



REGULAR BOARD MEETING

4:00 pm, Wednesday, May 15, 2024
School Board Office

A G E N D A

LAND ACKNOWLEDGEMENT

PRESENTATION: Mental Health Initiatives – District Staff

QUESTION PERIOD

CHAIRPERSON'S REMARKS

1. ADOPTION OF AGENDA

MOTION: "THAT the Regular meeting agenda of May 15, 2024, be adopted as circulated."

2. ADOPTION OF MINUTES

MOTION: "THAT the Regular meeting minutes of April 17, 2024, be adopted as circulated."

3. REPORT OF CLOSED MEETINGS

3.a) April 17, 2024 – The Board met in-camera to discuss items which include personnel and property.

4. INCOMING CORRESPONDENCE

- 4.a) BCSTA to VISTA re: Student Voice
- 4.b) Cowichan Valley School District to Ministers Singh and Conroy re: Funding
- 4.c) Fraser Cascade School District to Minister Singh re: Wage Settlement Funding
- 4.d) Multiple School Districts to Minister Singh re: Funding for Medium Sized School Districts
- 4.e) North Vancouver School District to Minister Singh re: Enrolment Funding Schedule

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

5. OUTGOING CORRESPONDENCE

- 5.a) Board to C. Gordon – Letter of Appreciation
- 5.b) Board to qathet Community Justice (qCJ) Youth Restorative Action Team – Letter of Appreciation

6. SUPERINTENDENT OF SCHOOLS' REPORT

- 6.a) Administrative Procedure 363 – British Columbia Evergreen Certificate
- 6.b) Suspension, Exclusion, and Seclusion Report – September 5, 2022, to April 30, 2024

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

7. SECRETARY-TREASURER’S REPORT

- 7.a) 2024/2025 Annual Facility Grant Plans
- 7.b) Month End Financial Report as at April 30, 2024

MOTION: “THAT the recommended AFG projects be supported as presented.”

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

8. COMMITTEE REPORTS

- 8.a) Committee of the Whole Report for May 8, 2024

9. OTHER BUSINESS

- 9.a) N/A

QUESTION PERIOD

MEDIA QUESTION PERIOD

ADJOURNMENT

ADJOURNMENT

SH/attachments



REGULAR BOARD MEETING

4:00 pm, Wednesday, April 17, 2024
School Board Office

MINUTES

Present: Jaclyn Miller, Dale Lawson, Maureen Mason

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

Regrets: Rob Hill, Kirsten Van't Schip

The meeting was called to order at 4:02 by Chairperson Miller.

LAND ACKNOWLEDGEMENT

PRESENTATIONS: GIJE Program – C. Gordon

C. Gordon provided a presentation to the board regarding the successes of the GIJE program. The program emphasizes experiential learning with a strong identity-based approach, enabling students to earn graduation credits alongside practical applications and licenses. Gordon showcased various activities, including students preparing food sourced from their environment for elders and agencies supporting the program.

The GIJE Program is a land-based, experiential, and culturally immersive program. It honours Indigenous knowledge and ways of being and doing to provide students with a safe, holistic, and identity affirming education while offering credits towards their graduation. This is achieved through engaging and relevant learning opportunities. The course provides a strengths-based approach with exposure to broad experiences while creating space for individual student gifts, interests, and mastery as a way to build students sense of belonging, identity, and success.

The curriculum encompasses a range of activities, from wilderness first aid training to hunting and archery practice, fostering a transformative process for students. Notably, the program aims to involve the RCMP in challenging or high-risk field trips. Through non-linear and cyclical learning methods, students engage in activities like hide tanning, butchering meat, and transforming fish skins, all while teaching and collaborating with their peers. This approach has resulted in increased attendance rates and greater investment from students, evident in their pride in accomplishments.

Assessment strategies prioritize equity and holistic integration of student input and community involvement, with a focus on qualitative reporting over quantitative measures. The Resiliency, Identity,

and Self-Esteem (RISE) assessment allows students to track their progress in various metrics, reflecting the program's commitment to individualized support. Despite a vulnerable student demographic, the program celebrates successes including enhanced community connections, collaboration, and the active involvement of elders. Overall, the GIJE Program demonstrates a promising model for student engagement and empowerment. C. Gordon expressed thanks for the support of both the board and the Tla'amin Nation.

qathet Community Justice (qCJ) Youth Restorative Action – S. Brown

S. Brown, Executive Director of qathet Community Justice (qCJ), accompanied by Chelsea Friesen, Youth Restorative Action Coordinator, and youth representatives Panagiota Rounis and Abi Welp-Ellis, delivered a presentation on the qathet Community Justice (qCJ) Youth Restorative Action Program. The team outlined the program's core components, which include education, community building, and casework through a restorative justice model. Emphasizing collaborative decision-making, the restorative justice model involves affected parties in determining consequences rather than imposing them externally. The presentation detailed various youth program activities such as school presentations and community engagement efforts.

The Youth Restorative Action team has presented to grade 8 students for the past three years and has hosted sessions for professional development focusing on Circles. The YRA aims for greater integration of youth into schools, particularly with grade 8 students transitioning to Brooks, seeking to support students through Circles, fostering open communication, and trust-building. There's a plan to concentrate efforts on grade 8 circles and student integration this year. The program has received positive feedback, with students expressing that restorative justice practices would have been beneficial in elementary school.

The team highlighted overlapping ties between the goals of qCJ Youth Restorative Action Program and the board's strategic plans. Future plans involve expanding the program to elementary levels and building capacity to prepare students for restorative justice processes. Volunteers, typically aged 14 to 27, are recruited based on their interests, with opportunities for involvement in social justice classes and receiving an honorarium for their work.

QUESTION PERIOD

There were no questions.

CHAIRPERSON'S REMARKS

"Happy to have the students back in school after Spring Break and back into routine as we look forward to the next two months before Summer Break.

Yesterday, Jay Yule, Jessica Johnson and myself met with Tla'amin education managers and directors as part of the first step in establishing the Tla'amin Education Agreement oversight team. The TEA is meant to be a living document that serves as a core shared accountability mechanism to build a positive and constructive relationship to support and promote Tla'amin language, culture, and the educational outcomes of Tla'amin students. The oversight team is there to ensure that we're living up to our commitments and that the TEA is being used and implemented at the school district level. We had a productive and positive meeting and I look forward to more in future.

Maureen, Dale, Steve, and I are heading to Vancouver tomorrow for the Annual General Meeting of the BC School Trustees Association. We're looking forward to the keynote speaker this year - Riaz Meghji, a human connection expert, who will be highlighting how to create engaged and connected cultures through the power of candid conversation. There will be sessions related to AI and coding, the upcoming election period, anti-racism, leading with evidence, using board workplans, and then the voting session for the motions that are being brought forward for this year.

On May 9th, qathet School District is hosting its second annual Health and Wellness Conference for Grade 7 students who are transitioning to high school. This event aims to help prepare students with information, tips, and ideas on how to get ready for this important transitional time in their lives. I look forward to popping in and seeing some lively engagement!"

1. ADOPTION OF AGENDA

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the Regular meeting agenda of April 17, 2024, be adopted as circulated.

STATUS: CARRIED

2. ADOPTION OF MINUTES

MOVED: M. MASON

SECONDED: D. LAWSON

THAT the Regular meeting minutes of March 13, 2024, be adopted as circulated.

STATUS: CARRIED

3. REPORT OF CLOSED MEETINGS

3.a) March 13, 2024 – The Board met in-camera to discuss items which included personnel.

4. INCOMING CORRESPONDENCE

4.a) BC Ferries Engagement and Update Report – March 27, 2024

MOVED: M. MASON

SECONDED: D. LAWSON

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

STATUS: CARRIED

5. OUTGOING CORRESPONDENCE

5.a) Board to J. Kennedy and Students – District Student Council

The outgoing correspondence was provided for information.

6. SUPERINTENDENT OF SCHOOLS' REPORT

6.a) BAA Course - Self Efficacy and Resilience

Director of Instruction, A. Burt, introduced a newly developed Board/Authority Authorized Course titled "Self-Efficacy and Resilience." The asynchronous course targets students facing challenges in school engagement due to mental health issues, attendance concerns, substance use, or other community-related factors. Focused on core competencies, students will cultivate self-awareness, social awareness, self-regulation, interpersonal skills, and personal health and wellness.

The program emphasizes core competencies as its cornerstone. It is envisaged that a school-based team would recommend this course for a student, with the case manager or school counselor acting as the enrolling teacher.

6.b) Suspension, Exclusion, and Seclusion Report – September 5, 2022, to March 31, 2024

The report was provided for information.

MOVED: D. LAWSON

SECONDED: M. MASON

THAT the BAA course titled Self Efficacy and Resilience be approved and adopted as outlined.

STATUS: CARRIED

MOVED: M. MASON

SECONDED: D. LAWSON

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

STATUS: CARRIED

7. SECRETARY-TREASURER'S REPORT

7.a) 2024/2025 Provincial Grant Information

S. Hopkins presented estimated operating grant details for the 2024/2025 school year. The district anticipates receiving \$41 million in ministry grants, comprising both block and supplemental funding. Ministry funding primarily dictates budget planning for the upcoming school year.

A detailed summary of grants was included in the agenda package. During the discussion, there was inquiry into Community LINK funding. S. Hopkins clarified that historically, Community LINK funding supported food programming and supplemental services for vulnerable populations. However, with the ministry now providing specific funding for food programs (Feeding Futures Fund), Community LINK funding is directed towards supporting before and after-school care programs beyond the funded portion.

A draft budget for the 2024/2025 school year will be presented to the board in May.

7.b) 2024/2025 Capital Plan Response Letter & Bylaw

S. Hopkins provided an update on the ministry's ongoing consideration of an addition at Edgehill Elementary. The district's business case for this addition has been submitted for review, and further developments are anticipated in the coming months.

J. Formosa shared details of approved minor capital projects aimed at enhancing sustainability across the district. These initiatives include an HVAC update at Henderson Elementary and the replacement of gas boilers with electric heat pumps. The transition to electric heat sources is expected to significantly reduce greenhouse gas emissions. Additionally, a comprehensive lighting upgrade is planned, which will involve replacing lighting fixtures and domestic hot water tanks at Henderson Elementary to achieve additional energy savings.

7.c) Month End Financial Report as at March 31, 2024

S. Hopkins reported that the monthly financial report is on track when compared to the same period last year.

MOVED: M. MASON

SECONDED: D. LAWSON

THAT Capital Bylaw No. 2024/2025-CPSD47-01 be adopted in support of the projects as outlined.

STATUS: CARRIED

MOVED: D. LAWSON

SECONDED: M. MASON

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

STATUS: CARRIED

8. COMMITTEE REPORTS

8.a) The April Committee of the Whole meeting was cancelled for lack of quorum.

9. OTHER BUSINESS

9.a) Provincial Review of Trustee Codes of Conduct

9.a.i) Correspondence of August 1, 2023

9.a.ii) Provincial Policy Criteria

9.a.iii) Comparison of Local Policy to Provincial Criteria

9.a.iv) Policy 4 – Trustee Code of Conduct with Prospective Edits

9.a.v) Policy 4 – Appendix – Trustee Code of Sanctions (for information)

S. Hopkins presented proposed edits to the Trustee Code of Conduct to ensure alignment with provincial criteria. Initially, it was noted by the province that the board lacked language pertaining to sanctions. However, after discussions with

ministry representatives, it was clarified that the board's language on sanctions was indeed included in an appendix to the policy.

Trustees agreed that the suggested edits were appropriate according to provincial criteria and voiced their support for the change.

MOVED: M. MASON

SECONDED: D. LAWSON

THAT updates to Policy 4 – Trustee Code of Conduct be adopted as circulated.

STATUS: CARRIED

QUESTION PERIOD

There were no questions.

MEDIA QUESTION PERIOD

During the media question period, a representative inquired whether the district's goal was to achieve carbon neutrality across all its schools. S. Hopkins replied that carbon neutrality is an ongoing initiative for the board. The district is striving to achieve this goal by balancing infrastructure improvements, taking into account the aging infrastructure of its schools. Hopkins further explained that the ministry offers financial support for these improvements based on the submissions made through capital planning.

ADJOURNMENT

MOVED: D. LAWSON

THAT the Regular Board Meeting be adjourned at 5:12 p.m.

STATUS: CARRIED

J. Miller
Chairperson

S. Hopkins
Secretary-Treasurer

SH/er



British Columbia
School Trustees
Association

April 25, 2024

Janice Caton

President

Vancouver Island School Trustees' Association
Comox Valley Schools
607 Cumberland Road
Courtenay, B.C. V9N 7G5

Dear Janice Caton,

Subject: Student Voice

Thank you for your recent letter following up on motion A20226 from our 2022 annual general meeting. Finding ways to incorporate student voices in the association's work remains an important and constant topic of consideration by the board of directors. I appreciate your letter, which created this opportunity to update you on our work.

We share Trustee and BCSTA Knowledge Keeper Joe Thorne's thoughts that students sharing their views on public education is vital, and based on direction from the board, BCSTA has regularly featured student panels at our gatherings, which members have very positively received. Director of Education Services Gordon Li has worked diligently to ensure that students' voices are included at these times, and he continues to build on that momentum under the board's direction. For example, in 2022 and 2023, "Beyond the Gap" panels were held at our Trustee Academy and AGM, highlighting subjects such as resilience, celebrating Indigenous voices, youth leading reconciliation efforts, diversity and more. Students taking part represented a wide variety of backgrounds, and their perspectives were incredibly valued.

AGM 2024 also included such a session based on "Truths from Zoomers." This student panel featured students from Britannia Secondary, who represented the Musqueam, Squamish, Tsleil-Waututh nations and other urban Indigenous youth. We are thrilled to have had these students on hand to share their experiences directly with trustees from across B.C. Plans are also underway to build a future Trustee Academy focused on student voice.



British Columbia
School Trustees
Association

I hope you and your branch are as enthused as we are about this important work. While I noted your request for information regarding the working group, the amended motion removed the call for the association to create a Student Voice Working Group. Nonetheless, we strongly support this work and will continue to uplift students and find opportunities for them to share their voices with our members.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Broady". The signature is written in a cursive, flowing style.

Carolyn Broady

President

British Columbia School Trustees Association

Motion: A20226

CC: BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors



April 30, 2024

The Honourable Rachna Singh
Minister of Education and Child Care
PO Box 9045 Stn Prov Government
Victoria, BC V8W 9E2

The Honourable Katrine Conroy
Minister of Finance
Room 153 Parliament Building
Victoria, BC V8V 1X4

Dear Ministers Singh and Conroy:

I am writing on behalf of the Board of Education of School District No. 79 (Cowichan Valley) to express our growing concern with the funding model, and in particular within the context of a School District with modest enrolment growth.

The funding formula is very heavily weighted to the per-pupil factor. When enrolments are static or growing slowly, the year-over-year increases in funding are insufficient to address the rising costs associated with inflation.

It is appreciated that the Province funds the costs associated with negotiated wage settlements. Ninety percent of our School District's budget is expended on wages and benefits. The wage settlement funding does not, however, cover any of the inflationary costs associated with increased employee benefit rates such as health and dental premiums. In our School District these costs increased by close to twenty percent between 2023/2024 and 2024/2025.

The remaining ten percent of our budget is for services and supplies. These include: fuel for the school buses, materials and supplies to maintain and clean our schools, resources used in schools, and utilities. The Provincial inflation rate over the last two years has exceeded 10% (7% + 3%). Not funding these increases has meant that the Board has had to make difficult decisions regarding services and programs for students.

When a School District is in declining enrolment the funding formula may provide an allocation for funding protection to protect that School District from having to make quick adjustments to services and programs. When a School District is growing quickly the funding formula provides for new funding that can be directed towards the new students and inflationary costs. When a

school district is in static or slow enrolment there are little additional funds that support inflationary costs.

The need for an inflationary adjustment or change in the funding formula has become very apparent in this time of high inflation. As our Board projects our budgets forward for the next two years it clear that if inflation is not addressed significant reductions to services and programs will be necessary.

I urge you to consider these challenges and find ways to support School Districts in our position of modest growth/flat lining enrolment projections.

Thank you for your consideration.

A handwritten signature in black ink, appearing to read 'Cathy Schmidt', with a long horizontal flourish extending to the right.

Cathy Schmidt
Board Chair, Cowichan Valley School District

cc: Deputy Minister of Education and Child Care, Christina Zacharuk
Deputy Minister of Finance, Heather Wood
BCSTA
MLA Sonia Furstenau, Cowichan Valley
MLA Doug Routley, Nanaimo-North Cowichan
Board of Education, School District 45 (West Vancouver Schools)
Board of Education, School District 5 (Southeast Kootenay)
Board of Education, School District 22 (Vernon)
Board of Education, School District 48 (Sea to Sky)
Board of Education, School District 60 (Peace River North)
Board of Education, School District 67 (Okanagan-Skaha)
Board of Education, School District 72 (Campbell River)



SCHOOL DISTRICT 78

FRASER - CASCADE

EVERYONE PULLING TOGETHER

April 10, 2024

Honourable Rachna Singh
Minister of Education & Child Care
Via email: Ecc.Minister@gov.bc.ca

Re: Wage Settlement Funding

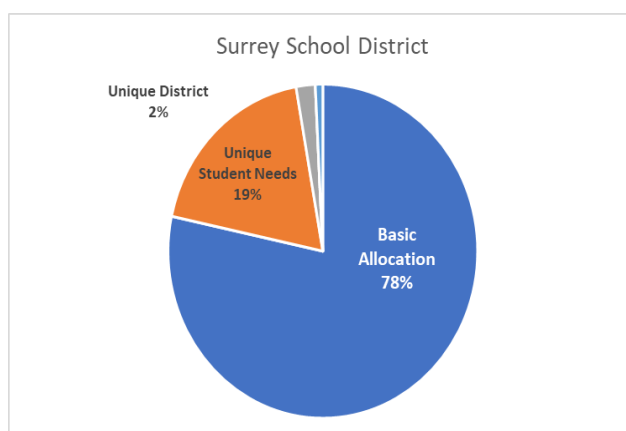
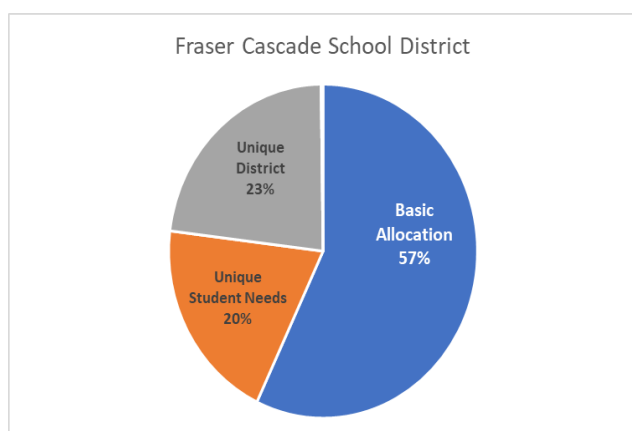
Honourable Minister:

The Board of Education for School District #78 (Fraser-Cascade) would like to raise a concern with how the Wage Settlement Funding for 2024/25 has been applied to school district funding.

As you are aware, there are three main components to the School District funding:

- Basic Allocation
- Unique Student Needs
- Unique District Needs

The first two components are mainly calculated on a per student basis. The third item is mainly calculated on individual district geographic characteristics. The geographic components are particularly important to small rural districts. They assist with things like bussing costs, and the cost of running small rural secondary schools. As such, they provide a significant proportion of the funding for them. For example:



As you can see, the impact of how the wage settlement funding is applied to the Unique District components has a disproportionate impact on a small rural district like Fraser-Cascade. For example, for 2024/25, increases to cover wage settlement costs were applied as follows:

- Basic Allocation 3.4%
- Unique Student 3.4%
- Unique District 1.4%

What this means for the two districts above is that Surrey School District receives a 3.4% increase on 98% of its funding, while Fraser-Cascade School District receives 3.4% on 77% of its funding and 1.4% on the remaining 23%. For 2024/25, this results in a shortfall of over \$100,000 for our district. This amount would have been more than double that in the current 2023/24 year. Also, these amounts are cumulative year to year.

For small, remote districts, this means that the funding that is used for things like supporting smaller class sizes in remote schools, and paying bus drivers, is eroded each year as wage increases are not supported.

We would ask the Ministry to review how it applies wage settlement funding to the different components of the school district funding.

Sincerely,

A handwritten signature in blue ink that reads "L. L. Kerr".

Linda Kerr
Board Chair

CC: MLA Jackie Tegart, Fraser-Nicola
MLA Kelli Paddon, Chilliwack-Kent
All Boards of Education through BC School Trustees Association

May 3, 2024

The Honourable Minister Rachna Singh
Minister of Education & Childcare
PO Box 9179
Stn Prov Gov't
Victoria, BC V8W 9H8

Dear Minister Singh,

We are writing to convey our concerns regarding the inequity and negative impacts of the current funding model for medium sized school districts with lower enrolment growth.

The funding formula in BC is disproportionately leveraged to enrolment change with the vast majority of funding being determined through per pupil funding allocations. Each year, funding rates are adjusted by an amount that does not fully reflect inflation, and historically has only reflected salary inflation. This means school districts are dependent on continual enrolment growth so that "net funding" from enrolment growth can be allocated to fund all other inflationary costs.

In a district where enrolment is stable or only growing slowly, program budgets cannot keep pace with inflation and a balanced budget can only be maintained longer term through continual reductions to programs. This is particularly challenging for medium sized school districts with stable enrolment or low enrolment growth, which do not benefit from either the scale of a larger district or the greater supplemental funding provided to smaller districts and districts with declining enrolment.

The Province's Independent Funding Model Review Panel acknowledged on page 53 of its 2018 report that *"the current model does not consider potential economies of scale in those districts where enrolment is increasing and larger numbers of students attract significant amounts of funding"*. The recommendations relating to this observation and other observations impacting funding equity have not yet been implemented. In addition to the specific concerns raised in this letter, we acknowledge that other school districts are also being impacted in other ways due to other inequities in the funding model. In recent years, these inequities in the funding model have been compounded by greater than historical inflationary cost pressure.

We urgently request that these issues with the funding model be addressed for the 2024-25 school year, so that all school districts are able to maintain existing programs and implement strategies necessary to support student achievement in their respective communities.

Sincerely,



Tim Dunford
Board Chair
SD63 Saanich



Helen Gilbert
Board Chair
SD60 Peace River North



Cathy Schmidt
Board Chair
SD79 Cowichan Valley



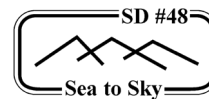
Mark Olsen
Board Chair
SD22 (Vernon)



Carolyn Broady
Board Chair
SD45 (West Vancouver)



Rebecca Barley
Board Chair
SD48 (Sea to Sky)



James Palanio
Board Chair
SD67 Okanagan Skaha



/klg

cc: The Honourable Katrine Conroy, Minister of Finance

April 17, 2024

The Honourable Rachna Singh, M.L.A.
Minister of Education and Child Care
Government of British Columbia
PO Box 9045 Stn Prov Govt
Victoria, B.C. V8W 9E2
Sent by email: educ.minister@gov.bc.ca

Re: Enrolment funding schedule

Dear Minister Singh,

I hope this letter finds you well. On behalf of the Board of Education for School District No. 44 (North Vancouver), I am writing to request the Ministry of Education and Child Care provide additional funding to cover the growing costs associated with rising enrolment that happens throughout the school year. As a result of increasing federal immigration, cross-provincial migration and urban development, our school population is rising at an unprecedented rate, resulting in the need for costly interim measures such as portables, supports for English Language Learners (ELL) and students with disabilities, and additional staffing.

At present, these expenses are ineligible for provincial funding. Transferring students and temporary resident registrations (TRRs) only receive provincial funding if they are registered prior to the September 30th deadline. Due to limited capacity in our schools, the arrival of these students has necessitated purchasing portables and hiring of new staff during the school year. The costs incurred by unfunded learners and rapid population growth are born solely by our school district. This represents funding that might otherwise have supported local initiatives, programs, and school resources.

This year, North Vancouver School District (NVSD) has experienced an unprecedented number of new student enrolments after September 30. Even prior to September 30, NVSD's confirmed student enrolment was 279 FTE higher than estimated in February 2023. To date, our school district has seen an additional 256 new student registrations since the end of September, which represents an increase of 33 per cent over last year. Many of these students arrive with complex learning needs; the number of Inclusive Education levels 1,2 and 3 students and English Language Learners have all increased.

As you are aware, the majority of school district funding is directed towards staff compensation, leaving only a small discretionary budget to be directed at supplementary programs and services. In order for school boards to have a meaningful say in the direction of their constituencies, it is paramount that this modest sum be focused on local priorities. This allows the values and concerns of each community to be embodied in their annual budgets. The present pace of enrolment growth, without accompanying

funding, has had a direct impact on this process and risks leaving boards and their communities with less self-determination.

In light of these concerns, we urge the Ministry to provide additional funding for midyear enrolments, as well as targeted fiscal support aimed at enrolment pressures, including portable costs and the additional ELL program expenses. We kindly thank you for your attention to this matter and commitment to quality education in the province. We know that your support in addressing this matter would have a profound impact on the students in our district.

Sincerely,

A handwritten signature in black ink that reads "Linda Munro".

Linda Munro
Board Chair
Board of Education
North Vancouver School District



April 30, 2024

Mr. Corey Gordon

Via Schol District Email

Dear Mr. Gordon,

On behalf of the Board of the qathet School District, I would like to extend our gratitude for your recent presentation regarding the Guided Indigenized Journey to Excellence (GIJE) Program. Your comprehensive overview provided invaluable insight into the program's objectives, achievements, and areas for growth.

We were particularly impressed by the program's innovative approach to education, which honours Indigenous knowledge and experiential learning, identity-based education, and community engagement. Your dedication to providing students with practical skills, alongside academic credits and practical licenses, aligns perfectly with our vision of empowering students for success. We are deeply appreciative of the meaningful partnership with the Tla'amin Nation, which has undoubtedly contributed to the success of the program.

Furthermore, we were inspired by the program's success in increasing student attendance rates and fostering a sense of pride and accomplishment among participants. Your emphasis on qualitative reporting and holistic assessment strategies reflects a commitment to measuring success beyond traditional metrics, which is essential for ensuring the well-being and growth of our students.

Once again, thank you for your presentation and for your ongoing dedication to the success of the GIJE Program. Your passion and hard work are evident in every aspect of the program, and we are proud to support you in your efforts to provide our students with the best possible educational experiences.

Yours truly,

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

Jaclyn Miller
Chairperson
Board of Education
qathet School District

CC: Jessica Johnson, District Principal of Indigenous Education

JM/er



April 30, 2024

qathet Community Justice (qCJ)
Siobhan Brown
Chelsea Friesen
Abi Welp-Ellis
Panagiota Rounis

Via Email

Dear Siobhan, Chelsea, Abi and Panagiota,

On behalf of the Board of the qathet School District, I wish to express our heartfelt appreciation for your recent presentation to the board on the qathet Community Justice (qCJ) Youth Restorative Action program. Your dedication to fostering restorative justice practices is commendable.

Your presentation illuminated the vital role of the qCJ Youth Restorative Action Program, especially its integration within the school district. Furthermore, we are grateful for the connections you made between the strategic directions of our board and those of the Youth Restorative Action program. The alignment between our organizational goals and the restorative approaches advocated by the qCJ Youth Restorative Action Program is promising. Your commitment to embedding restorative approaches and improved communications, building empathy and compassion, within our student community is truly appreciated.

We extend a heartfelt thank you to the students who volunteer in the program. Abi and Panagiota, your dedication, alongside that of your fellow youth case workers, exemplifies the spirit of service and community engagement. Your efforts not only foster open communication and trust-building but also serve as a shining example for your fellow students.

Once again, thank you for the invaluable contributions made by your team and for your ongoing support of students in our district.

Yours truly,

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

Jaclyn Miller
Chairperson
Board of Education
qathet School District

JM/er

BRITISH COLUMBIA EVERGREEN CERTIFICATE

Background

The District is required by the Ministry of Education and Child Care to develop and make available to parents an Administrative Procedure setting out the requirements a student must meet for the District to recommend the British Columbia School Completion (“Evergreen”) Certificate. The School Completion (“Evergreen”) Certificate is intended to celebrate success in learning that is not recognized in a Certificate of Graduation (Dogwood Diploma).

A student enrolled in an educational program other than the graduation program will be eligible for a School Completion (“Evergreen”) Certificate. When a student with disabilities or diverse abilities and an Individual Education Plan (IEP) has met the requirements of the School Completion (“Evergreen”) Learning Plan, the District will recommend to the Ministry of Education and Child Care that they receive this certificate.

Definitions

The School Completion (“Evergreen”) Certificate is a document awarded by the Ministry of Education and Child Care to students with disabilities or diverse abilities and an Individual Education Plan (IEP), who have met the goals of their education program, **other than graduation**.

School Completion (“Evergreen”) Learning Plan is a locally developed document designed to record the completion of individualized education program goals and demonstrate the experiences, achievements, qualifications, and skills of a student.

Procedures

1. Principals of schools with grade 10, 11 or 12 students are responsible for making this Administrative Procedure available to parents.
 - 1.1 The Principal will ensure that students and their parents clearly understand that the School Completion (“Evergreen”) Certificate represents the completion of personal learning goals but does not represent graduation.
2. As referenced in the First Nations Education Agreement (TEA), Principals and the Nation will ensure First Nations students and their parents are provided with information about the immediate and long-term implications of a Certificate of Graduation (Dogwood Diploma), as compared with a School Leaving (“Evergreen”) Certificate to support informed decision-making by those First Nations students and their parents.

- 2.1 Prior to diversion of a 1a?amin student to a Student Leaving (“Evergreen”) Certificate path, a psychoeducational assessment must be completed, with the parents’ informed consent, and must identify the 1a?amin student as having an intellectual disability.
3. A student enrolled in an educational program other than the graduation program will be provided with a School Completion (“Evergreen”) Learning Plan in which to document the completion of requirements.
 - 3.1 The Principal, in consultation with teachers, is to ensure that a student in an educational program other than the graduation program has met the School Completion (“Evergreen”) Learning Plan requirements.
4. When a student has met the requirements of the School Completion (“Evergreen”) Learning Plan, the District will recommend to the Ministry of Education and Child Care that they receive this certificate.
5. A student with disabilities or diverse abilities will be judged to have met the requirements of their School Completion (“Evergreen”) Learning Plan if:
 - 5.1 The student has an Individual Education Plan (IEP) and is enrolled in an educational program not designed to meet the graduation program requirements.
 - 5.2 The student meets the individual learning goals contained in the IEP, or, where not all learning outcomes of the student’s educational program are included in the IEP, the student has successfully completed the educational program provided.
6. In addition to receiving an Evergreen Certificate, students on an Evergreen path are also entitled to a Ministry transcript of successfully completed Grades 10-12 courses, both for-credit and non-credit, including Ministry-authorized, Board/Authority Authorized (BAA), and Locally Developed (LD) courses (e.g. IEP courses).
7. Principals are responsible for sending to the Ministry of Education and Child Care their students’ demographic data, including the educational program completion dates.
8. Principals will distribute School Evergreen Certificates to students when the certificates are received from the Ministry of Education and Child Care.

Reference: Sections 20, 22, 65, 85, 177 *School Act*
Ministerial Order 164/96 Student Credentials Order
Human Rights Code
Workers’ Compensation Act
Occupational Health and Safety Regulation
Canadian Human Rights Act
1a?amin Education Agreement

Adopted: May 18, 2022
Revised: May 15, 2024

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

SUSPENSIONS (BY INCIDENT)	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	YEAR TO DATE
10 days or less (non-violent)	2	1	1	3	2	6	5	1			21
10 days or less (violent)		2	1		3	3	1	2			12
11-20 days (non-violent)					1						1
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)					1						1
Indefinite (first drug offence)											0
Less than 20 days (first drug/alcohol offence)		2	2		1	4	1	2			12
Less than 20 days (second + drug/alcohol offence)							1				1
20 + days (first drug offence)											0
20 + days (second + drug offence)											0
Indefinite (second + drug/alcohol offence)											0
In-school suspension											0
TOTAL SUSPENSIONS	2	5	4	3	8	13	8	5	0	0	48
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)*



2024/2025 Annual Facility Grant (AFG) Estimated Project Funding Allocation

Project Name	Project Type	Facility	Budget
Admin Building Mechanical Upgrade	Building	Admin Building	\$ 75,000.00
HVAC Cleaning/Upgrade	Building	Brooks	\$ 120,000.00
Hockey Court/Basketball Court (Phased)	Grounds	Brooks	\$ 50,000.00
Picnic Tables/Benches	Grounds	Brooks	\$ 6,000.00
Irrigation upgrades/garden curb and chips	Grounds	Edgehill	\$ 20,000.00
Stage Lighting and A/V Upgrade	Building	Edgehill	\$ 12,000.00
Added Bench Seating	Grounds	Edgehill	\$ 3,000.00
Henderson Electrical Upgrade	Building	Henderson	\$ 50,000.00
Drainage by outdoor stairs	Grounds	Henderson	\$ 20,000.00
Added Bench Seating	Grounds	Henderson	\$ 3,000.00
Outdoor Classroom Gazebo	Grounds	James Thomson	\$ 25,000.00
Annex Building Snow Guards	Building	James Thomson	\$ 7,000.00
Stage Lighting and A/V Upgrade	Building	James Thomson	\$ 12,000.00
Fire Alarm System Replacement	Building	Kelly Creek	\$ 67,500.00
Kelly Creek Pod/Gym Washrooms	Building	Kelly Creek	\$ 90,000.00
Covered Area Post Upgrade/Retrofit	Building	Kelly Creek	\$ 5,000.00
Concrete landing removal and curb install/Pathway	Building	Kelly Creek	\$ 30,000.00
New composite benches in front	Grounds	Kelly Creek	\$ 4,000.00
Rear Gym Entrance Retaining Wall	Grounds	Kelly Creek	\$ 3,000.00
Stair Railings at Front	Grounds	Oceanview	\$ 5,000.00
East-side exterior/windows upgrade	Building	Operations Building	\$ 50,000.00
Car Charging Station	Building	Texada	\$ 7,500.00
Flooring Upgrades (2 classrooms) - Library/Classroom	Building	Texada	\$ 50,000.00
Playground Repair/Improvements	Grounds	Various	\$ 25,000.00
Parking Lot Line Painting	Building	Various	\$ 25,389.00
Shaded Covering in Early Learning Area	Grounds	Westview	\$ 10,000.00
AFG Project Total			\$ 775,389.00

REPORT TO TRUSTEES
FOR THE PERIOD ENDING: April 30, 2024

	<u>EXPENDITURES</u>	<u>COMMITMENTS</u>	<u>TOTAL</u>	<u>BUDGET</u>	<u>BALANCE</u>	<u>AVAIL %</u>
INSTRUCTION						
100 Salaries	21,660,937	0	21,660,937	26,736,501	5,075,564	19
200 Employee Benefits And Allowances	4,889,176	0	4,889,176	5,973,340	1,084,164	18
300 Services Purchased	2,951,745	2,288	2,954,033	3,399,700	445,667	13
500 Supplies And Materials	1,680,541	6,105	1,686,646	2,372,876	686,230	29
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Total For INSTRUCTION	31,182,399	8,393	31,190,792	38,482,417	7,291,625	19
DISTRICT ADMINISTRATION						
100 Salaries	1,155,849	0	1,155,849	1,437,924	282,075	20
200 Employee Benefits And Allowances	223,413	0	223,413	307,334	83,921	27
300 Services Purchased	347,459	0	347,459	427,550	80,091	19
500 Supplies And Materials	39,712	0	39,712	45,959	6,247	14
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Total For DISTRICT ADMINISTRATION	1,766,433	0	1,766,433	2,218,767	452,334	20
OPERATIONS AND MAINTENANCE						
100 Salaries	1,330,081	0	1,330,081	1,852,576	522,495	28
200 Employee Benefits And Allowances	276,421	0	276,421	403,341	126,920	31
300 Services Purchased	782,744	0	782,744	1,014,254	231,510	23
500 Supplies And Materials	887,063	0	887,063	1,163,802	276,739	24
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Total For OPERATIONS AND MAINTENANCE	3,276,309	0	3,276,309	4,433,973	1,157,664	26
TRANSPORTATION & HOUSING						
100 Salaries	573,858	0	573,858	659,709	85,851	13
200 Employee Benefits And Allowances	132,619	0	132,619	148,172	15,553	10
300 Services Purchased	101,538	0	101,538	109,500	7,962	7
500 Supplies And Materials	335,565	0	335,565	362,500	26,935	7
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Total For TRANSPORTATION & HOUSING	1,143,580	0	1,143,580	1,279,881	136,301	11
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Grand Total	37,368,721	8,393	37,377,114	46,415,038	9,037,924	19



COMMITTEE OF THE WHOLE

12:00 pm, Wednesday, May 8, 2024
School Board Office

NOTES

Present: Jaclyn Miller, Dale Lawson, Maureen Mason

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

Regrets: Rob Hill, Kirsten Van't Schip

The meeting was called to order at 12:02 p.m. by Chairperson Miller.

PRESENTATIONS: District Music - P. Cummings

P. Cummings provided an update on the district's music programs. The Townsite Jazz Festival was a big success, with student participating from Victoria, Surrey and qathet School District. Students performed for each other and for elementary students, in addition to opening for professional acts during the festival. Brooks students have been invited to perform at the upcoming Gibsons Jazz Festival at no expense to the district.

A total of 51 students travelled to Cuba to perform and workshop with Cuban students. The trip was a great success. The Brooks chamber choir has been invited to participate in the BC Teen Choir and the junior jazz band has been invited to participate in Music Fest Canada.

The district's music teachers meet quarterly to organize events and discuss future plans, including trips, concerts, and budgeting for equipment maintenance. Highlights include a band trip to Davis Bay for district music students in grades 6-7. The district hosted a mass choir at Powell River Music Fest that involved students from all district schools, including Texada Elementary.

The PRISMA for Kids concert was moved to Westview and a free evening concert has been scheduled for June. The elementary and intermediate music programs are thriving, with increased participation in bands and choirs, successful productions like Matilda Junior, and popular "Ultimate Rock and Roll Experience".

Paul Cummings received thanks for his hard work in organizing and planning the music events.

Ayajuthem Immersion Program – J. Johnson & S. Call (Director of Education, Tla’amin Nation)

J. Johnson and S. Call provided an update on the Ayajuthem immersion program, qaymix^wqenəmšt, which is being piloted in partnership with the Tla’amin Nation. The program is being offered to a cohort of 20 Kindergarten and Grade 1 students and will expand to include students in Grade 2 in 2024-2025.

S. Call reported that there is tremendous support from the Tla’amin community for the language revitalization program as only there are only two fluent speakers of the language. Students in the program travel from James Thomson to the Tla’amin Nation for the language component of the program and the transition has presented challenges for some young students in the program. As a result, this has presented a barrier for some students who have opted to return to the regular educational stream. The shift in learning environments has also presented some challenges to staff and a recommendation to move the program to James Thomson Elementary in its entirety was suggested.

There is significant interest in the program, which will be offered to K-2 for the upcoming school year. aims to consult with the community to shape the future of this language revitalization effort. The director of education emphasized community involvement in crafting the program's vision. Staff capacity and language fluency were identified as areas to address as the language revitalization program grows.

1. **APPROVAL OF AGENDA**

MOVED: M. MASON

SECONDED: D. LAWSON

THAT the Committee of the Whole Meeting Agenda of May 8, 2024, be adopted as circulated.

STATUS: CARRIED

2. **STANDING COMMITTEES**

2.a) Education & Strategic Planning Committee

2.a.i) N/A

2.b) Finance & Facilities Committee

2.b.i) 2024/2025 Budget Information – Draft

S. Hopkins shared a draft budget for discussion, highlighting that it reflects anticipated wage increases. The district foresees the necessity for additional teaching FTE to support students. Moreover, with the expected opening of new daycares on school premises, funding for support staff and custodians is also expected. The draft budget serves as a starting point and will be refined as the spring staffing process unfolds.

Trustees sought clarification on shifts in ministry funding. S. Hopkins clarified that some grants have been rolled into the ministry’s operating block which did not result in a reduction to overall funding. Funding to support food programs has been retained at current levels. The Student Family Affordability funding has already been received and unspent surplus will be used in the 2024-2025 school year.

J. Yule, K. Brach and A. Burt reviewed a document outlining resourcing required to support strategic planning goals. The resourcing plan is attached to these notes. It was noted that an asterisk indicated that the funding would be included in the core budget for the duration of the strategic plan.

The trustees engaged in a discussion regarding advocating to the ministry for increased funding to bolster reconciliation efforts, with a particular focus on language revitalization initiatives. Senior staff acknowledged that while the district does receive targeted funding to support Indigenous students, there remains a significant disparity, with the district currently allocating approximately \$250,000 more than it receives.

2.b.ii) Community Forest Grant – Final Report

S. Hopkins presented the final report on a project funded by a Community Forest Grant. The project focused on replacing a turf field and upgrading player benches, with funding aimed at enhancing community access to the field.

2.b.iii) Capital Planning Initiatives (oral)

S. Hopkins reported that the Edgehill expansion project has been approved and publicly announced on the day of the meeting. The expansion aims to replace 5 portables with 5 classrooms and a multipurpose room, with additional funding allocated for renovating 700 square feet of the existing building. Demolition of the portables is scheduled to follow the construction.

J. Formosa provided an overview of anticipated annual facility grant (AFG) usage, highlighting a more extensive consultation process with schools compared to previous years. A draft plan has been developed, with a focus on sustainability and climate considerations. A significant portion of the funding is allocated to enhancing the Edgehill expansion project. Additionally, funds will be allocated to engage an energy consultant to support an application for zero-emission transit opportunities, particularly targeting CO2 emissions from school buses, which account for 70% of the district's carbon emissions. The annual facility grant amounts to approximately \$700,000.

2.c) Policy Committee

2.c.i) Administrative Procedure 363 – British Columbia Evergreen Certificate

A. Burt spoke to the updated administrative procedure, noting that the majority of changes were made to align with current language and to provide additional clarity. Trustees proposed additional revisions, particularly suggesting the inclusion of the term "Evergreen" in the definition of the School Completion Certificate, along with incorporating language from the Tla'amin Education Agreement relevant to the School Completion Certificate.

Further revisions to the administrative policy will be shared at the Regular meeting in May.

3. **COMMITTEE REPORTS**

- 3.a) Environmental Stewardship and Sustainability in SD47 Schools – Survey Data
- 3.b) Environmental Stewardship and Sustainability Plan (Draft)
- 3.c) Environmental Stewardship and Sustainability Committee Resourcing Recommendations

Trustees reviewed survey data and the draft plan, noting challenges in understanding how the data informed the plan.

J. Yule reported on resourcing recommendations from the committee, highlighting:

- Funding for school-based Eco-teams (\$3,500) - \$500 per school to support team initiatives.
- District subscription to Eco-schools (\$1,500).
- Environmental Restoration Fund – to be resourced using proceeds from the Banff Film Festival.
- Sustainable Initiatives Fund (\$10,000) – Schools to apply for funding, with parameters to be developed.

J. Yule indicated that other items under consideration at the committee level require further discussion with stakeholders.

Trustees acknowledged DPAC's request for involvement in the sustainability plan.

They also noted that some items listed in the plan have already been achieved, particularly the transition to MERV 13 filters. A request was made to remove accomplished items from the plan.

- 3.d) BCPSEA Representative Appointment (discussion)

The board recently discovered that J. Miller is unable to serve as the appointed BCPSEA Trustee Representative due to her membership with BCGEU. The position will remain vacant until a trustee who is not in conflict is nominated and accepts the role. In the meantime, J. Yule will continue to advise the board on matters arising through BCPSEA.

4. **OTHER INFORMATION**

- 4.a) BCSTA Annual General Meeting Lead Strong Report (oral)

The board briefly discussed the AGM.

- 4.b) Upcoming Events:

- 4.b.i) May Day – May 17, 2024

At the time of the meeting, no trustees are able to attend.

- 4.b.ii) Track & Field – May 31, 2024

- 4.b.iii) Retirement Dinner – TBD (June 12, 2024)

Trustees confirmed June 12, 2024 for the retirement dinner.

- 4.b.iv) CSBA Annual General Meeting, National Trustee Gathering on Indigenous Education & CSBA Congress – July 6-8, 2024

K. Van't Schipp has expressed an interest in attending the conference via email.

- 4.c) Board Work Plan – For Information
A report back on the National School Board Association AGM will be scheduled for an upcoming meeting.

ADJOURNMENT

MOVED: D. LAWSON

THAT the meeting be adjourned at 2:48 p.m.

STATUS: CARRIED

SH/er

Attachments.

Activity	Budget Item	Rationale
Sexual Health Educator	1.0 FTE*	To build programming and teacher capacity in sexual health education.
Teams Class/Group Sites Support	0.25 FTE* \$10,000*	To support educators with implementation of Microsoft Teams group and class sites
ADST Innovator	0.7 FTE (exempt staff)	To build programming and teacher capacity for ADST curriculum.
Career Pathways/Early Learning Clerical	35 hours/week*	To support Ministry, Skilled Trades BC, and local documentation, reporting, and reviews for Career Pathways and Early Learning.
Intervention/Coordination (K-7)	8.0 FTE	To build programming and teacher capacity and improve the outcomes of students in literacy and numeracy.
Outdoor Education Coordinator (K-12)	0.5 FTE*	To build programming and teacher capacity for how to place students in local heritage, cultures, landscapes, opportunities, and experiences to enable student agency, boost access and opportunity, prioritize deeper learning, and personalize learning.
Sustainability Coordinator (K-12)	0.5 FTE	To provide leadership in sustainable practices and energy conservation. Promoting sustainability initiatives, reducing greenhouse gas emissions, and implementing climate change adaptation strategies, the coordinator will be responsible for incorporating sustainable strategies and practices and creating awareness and training programs for all staff and students.
Elementary Behavior/SEL Support Teacher	1.0 FTE	To support classroom teachers with managing challenging student behaviors and to build teacher capacity.
Elementary Behaviour/SEL Support EA	60 hours	To support classroom teachers with managing challenging student behaviors and to build teacher capacity.
Teacher for the Deaf and Hard of Hearing	0.6 FTE	To support school teams and students who have experienced hearing loss.
Family School Liaison Worker	2.0 FTE	To improve connections and school engagement for youth who are disengaged. Connecting youth to community supports and services.
Speech Language Pathologist	1.0 FTE	With the retirement of the SLP assistant and increased need at every school, more SLP time is required to meet the increased demand.
District Elementary Musical Theatre Teacher	0.20 FTE	To provide an after school musical theatre opportunity for elementary students.
UDL Learning Series (Novak Education)	\$20,000*	To improve the outcomes of students by designing curriculum instruction that is universally designed and evidence-based.

Reporting Implementation	\$5,000*	Support for the implementation of the K-12 Student Reporting Framework. 2024 focus: goal setting and core competencies
K-7 Literacy Framework Implementation	\$5,000*	Support for the implementation of the K-7 Literacy Framework.
Mentorship Program	\$26,000	The induction of new teachers plays an important role in improving teaching and learning. Quality induction programs foster new teachers' self-confidence and competence, help them improve their teaching practice, and help them grow into and stay in the profession.
SOGI Project Initiative	\$10,000	Raise awareness of SOGI issues and develop district wide initiatives and supports.
Compassionate Systems Leadership Training	\$15 000*	Cultivating system-wide well-being through compassionate leadership. To support student well-being and resiliency, adults must have the tools and practices to support their own well-being. Compassionate systems leadership in education is an approach that inspires transformation and instructional best practices that lead to student success. Building on the strong foundation of leadership development that already exists, we need to engage new system awareness tools and embed compassion into the work.
School Requests		
POSARs	1.2 FTE*	
PIE/also support all of SD47's online courses	0.4 FTE Brightspace Implementation (Technical)* 0.1 FTE Subject Matter Expert* 0.1 FTE Learning Expert*	Brightspace is the Learning Management System that all POLS must use for online schools. Brightspace recommended all online schools using Brightspace to allocate FTE for certain positions. There have been numerous updates and challenges with Brightspace and full implementation has not occurred. These positions would be temporary to the end of 2024/2025.
Instructional Support	0.50 FTE Brooks*	To support collaboration and learning between teachers (setting standards-based goals and learning targets, co-planning with student evidence, co-teaching using effective instructional strategies)