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QUALICUM SCHOOL DISTRICT
EDUCATION COMMITTEE OF THE WHOLE

TUESDAY, JUNE 18, 2024
2:30 p.m.
VIA VIDEO CONFERENCING

Join on your computer, mobile app or room device

[Click here to join the meeting](#)

Meeting ID: 277 413 195 39

Passcode: 4DawuV

Facilitator: Julie Austin

Mandate:

To discuss and make recommendations to the Board on aspects of teaching, learning and educational equity. We will strive to have all students receive whatever they need to develop to their full academic and social potential and to thrive every day.

AGENDA

We would like to give thanks and acknowledge that the lands on which we work and learn are on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations People.

1. SCHOOLS AND/OR PROGRAMS

- a. Tech Project to Student Learning – Jill Brown
- b. Board Authority/Authorized (BAA) Proposal - Careers Department – Rudy

2. ENVIRONMENTAL STEWARDSHIP AND CLIMATE ACTION

- a. Zero Waste Report to the Regional District of Nanaimo – Rudy **p 1-3**

3. SOCIAL JUSTICE AND EQUITY

- a. Student Voice – update from meeting with students May 31st – Gill
- b. Student Representation at Board Meetings - Julie

4. SHARED LEARNING

- a. Learning Grants Update from June 17th
- b. Highlights from Grad Walk

5. INFORMATION

- a. Coffee with Trustees
Next one is scheduled for False Bay School in October
(date TBD to coordinate with ferry schedule as it does not run on Wednesdays in the Fall)

6. ITEM(S) FOR DISCUSSION TO MOVE TO THE BOARD MEETING

- a. Board/Authority Authorized (BAA) Course – Explore Careers 10

7. UPCOMING TOPICS

8. NEXT MEETING

Tuesday, September 17, 2024 at 2:30 p.m. via video conferencing

9. ADJOURNMENT



QUALICUM SCHOOL DISTRICT

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RDN Zero Waste Report

This year Qualicum School District had several school and district zero waste initiatives, including a student led Climate Symposium which the RDN attended and teacher professional development. Here is a summary of what happened:

École Oceanside Elementary

With the engagement, hard work and leadership of Mme Grainger's Grade 4/5 class and Mme Dodd's Grade 5/6 class, we took on several projects this year to improve our Zero-Waste program at the school.

Here are some of the highlights from this busy year:

- We started a new composting program, giving each classroom a new small compost bin for paper towels and organic waste.
- We purchased new larger green compost bins for all washrooms, thus further reducing our waste going to landfill. Our custodians have noticed a big difference! *We started recycling old writing tools, such as pens and markers.
- We did a school-wide challenge called the Trashbusters Challenge. Students completed over 200 Green Acts at school and at home to earn a school dance. Some of the Green Acts included collecting litter off the playground, keeping lights off, hiding class garbage bins, and so many more.
- Finally, we raised over \$400 from collecting, sorting, counting and recycling beverage containers, keeping over 4178 containers out of the landfill. This also allowed us to make a financial donation to two charitable organizations: BC Diabetes and the SPCA. Wow!

We want to give a special shout-out to our custodians Adam and Mahani who were so supportive with all of the changes we made this year. We could not have done so much without their support, flexibility and help.



District Teacher Professional Development:

Twelve educators that influence students from kindergarten to grade six participated in a learning series at Milner Gardens and Woodlands that focused on environmental stewardship and place-based learning.

Education and initiatives that have resulted from this grant are the following:

- Vermicomposting this is the next step with our “organic composting collection”
- Sustainable food gardens (seed saving) and alternatives to using plastics for plant propagation
- Microplastics in soil and our water systems and steps to decrease our dependence on plastics
- Exploring zero waste or reduced waste food packaging with “nude food” snacks
- Reimagining and reducing the environmental impact of some past practices such as switching from laminating resources to using water resistant paper (Rite in the Rain) or reusable plastic sleeves



BALLENAS ECO CLUB 2023-2024

The Eco Club did grade-wide lessons to start the year to establish proper expectations regarding composting and recycling. They participated in garbage collection and promoted school-wide sustainability in a variety of ways. Along with initiatives within the school, the Eco Club was able to participate in community events, including:

The Brant Children's Wildlife Festival at AES

We had students running a trivia and recycling sorting game along with a station where students could plant a seed at home.



“In between the Land and the Sea” - Cristina Mittermeier at Ballenas

We had the pleasure of hosting world renowned photographer and conservationist Cristina Mittermeier to speak in our auditorium.



Winchelsea Learning Centre:

Refillery Visit

We explored different alternatives to what we use at home and at school that create waste



Creating and using products that don't have one-use plastic packaging



Recycling and Composting on Trips



Trip sorting

We were able sort our garbage on trips and reduced our landfill impact by composting and recycling. Most areas that we visiting we had to pack out what we packed in. This allowed us to bring our garbage back home and use the zero waste program that we implemented last year. This saved at least 3 garbage bags full x 6 Trips = 18 Bags of Garbage

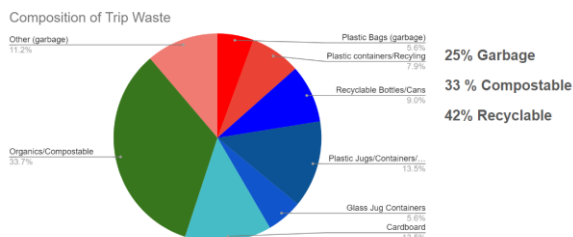


Sorting at School

- We have reduced our landfill garbage at school with sorting stations throughout the building.
- When we only had garbage in the hallway, much of the composting was getting contaminated and was not working
- We have refined what we started last year to ensure that all areas of the school has easy access to sorting areas.



Composition of Waste - Trips



Conclusions

- As consumers we can choose more sustainable options for food packaging but we also have to balance cost of items and practicality
- It is worth the time and effort to sort our waste if we have a system that is easy to use and pack out our waste when there are no sorting facilities
- We were unaware of where we could recycle much of our "other" category of waste. The local refillery has lots of options for reducing waste.
- We can continue to find ways to reduce our waste of resources
- There are communities that are doing a great job of measuring and reducing their waste. We can help our own communities by learning from others
- We need to do plastic bag recycling!!! There is so much plastic that doesn't need to go into the landfills



Global ROAMS - Zero Waste Project 2024

In Environmental Science 12, one of the big ideas is that "Living sustainably supports the well-being of self, community, and Earth." Global ROAMS students learned about the impacts of food waste and participated in a hands-on experiential field trip where they purchased, prepared, and cooked a meal for Global ROAMS and TREC students with as close to "zero waste" as they could, from packaging to leftovers, to see what was possible.

Currently, 1/3 of food is wasted globally, and food waste in landfills contributes to 8% of global Greenhouse gas emissions. In addition, the US Environmental Protection Agency states that food and food packaging materials make up almost half of all municipal solid waste. Through education and hands-on experiences, students engaging in these activities became more aware of the choices and impacts they can make toward a more sustainable future.

Global ROAMS students planned an entire day worth of food for 40 people on an overnight field trip to Mt Cain. A breakfast of omelettes, lunch spread of snacks and sandwiches, and a 3-course plant-based dinner was prepared and shared. Students learned about the challenges of food planning for a large group of people as well as the struggles of shopping for items that are not wrapped in plastic, sourcing food from local ~~refilleries~~, farms, and grocery stores. At the end of the day, the amount of waste that was produced was minimal, wrapped up in a ball smaller than a golf ball in size. The waste included rubber bands, metal twist ties, and fruit stickers. Food scraps were composted, providing feed for the chickens that gave us their eggs.

At the end of the trip, students reflected on the impact of the project – both for the meals directly as well as their perspectives for sustainable living and the impacts of our diet, food choices, and waste management. In addition to this trip, students also participated in making sustainable reusable packaging, garbage clean-ups, and they visited our local landfill. These field experiences supported what we were learning in the classroom by putting real-world examples and understanding of principles into practice.

Check out our video that summarizes the zero-waste project at Mt Cain:

https://drive.google.com/file/d/1573jgCUTHb0tYSTc8e3I_bWJELrjbvQD/view?usp=sharing

Kwalikum Secondary School:

The Mid-Island Youth Climate Symposium was a thought-provoking event for students, with the goal to educate about the effects of climate change and waste reduction. This educational gathering took place on April 24, 2024 at the Qualicum Beach Civic Centre. It featured engaging keynote speakers, interactive presentations – including RDN water management, and discussion groups. We hope this event will empower young people passionate about climate action and the impact of waste, to stay informed, stay active, and use their voice. Thanks for your support with the Zero Waste Grant. The KSS student council is excited to grow this event even larger and include more students next year.





Board/Authority Authorized Course: **Summer Explorer Your Career Options 10**

School District/Independent School Authority Name: Qualicum School District	School District/Independent School Authority Number (e.g., SD43, Authority #432): #69
Developed by: Martin Jedlik/ Careers Department	Date Developed: June 10, 2024
School Name: District Secondary Schools: Ballenas Secondary, Kwalikum Secondary, Parksville Alternate Secondary (PASS), and Collaborative Education Alternative Program (CEAP)	Director of Instruction Rudy Terpstra
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Explore Your Career Options	Grade Level of Course: 10
Number of Course Credits: 4 Course Credits	Number of Hours of Instruction: 120 hours

Board/Authority Prerequisite(s):

Completion of Grade 9 and able to meet Board Policy 508 Career Education Administrative Procedures related to Work Experience.

Special Training, Facilities or Equipment Required:

Classroom, projector and screen, high visibility safety vests, CSA approved Steel Toed footwear.

Course Synopsis:

This course is designed as a three-week career readiness program that takes place in the first few weeks of July. Students will receive training and can become certified in a variety of high value employment ready certifications. Students will take part in guided industry tours, Post-Secondary School visits, expert guest speakers and professionally designed and delivered employment readiness workshops. Students will receive instruction and hands on learning in employment readiness skills, resume and cover letter skills and interview preparedness skills. Additionally, students will spend two weeks (80 hours) in a non-paid, individually curated, and supervised work experience placement with an employer in an industry of interest to the students.

Certifications received during this course include Level 1 Occupational First Aid, WHMIS, Food Safe and Site Ready Certification. Post-Secondary visits will take place at Vancouver Island University and North Island College. Industry visits take place at local businesses and local mills. These locations can vary based upon employer availability.

Goals and Rationale:**i. Rationale:**

This program introduces students to various career options and certifications that will better prepare them for employment during or after secondary school. Students will also learn about the Qualicum School District Career Education opportunities offered to students during their tenure in the Secondary School years. Programs such as Work in Trades, Train in Trades and Dual Credit are all introduced in detail and the pathways to participation for students are explained in detail. This Explore Your Career Options (EYCO) program enables students to gain a broad understanding of how different industries function and contribute to the Oceanside economy. The EYCO program also places students in a meaningful work experience opportunity with local employers where students can gain valuable insight and experience in the industry that they have shown an interest in pursuing. Additionally, the certifications students receive are highly desirable in many industries and help students become employment ready upon completion of this program. Students will earn industry related certifications such as Food Safe, WHMIS, Occupational Level 1 First Aid and Site Ready Certification. Students will take part in workshops such as WorkSafe Rights and Responsibilities for Young Workers and participate in professionally facilitated activities through the local Parksville Career Centre. Workshops such as Personality Dimensions, Nailing the Interview Skills, Job Keeping skills and resume / cover letter building sessions.

This program starts the exploration journey of post-secondary opportunities and helps to chart the path to a meaningful graduation and that of becoming an Educated Citizen. Furthermore, this program reflects the three pillars of being an Educated Citizen and builds the foundation of Career Development: to prepare students to attain their career and occupational objectives, to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

ii. **Goals:**

- Develop an understanding of the economic and job-related landscape of the Oceanside area
- Develop basic knowledge of what is required to obtain and secure meaningful employment
- To understand the importance of and the opportunity to obtain desirable industry related certifications
- Develop a deeper understanding of a career of interest by participating in a Work Experience program
- Develop the skills to successfully create a resume and cover letter

Aboriginal Worldviews and Perspectives:i. **Declaration of First Peoples Principles of Learning:**

- Learning is reflective, experiential, and relational and involves learning from Career Education Professionals, and Work Experience Mentors throughout the course
- Learning involves recognizing the consequences of one's actions and what it means to be punctual for work and how that may affect the rest of the work team

ii. **Declaration of Aboriginal Worldviews and Perspectives:**

Experiential Learning from Aboriginal Worldviews and Perspectives in the Classroom Moving forward, as a foundation of the Summer Explore Your Career Options" program.

Implications for Educational Purpose:

- **"Look for ways to incorporate hands-on learning experiences for students into your practice"** – students will have their individual experience with a local employer in their chosen field, in a true "hands on "experience. Furthermore, students can utilize their skills and certifications they acquired in the first week of the program and apply their learning in their workplace.
- **"Embrace learner-centered practice and interact with students to ascertain their strengths and preferences when it comes to learning experiences."** – students have the opportunity to choose and explore possible career paths in their work experiences with local employers- student focused learning experience with the support of relevant skills, certifications and tools to be safe and successful in their journey.
- **"Emphasize possible practical applications (e.g., "real-life") when introducing abstract or theoretical concepts."** – students learn "on the job" with local professional employers in workplace atmosphere to gain skills and insight in their chosen. This "real life" experience enables students to link their education and pathway to their chosen career with the practical on the job experience- the role educator is to support the student in this process and learn alongside of them.
- **This program incorporates a key principle of the "First Peoples Principles Of Learning" – Learning holistic, reflective, experiential and relational(focused on connectedness on reciprocal relationship , and a sense of place."** – students are connected to the workforce and local

employers community by the learning and connections that will be established through their work experience opportunities, and essentially, students will build a sense of place in the community and workforce.

BIG IDEAS

Experiences outside of school expand our workplace skills and career-life options while providing opportunities for self-discovery

Personal awareness and pathway options are developed through an inquiry mindset.

Understanding and applying one's personal rights and responsibilities as a worker builds a safer work environment for all

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Connect and Wonder</p> <ul style="list-style-type: none"> Assess knowledge of self and identify personal areas of interest to explore options for work placement <p>Explore and Investigate</p> <ul style="list-style-type: none"> Identify transferrable skills specific to the work placement Access information and ideas on workplace safety prior to work placement to determine workplace safety risks Identify, demonstrate, and incorporate provincially legislated safety and site-specific work-site safety procedures while at the work placement <p>Experience and Develop</p> <ul style="list-style-type: none"> Demonstrate knowledge of cultural sensitivity, workplace ethics and etiquette Demonstrate progression of skills learned specific to the work placement <p>Reflect and Refine</p> <ul style="list-style-type: none"> Document work experience to demonstrate required hours Engage in ongoing reflection and documentation of work experience as it relates to current and future pathways 	<p><i>Students are expected to know the following:</i></p> <p>Workplace Safety</p> <ul style="list-style-type: none"> occupational health and safety rights and responsibilities, including trade-specific hazards, risk reduction, and the rights and procedures to refuse unsafe work potential hazards in their occupation/industry sector workplace incident and accident response procedures and protocols injury prevention awareness <p>Workplace Skills</p> <ul style="list-style-type: none"> job search and interview skills for work experience essential skills for a continually changing labour market responsibilities and expectations associated with participating in a work experience placement general and site-specific workplace expectations Enhance students' existing job-readiness skills or provide opportunities for the development of new skills. Assist students with career and education planning.

<p>Applied Technologies</p> <ul style="list-style-type: none">• Choose, adapt, and if necessary, learn more about appropriate tools and technologies to use for tasks• Evaluate impacts, including unintended negative consequences, of choices made about technology use <p>Applied Skills</p> <ul style="list-style-type: none">• Demonstrate and document an awareness of precautionary and emergency safety procedures• Develop competency and proficiency in skills at various levels involving manual dexterity and specialized area of focus• Identify the skills needed, individually or collaboratively, in relation to specific projects, and develop and refine them	<ul style="list-style-type: none">• Provide students with an opportunity to acquire workforce training certificates that will be recognized by employers.• Introduce students to a career or career sector, and the type of work involved in that career or career sector, through hands-on experience.• Enhance students' existing interest in trades, technology, or other career areas.
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Recommended Instructional Components:

Direct Instruction	Brainstorming
Indirect Instruction	Logbook and Note taking
Mentoring	Self-Assessment
Interactive Work Experiences	Peer-Assessment
Group Work	

- In class training and certifications with a balance of the course to be directed by the student's choice of work experience and placement
- Experiential learning through field experiences, local employers, Industry leaders
- Acknowledging and providing various learning opportunities to match the various learning styles in the program
- Support students to illuminate their strengths and build supports to overcome any possible challenges
- Access prior learning or experiences- students working with family or friends in chosen field/ experience in courses- i.e., High School shop, volunteer work

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Summer Explore Your Career Options- based on the **"Know-Do- Understand curricula model"**:

1. **Assessment- is fair, transparent, meaningful, and responsive to all learners-** in the work experience paperwork students will have an opportunity for reflection and feedback from their work experience employer
2. **Focuses on all three components of the curriculum model-knowing, doing, understanding-** will be incorporated in the field experiences, certifications and in the work experience opportunity.
3. **Involves students in their learning-** student guide and select their career pathway exploration and will be able to individualize their learning while participating in a cohort style model
4. **Provides ongoing descriptive feedback-** through experiential learning opportunities- certifications, field experiences, work placements- various feedback from the teacher, industry experts, certification trainers will be discussed in conjunction with the student to mark personal growth, overcoming any challenges and overall learning markers.

Learning Resources:

- Occupational Level 1 First Aid Manual
- Post-secondary information on facilities and programs
- WorkSafeBC guidelines rights, roles, and responsibilities
- FOODSAFE Manual
- WHMIS Manual
- Background information on local employers and their business models
- Personality Dimension workbook
- Resume building
- “Job Seeking and Job Keeping Skills” Manual