collaborative relationships. It aligns with the district's strategic goals, the Truth and Reconciliation Commission's Calls to Action, and the Declaration on the Rights of Indigenous Peoples Act, supporting systemic shifts toward equitable education.

Key highlights emphasize the need for improved data collection to better identify Tla'amin heritage and Ayajuthem-speaking students, enabling more targeted interventions. Chronic absenteeism remains a significant challenge for some Tla'amin Nation students, with the district implementing community support initiatives, educational campaigns, and care calls to address frequent absences. A comparison of attendance data with non-Indigenous students was identified as a potential area for further exploration.

Cultural support remains a priority through initiatives such as čępθtans (Cultural Support Workers) and the establishment of the Indigenous Education Council. The report also celebrates successes, including Indigenous student graduation rates exceeding the provincial average for 2022/23. Looking ahead, the district plans to focus on reducing absenteeism, improving graduation rates, and strengthening communication with Tla'amin families through surveys and integrated community events.

Trustees expressed strong support for the ongoing efforts to create a welcoming, culturally inclusive educational environment.

RECOMMENDATION:

THAT the Board of Education accepts the report as presented and recommends submission to the Tla'amin Nation, as required in the Tla'amin Education Agreement.

2.c) Audit

2.c.i) N/A

2.d) Policy Development

2.d.i) Review of Select Board Policies

Trustees reviewed Board Policies 10 (Policy Making and Review), 11 (Board Delegation and Authority), and 12 (Role of the Superintendent). Policy 10 specifies that “The Board shall review and revise its policies on a rotational basis, ensuring all policies are reviewed at least once per term of office.”

A clarifying edit was proposed to Policy 10, item 3, to specify that the Policy Committee functions within the Committee of the Whole:

3. *“The Superintendent will inform the Board of the request for policy development/revision. The Board will determine the action to be taken, including the option of referring the matter to the Policy Committee portion of the Committee of the Whole.” (addition underlined)*

2.d.ii) Consideration of Alternate Board Meeting Calendar

Trustees supported a proposed change to the board meeting calendar, shifting regular meetings to the second and fourth Wednesdays of each month. While adjustments would be required in December and March to accommodate school breaks, the revised schedule aligns with the past practice of providing a week between the Committee of the Whole and the Regular Meeting in September and June. This change will also grant staff additional time to prepare for meetings.

RECOMMENDATION:

THAT the Board of Education approves the implementation of a revised meeting calendar for the balance of the school year using the second and fourth Wednesdays as the regular meeting days.

3. OTHER INFORMATION

3.a) South Coast Branch Advocacy Discussion

The discussion was deferred to a future meeting to ensure Vice-Chair Van’t Schip’s presence. Trustees considered resubmitting the proposed changes to the South Coast Branch for discussion during their meeting at the Trustee Academy.

4. ADJOURNMENT

MOVED: R. HILL

THAT the Committee of the Whole Meeting be adjourned.

STATUS: CARRIED

The meeting adjourned at 2:10 pm.



Memorandum

Date: November 13, 2024
To: Board of Education, Committee of the Whole
From: Steve Hopkins, Secretary-Treasurer
Re: Emergency Preparedness

1.0 BACKGROUND

Select district school buildings have historically been identified as potential community assets in the event of a community wide emergency. In 2019 a partnership was formalized with the qathet Regional District and both Brooks Secondary School and Kelly Creek Community School were identified at that time as being strategic to the interest of the broader community. Also at that time, a large metal storage container was installed at the Kelly Creek site to houses supplies to be used in the event of an emergency. This container is owned and managed by the Regional District.

Staff with the Regional District have asked that the School District reaffirm its commitment to supporting the broader community in its emergency preparedness.

2.0 STAFF RECOMMENDAION

THAT: The qathet School District provide the Regional District with an updated letter of commitment in support of its emergency planning.

3.0 APPENDICES

- (A) Appendix A – Emergency Evacuation Letter of 2019
- (B) Appendix B – Emergency Evacuation Facility Survey of 2019
- (C) Appendix C – Draft Emergency Evacuation Letter of 2024



Memorandum

Date: November 13, 2024
To: Board of Education, Committee of the Whole
From: Allison Burt, Director of Instruction
Prepared By: Tanya Larkin, Career Life Programs Coordinator
Re: Career Programs – Dual Credit Level 2 Review

1.0 BACKGROUND

Administrative Procedure 280 states that,

“Programs may be reviewed and evaluated for the purpose of ensuring that program goals and objectives are being pursued and achieved in an effective and efficient manner.”

2.0 INFORMATION

The Board of Education recognizes that timely and relevant information determined through a review process that evaluates the quality of programs and services offered to the students in the qathet School District, will enable the Board to make decisions on:

- 1) The maintenance, modification or discontinuation of existing programs
- 2) The need for the development and implementation of other programs
- 3) The ways in which existing or proposed objectives can be achieved in a more efficient manner.

To further support this work, the Board of Education approved a review cycle on the programs and services offered to support the teaching and learning within qathet School District at the Regular Board Meeting of October 23, 2024.

The Career Programs – Dual Credit Program Review was completed as a Level 2 Review, including surveys to a representative sample group of rights holders.

3.0 PROGRAM RATIONALE

Ministry of Education and Child Care – Vision for Student Success:

“British Columbia has a great education system, and we have the opportunity to make it even better. We have a renewed and clear mandate, to enable every learner to maximize their potential. This fuels our passion and vision that B.C. has educated citizens who thrive in a changing world.” (Last updated on May 9, 2024)

As specified in the Statement of Education Policy Order, the purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

To achieve this purpose, we have a collective mandate to develop the “educated citizen.” which is defined as having:

- 1) Intellectual Development
- 2) Human and Social Development
- 3) Career Development

Career-Life Programs provide students with opportunities to integrate school-based learning with community-based career exploration experiences. These programs prepare students for transition to the workplace, further education and training at a post-secondary institution.

4.0 SUPERINTENDENT’S COMMENTS

The courses and programs in Career-Life education provide students K-12 with many opportunities to explore their interests and passions while garnering the necessary skills and qualities that support a successful transition to a career. The qathet School District is grateful for the work of the Career Programs Coordinator and the partnerships cultivated with several post-secondary institutes.

5.0 OPTIONS FOR ACTION

- (A) Accept the review as presented
- (B) Request further information regarding the Dual Credit Programs

6.0 STAFF RECOMMENDATION

THAT: The Board of Education accept the Career Program-Dual Credit Review (Level 2), as attached and presented.

7.0 APPENDICES

- (A) Career Programs – Dual Credit Program Review Presentation
- (B) Program Review Cycle
- (C) Administrative Procedure 280 – Program Review



PROGRAM REVIEW
CAREER LIFE & DUAL CREDIT PROGRAMS



LAND ACKNOWLEDGEMENT

We are gathering and learning today on the lands of the Coast Salish peoples, specifically the traditional and treaty territory of the Tla'amin Nation on which qathet School District resides.

We are grateful for the opportunity to teach, learn, live, and share knowledge on these lands. We also recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and Indigenization through truth, healing, celebration, and reconciliation.



AGENDA

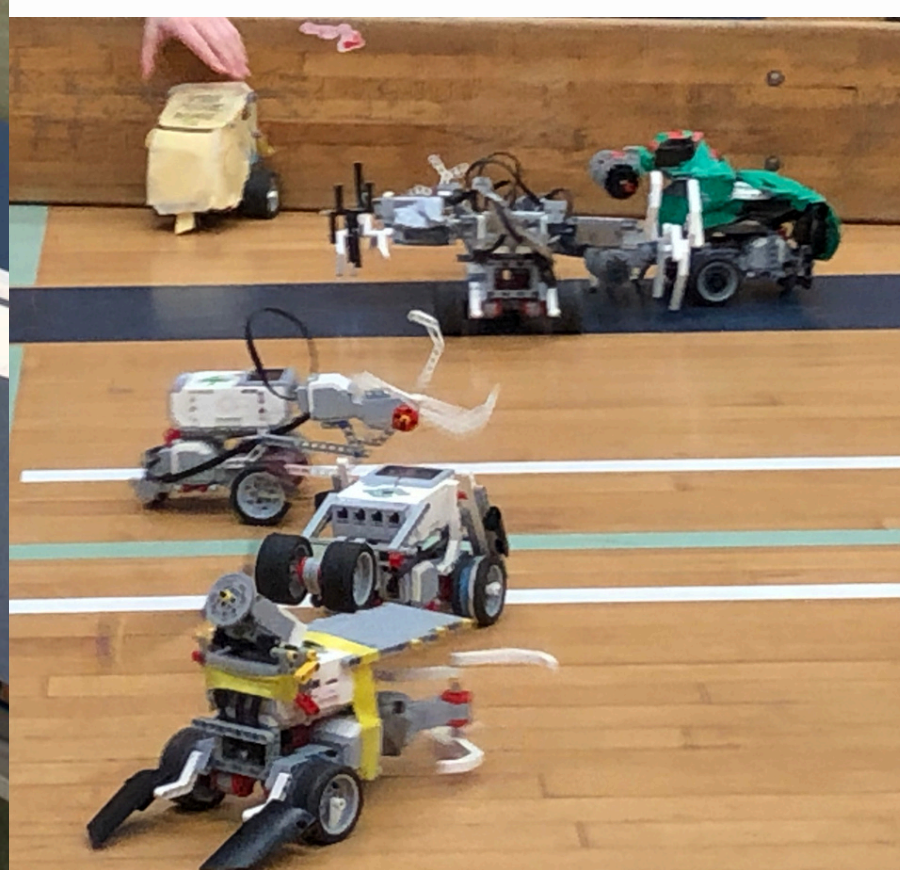
- Introduction
- History
- Goals
- Career Life Programs
- Dual Credit Programs



A person’s career is considered their “journey” through life, and K-12 curriculum and other career activities offer students personally meaningful and goal-oriented ways of pursuing this journey.

Program
Review
Level 2





INTRODUCTION

Career Education curriculum offers students many opportunities to explore and develop personal interests, strengths, and competencies while making connections with experiential learning, career-life possibilities, and preferred post-graduation opportunities.

Career Education includes reflection on learning experiences both in school and out of school, and facilitates connections with communities and networks to support personal career-life interests and goals.

“My students were engaged the entire morning and loved every moment” - *Jane (qSD teacher)*

Program
Review
Level 2





HISTORY



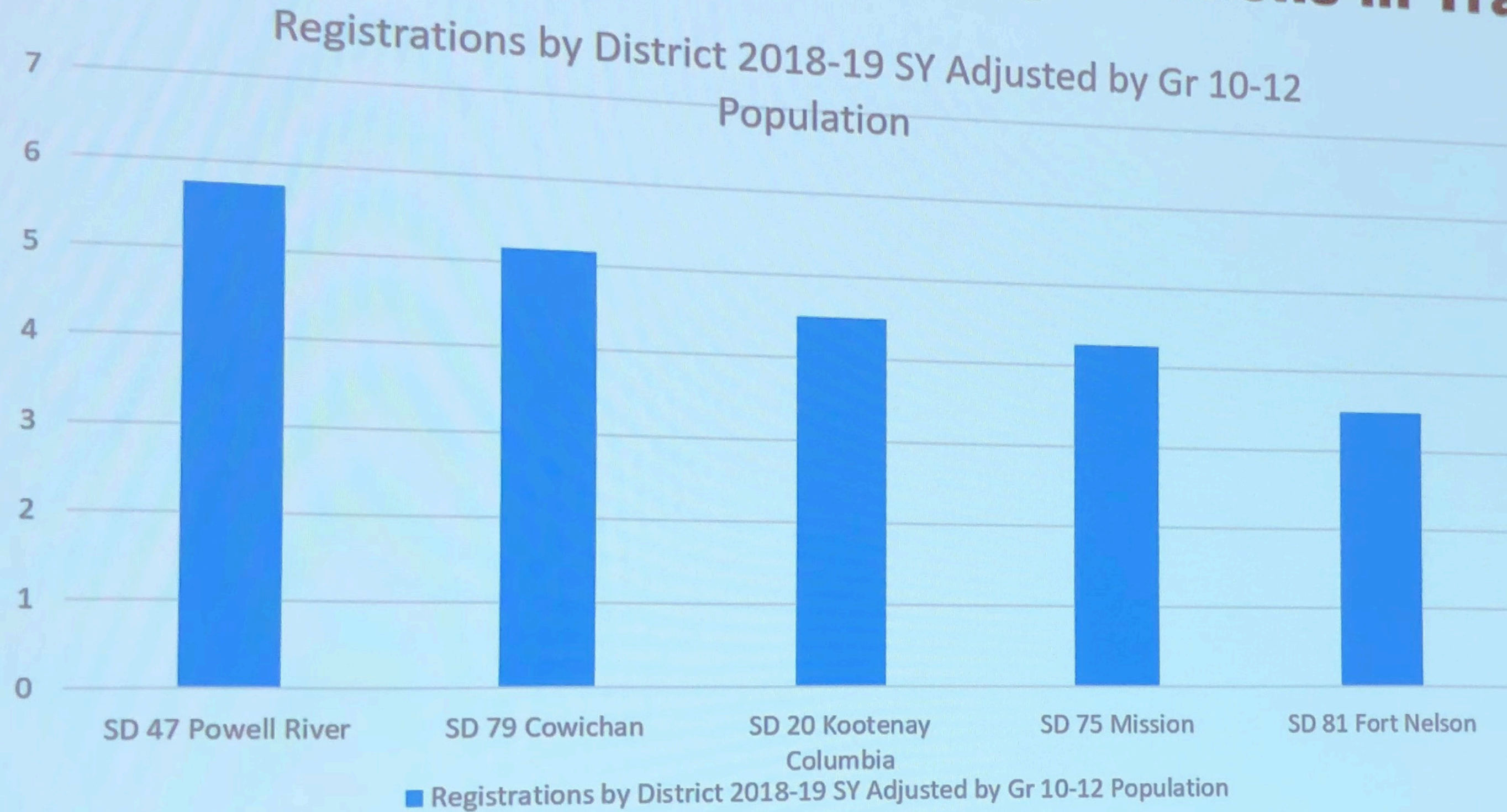
DID YOU KNOW?

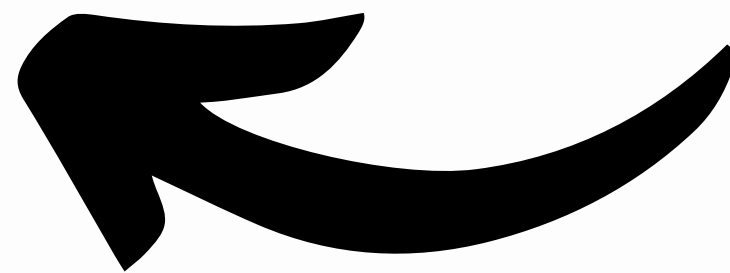
In 1930, the school district and the Powell River Company created a three-year technical course to support the community's need for skilled employees.

HISTORY - LIKE THE WAVES OF THE OCEAN

- Brooks Outdoor Adventure Training and Tourism (BOATT)/Coast Mountain Academy (CMA)
- Powell River Digital Film School
- Mountain Ash Farms
- Hairdressing/Hairdressing Career Preparation
- Welding
- Culinary
- Automotive
- Carpentry
- Apprenticeships
- Health Care Assistant
- Academic Certificate Programs
- Academic Courses
- Work Experience
- Hockey Academy
- Traditional Skill Builder / Guided Indigenized Journey to Excellence (GIJE)

Which SD has the Highest % of Registrations in Train in Trade







2024-2025 Dual Credit Programs		
Welding – qSD program	11 registered	10 successful to date
Hairdressing - qSD	18 registered (9 waitlisted)	16 successful to date
Culinary - VIU	1 applicant – no program based on numb of applicants	
Carpentry - VIU	6 registered	4 successful to date
Automotive - VIU	8 registered	5 successful to date
Trades Sampler - qSD	22 registered but only room for 11	11 successful to date
*Academics / programs	52 registered / 11 registered	43 to <u>date</u> / 8 in prog. to date



GOALS

Today's graduates must be able to adapt to ongoing change in many aspects of their lives. For most people, career-life planning will not be a matter of making one major decision and living with it for a lifetime.

The Career Pathways Department supports K – 12 students to make connections and transitions between classroom learning, post-secondary training, and the world of work.

****AWARENESS****

Program
Review
Level 2



GOALS

FIGURE 2

Fastest-growing vs fastest-declining jobs, globally, 2023-2027

Top 10 fastest-growing jobs

1. AI and machine learning specialists
2. Sustainability specialists
3. Business intelligence analysts
4. Information security analysts
5. Fintech engineers
6. Data analysts and scientists
7. Robotics engineers
8. Electrotechnology engineers
9. Agricultural equipment operators
10. Digital transformation specialists

Top 10 fastest-declining jobs

1. Bank tellers and related clerks
2. Postal service clerks
3. Cashiers and ticket clerks
4. Data entry clerks
5. Administrative and executive secretaries
6. Material-recording and stock-keeping clerks
7. Accounting, bookkeeping and payroll clerks
8. Legislators and officials
9. Statistical, finance and insurance clerks
10. Door-to-door sales workers, news and street vendors and related workers

**The Career Pathways
Department supports K – 12
students:**

- 1. make connections,**
- 2. transition from
classroom to work,**
- 3. support PSI training,**
- 4. support them with the
world of work.**



CAREER LIFE PROGRAMS

“I am so stoked for this program, I like being at school again” - Kyle (trades student)

CAREER EDUCATION COURSES

The Career Education curriculum consists of three major phases:



K-5: Developing Foundations



Grades 6-9: Exploring Possibilities



Grades 10-12: Pursuing Preferred Futures



BIG IDEAS

K-3	4-5	6-7	8-9	CLE	CLC
Learning is a lifelong enterprise.	Exploring our strengths and abilities can help us identify our goals.	Leadership represents good planning, goal-setting, and collaboration.	Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.	Career-life choices are made in a recurring cycle of planning, reflecting, adapting, and deciding.	Lifelong learning and active citizenship foster career-life opportunities for people and communities.
Strong communities are the result of being connected to family and community and working together toward common goals.	Family and community relationships can be a source of support and guidance when solving problems and making decisions.	Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community.	The value of work in our lives, communities, and society can be viewed from diverse perspectives.	Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options.	Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.

CURRICULUM OPTIONS



[Applied Design, Skills, and Technologies](#)



[Arts Education](#)



[Career Education](#)



[English Language Arts](#)



[Français langue première](#)



[Français langue seconde - immersion](#)



[Mathematics](#)



[Physical and Health Education](#)



[Science](#)



[Social Studies](#)



[Languages](#)

Career curriculum is found in every subject, we are all supportive and responsible.

K-4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
ADST & Resources and Classroom									
Design Thinking: Supports and UN Sustainability Goals									
						VEX - ADST Teacher Support / Equipment / Club			
Professional Development Sessions: ADST /Careers Curriculum									
Classroom ADST: VEX, Monsters, Name Boards, Flashlight, Bug Hotel, Catapults, Sling Puck, Gravity Cars, Wind Turbines, Make Do, and more									
	Girls Who Code and K-9 VEX Robotics (kits for all levels)								
			Skilled Trades BC						
			Try - A - Trade (VIU)						
						Explore Trades Skills - speakers and class visits from Careers Dept.			
						Skills X and Trades Sampler			
								Train in Trades	
							Youth Work In Trade		
							Academics		
							Dual Credit Courses and Programs		
						Work Experience			
Careers Curriculum									
				Career Curriculum: UN Sustainability Goals, MyBlueprint, Work BC, EPBC, Find Your Fit, PSI Presenters & Resources					
Career totes: resources and lessons; Careers week (Nov 25-29) add'l resources; and Guess my Career Event									
	Skills Canada								
			Gravity Cars, Wind Turbines, Robotics, and Spaghetti Bridge						
						Electronics, Public Speaking, and 3D Design			
						Welding, Carpentry, Automotive, Photography, TV and Film etc.			
Tours, Assemblies and Information Sessions									
				Find Your Fit					
				Presentation Info Sessions - students					
						Parent and Community Info Sessions			
						Trades and Health Tours & Heavy Metal Rocks			
							Academic PSI Tours X3		
					WEX Classroom Info Sessions				
Staff Meeting Info Chats: work with qathet PVP to share info.									
Truck and Trailer: ADST at each school, Trades Sampler work opportunities, Mentoring buddies opportunities									

WORK EXPERIENCE

Work Experience is open to Grade 10 - 12 students who have an interest in pursuing any career field.

Work Experience Benefits:

- 4 - 8 credits toward graduation
- Resume and covering letter creation
- Pre-employment job training
- Making valuable industry contacts
- Apprenticeship opportunities
- Pre-requisite for some post secondary education
- Community connections
- Building on passions
- Scheduled inside or outside of the timetable
- WEX 12a and WEX 12b



Program
Review
Level 2



YOUTH WORK IN TRADES

Paid work-based training and a curriculum that focuses on connecting, applying, reflecting on, and refining workplace skills and safety, work ethic, and job readiness.

- Four courses (16 credits) students 15 yrs +
- YWT11a, YWT11b, YWT12a, & YWT12b
- 480 hours towards their apprenticeship
- 900 hours students could earn \$1000 scholarship
- Career readiness and explorations
- Passions and purpose - graduating with honour
- Skills for life
- Community building



“I can work all semester 2 to earn credits towards grad and hours towards my apprenticeship, no brainer!” - Ben (student at Brooks)

Program
Review
Level 2



APPRENTICESHIPS

We are supporting students with paid and unpaid apprenticeships so students can:

- explore career pathways,
- expand their resume and portfolio,
- community connections and relationships,
- resiliency and work ethic - skills for success,
- pathway to graduation, and
- mentorship opportunities.



*“I am going to graduate early and I know what I am going to do” -
Addisen (HCA student)*

Program
Review
Level 2



SPECIALTY PROGRAMS

We are passionate about providing students with programming that supports next steps in their career journey. Programming opportunities are always adapting and changing as students needs and desires shift and work force demand shifts.



- Hairdressing
- Hockey
- GIJE

Program
Review
Level 2



OTHER EXPERIENCES

- ADST Innovator - see catalogue of options!
- Job Shadows
- Career Fairs
- Beyond Brooks
- Dual Credit Info Night
- PSI Tours
- Heavy Metal Rocks - Trades Days
- Skills Canada - Jr and Sr. Competitions
- Targeted Pathway Presentations - class presentations
- ADST Challenge Days
- Mentorship
- Careers Corner - [YouTube Channel](#)
- EGBC and High Tech U - ADST



“One of the best run, and fun events I’ve been to! Thank you!” - Cnst. Paula perry

Program
Review
Level 2



Careers Week

K-7 offerings:

- Four additional books for your schools Careers Learning Tote - school's library.
- "Spark Cards" and "Build a Story" cards.
- Lunch time tea and treats - Careers Chats with staff.
- "Guess my Career Event".
- Share careers curriculum assignments and interactive learning resources with all qSD staff K-7 leading up to Careers Week.
- Additional Resources (MOE & CES)

Gr 8-12 offerings:

- Provide infographics about careers and pathways to all Brooks students Nov 25-29th, through announcements and TV displays.
- Canada Revenue Agency chats with all career's classes Nov 28th.
- Post Secondary Vancouver Island trip Nov 12-13th: NIC, VIU, UVic and Camosun.
- Gr 11& 12 Trades and Health tours VIU.
- Beyond Brooks information evening Nov 13th at 7pm.
- Additional Resources (MOE & CES).



Canada
Province of British Columbia
A Proclamation

CONTINUING EDUCATION

We work with students, where they are at, to assist them in building the skills they need to be successful, this could be through upgrading courses, or working towards graduation.

- 1:1 support
- Meet students where they are at and build skills
- Numeracy and literacy
- Elective course explorations
- Build on historical successes
- Support with next steps



Program
Review
Level 2





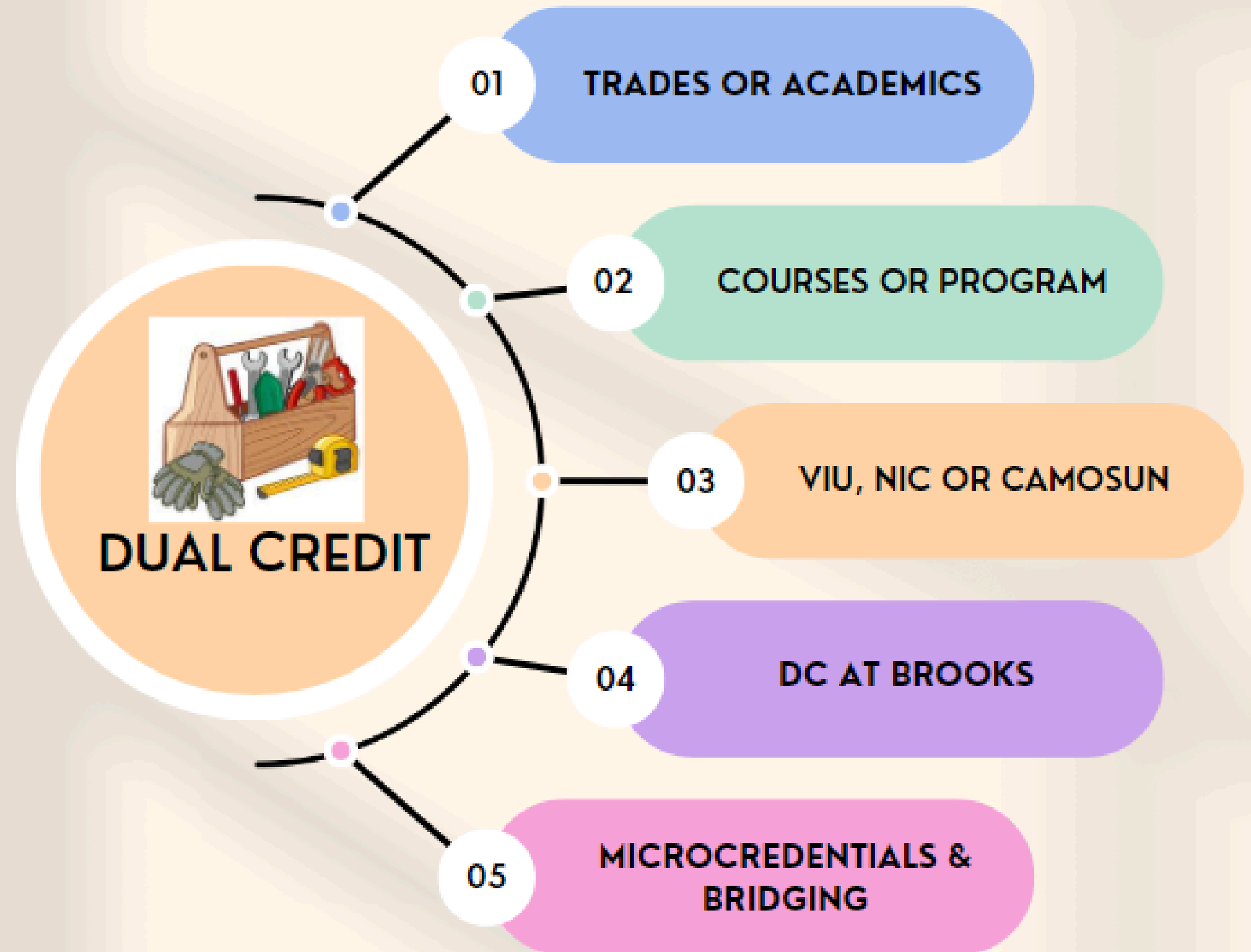
DUAL CREDIT PROGRAMS

“He is excited to leave home each morning and he’s excited to share about his day when he returns. We are so grateful for the valuable skills being taught in this program! It’s having a huge impact on our son.” - Mrs. Crawford (parent of trades student)



DUAL CREDIT OPPORTUNITIES

What are my Dual Credit options?



DUAL CREDIT OPTIONS



Programs

- Automotive
- Carpentry
- Welding
- Health Care Assistant
- Early Childhood Education
- Educational Assistant
- Any other trades prog.
 - NIC, VIU, Camosun
- Certificate Prog options in all pathways - based seat availability.

Courses

- English
- Psychology
- Indigenous Studies
- Sociology
- Medical Office Assistant
- Biology
- Math
- Business
- And much more so long as they meet career requirements

Credits

- 4 high school credits per course completed
- Gr 12 elective credits earned
- PSI course credits earned
- PSI certificate
- BC Transfer Guide

Partnerships

- Vancouver Island University
- North Island College
- Camosun College
- MOE grants to support ECEC and WEX:
 - Tech
 - ECEC
 - Health Pathways

WHAT'S NEXT

Health Care - exploration and shadow days VCH

Dual Credit Academic Courses - more cohort options at Brooks

Culinary - PC-1 program options through qSD and Camosun

Film and Media Program (Technology) - Focus group

Outdoor Learning - Working group

Trades Sampler - Off campus prep for Gr 12 + theory & trades exploration, VIU, and job shadowing

Trades Sampler finishing trades - student (trades stepping stones and readiness) + community need

Camosun College - additional business and medical courses offered virtually

Hair program - theory qSD, apprenticeship and exam challenge

“This program exceeded my expectations” - Aiden (student, dual credit program)



Hair Program Review and Rebuild:

An example of one of our reviews and rebuilds:

- Dual credit through VIU 2020-2022
- Low enrollment (10), completion (2), apprenticeships (0)
- Review and rebuild for 2022-2023:
 - inclusive of Gr 10-12
 - increase awareness and build passions early (Gr 10)
 - opportunity for growth - get students early, not sem 2 Gr 12
 - **inclusion - purpose - pride - hope - future goals and skills**
- 2022-present:
 - 2022 we had 18 registered with 17 completions + waitlist, Gr 10-12 students in program
 - 2023 we had 18 registered with 15 waitlisted, Gr 11/12
 - 2024 we have 18 registered with waitlist, Gr 11/12
- What did we learn?
 - generate interest early - awareness (Gr 10)
 - provide balance of off campus and on campus experiences
 - theory and practical = balance
 - gradual release of responsibility: friends and family - youth - public
 - patience and time - sem 2 gr 12, build in theory challenge exam and apprenticeship



THE ONGOING PUSH!

1. Ensure students are supported with:
 - a. qSD applications and pathway planning
 - b. EdPlannerBC, Student Transcript Services, and BC Transfer Guide
 - c. Student Support Services (Centre for Accessible Learning)
2. Student reflections and survey's to provide course and program options based on need, student interest, and future demand.
3. Work with community and industry: work placements, guest speakers, and career fairs.
4. Work with community and agencies to support program growth: MOE, STBC, Construction FDTNS, etc.
5. Collaborate with qathet school staff and admin to ensure ADST and Careers needs are met (Elementary for ADST Careers week, Careers teachers and dept.)
6. Grow Career Pathways programming and Dual Credit opportunities: awareness and support.
7. Provide students with pathways to exploration, growth, and graduation - no barriers.
8. Work Experience Enhancement Grant and Youth Work in Trades (STBC)

“... All our dreams can come true if we have the courage to pursue them.”-

Walt Disney





BCEHS Portal News in BCEHS in the Community has created a post

Oct 08, 2024, 16:15 from Web



qathetschooldistrict Today was Brooks Secondary's third annual Career Fair! This event provided an excellent opportunity for qathet School District's secondary students to explore various careers and connect with professionals from diverse industries within our community. Each grade level had dedicated time to engage with experts and get hands-on experience with equipment related to different professions.

Thank you so much to everyone who participated in this year's fair - the staff, students, and all the amazing organizations and businesses (over 40 of them!!) who shared their time and knowledge with our students!

WE ARE FAMOUS!

BC Emergency Health Services first post on their new website for workers.



Thank
you!

Tanya Larkin

Career Pathways Coordinator



Program
Review
Level 2



Memorandum

Date: November 13, 2024
To: Board of Education, Committee of the Whole
From: Allison Burt, Director of Instruction
Prepared By: Jessica Johnson, District Principal Indigenous Education
Re: Indigenous Education Annual Report

1.0 BACKGROUND

The adoption of a Tla'amin Education Agreement (TEA) provides significant opportunity for Tla'amin Nation and the qathet School District to focus attention on improving educational outcomes for Tla'amin students and on developing the relationship necessary to accomplish that mutual goal.

2.0 INFORMATION

Accountability and Data Sharing

The TEA serves as a core shared accountability mechanism for both the Board of Education and the Nation regarding Tla'amin education in qathet schools. Timely and relevant data is required to inform decision-making to support Tla'amin students. This includes information on enrollment, learning outcomes and early warning signs.

3.0 SUPERINTENDENT'S COMMENTS

The timely use of both quantitative and qualitative data will ensure the strategies and structures in place within the qathet schools are effectively supporting the needs of the Tla'amin students and meeting the requirements as identified within the TEA.

4.0 OPTIONS FOR ACTION

- (A) Accept the review as presented
- (B) Request further information

5.0 STAFF RECOMMENDATION

THAT: The Board of Education accepts the report as presented and recommends submission to the Tla'amin Nation, as required in the Tla'amin Education Agreement.

6.0 APPENDICES

- (A) Annual Indigenous Education Report



Memorandum

Date: November 13, 2024
To: Board of Education, Committee of the Whole
From: Steve Hopkins, Secretary-Treasurer
Re: Consideration of Alternate Board Meeting Calendar

1.0 RELEVANT BOARD MOTION/DIRECTION

That staff prepare an alternate Board meeting calendar for trustee consideration.

2.0 BACKGROUND

Board meetings are normally held on the second and third Wednesday of the month. Each year staff prepare, for Board consideration, a draft meeting calendar for the upcoming school year. The draft calendar is prepared using this established pattern as the starting point, with amendments made as needed to account for each of the winter and spring breaks.

Although there have been a variety of approaches over the years, the general pattern of meeting on the second and third Wednesday of the month is what has been in place for the last several years.

3.0 ADDITIONAL INFORMATION

Certain governance focused routines were amended for implementation this school year. These amendments were intended to improve the quality of information brought forward to trustees through the monthly agenda package. Early indicators suggest that these changes have been well received, however it's been recognized that production of the materials takes considerable time and effort, and staff have been finding it difficult at times to have everything prepared in time for the Regular Board meeting held on the third Wednesday given the Board just met the week prior.

4.0 OPTIONS FOR ACTION

Staff have prepared two alternate calendars for the Board to consider, one generally utilizes the first and third Wednesday as the meeting days each month and the other utilizes the second and fourth Wednesday of each month. With either approach an off week is created between the two meeting dates. This off week will provide staff with more time to prepare the materials that make up each meeting agenda. The creation of this off week also spreads out trustees' time commitments over the course of the month which will better allow for consideration of emergent items as the meetings are spread out over the course of the month.

Also to be considered is that the meeting calendar is sometimes altered in both September and June so that the meetings are later in the month to accommodate provincial workflow deadlines.

5.0 STAFF RECOMMENDATION

THAT: The Board of Education approves the implementation of a revised meeting calendar for the balance of the school year using the second and fourth Wednesdays as the regular meeting days.

6.0 APPENDICES

- (A) Appendix A – Alternate Calendar 1, Second & Fourth Wednesday
- (B) Appendix B – Alternate Calendar 2, First & Third Wednesday

2024-2025

Alternate Schedule v1:

CotW - Second Wed (except Mar)

Reg/Closed - Fourth Wed (except Dec & Mar)

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOV

Nov 13 - Committee of the Whole

Nov 27 - Regular / Closed Meetings

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

DEC

Dec 11 - Regular / Closed Meetings

Dec 23 to 31 - Winter Break

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JAN

Jan 1 to 3 - Winter Break

Jan 8 - Committee of the Whole

Jan 22 - Regular / Closed Meetings

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

FEB

Feb 12 - Committee of the Whole

Feb 14 - Professional Day

Feb 17 - Family Day

Feb 26 - Regular / Closed Meeting

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAR

Mar 12 - Regular / Closed Meetings

Mar 17 to 28 - Spring Break

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

APR

Apr 9 - Committee of the Whole

Apr 17 - Professional Day

Apr 18 / 21 - Good Friday/Easter Monday

Apr 23 - Regular / Closed Meetings

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MAY

May 14 - Committee of the Whole

May 19 - Victoria Day

May 28 - Regular / Closed Meetings

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JUN

Jun 11 - Committee of the Whole

Jun 25 - Regular / Closed Meeting

Jun 27 - Admin Day

Jun 30 - Summer Break