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QUALICUM SCHOOL DISTRICT

EDUCATION COMMITTEE OF THE WHOLE

TUESDAY, MAY 12, 2026

2:00 p.m.

VIA VIDEO CONFERENCING

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Meeting ID: 241 842 336 612 9

Passcode: SN3ek6Ai

Please Note: This meeting will be recorded

Facilitator: Trustee Elaine Young

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.

A. PRESENTATIONS (15 Minutes Each)

I. SCHOOL/STUDENTS

- i. Qualicum Beach Elementary School

II. PROGRAM(S)

- i. Indigenous Education – *As It Was Told To Me And As I Remember It*

B. EDUCATION UPDATES

- i. Director of Instruction/Associate Superintendent
 - a. Education Technology Plan - Rudy
 - b. Board/Authority Authorized Course – Care Economy Career Sampler Course 11 p 1-10
 - c. State of the Child and Youth Report- Gill

C. SHARED LEARNING INFORMATION

D. ITEM(S) TO RECOMMEND FOR APPROVAL TO THE BOARD MEETING

- i. 2026/2027 School Fees p 11-12
- ii. Board/Authority Authorized Course - Care Economy Career Sampler Course 11

E. UPCOMING TOPICS

- i. Education Highlights

F. NEXT MEETING

Tuesday, June 9 at 2:00 p.m. via videoconferencing

G. ADJOURNMENT



Board/Authority Authorized Course Framework Care Economy Career Sampler Course

School District/Independent School Authority Name: Qualicum School District	School District/Independent School Authority Number (e.g., SD43, Authority #432): Qualicum School District #69
Developed by: Ed Seidel, Greg Muirhead, Rudy Terpstra	Date Developed: February 2, 2026
School Name: Ballenas Secondary School	Principal's Name (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: Care Economy Career Sampler	Grade Level of Course: Eleven (11)
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

The Care Economy Career Sampler course offers curricular competencies and content which can be introduced through career specific modules. It features many jumping off points for inquiry activities, educating students on how to utilize critical thinking skills and analysis to solve scenarios. Students will learn what they need to **KNOW, DO** and **UNDERSTAND** to be successful pursuing careers in the Care Economy Sector.

This course is designed for face-to-face delivery in a classroom setting but also can be adapted to an online learning platform or a combination of in person and online in a hybrid delivery method. Curriculum will come alive, delivered with plenty of hands-on activities and community involvement, guaranteeing relevant experiential learning. Students will be able to reflect and assess their progress as they build curricular competencies and skills and learn through specific occupational modules attached to the course.

The Care Economy is the umbrella under which many other sectors reside. These economic sectors involve paid and unpaid caregiving, including childcare, elder care and long-term care, allied health, education, and emergency response occupations. They represent the fastest expanding economic sectors globally and feature “in-demand” careers.

Occupational Modules Explored in the Course:

- (1) Early Learning and Care/K-12 Educator
- (2) Life Skills Program Support/Education Assistant (both in school and community)
- (3) Emergency Response Careers (fire, paramedic, search, and rescue)
- (4) Health Care Assistant (elder care/support of vulnerable)
- (5) Allied Health Professions (practitioner, assistants, technicians)
- (6) Mental Health Support workers (counsellors, psychologists, social workers)

Goals and Rationale:

Career life development relies on the ongoing cycle of exploration, planning, reflecting, adapting, and personalizing one's education and life options. Students will actively learn this strategy along with the importance of well-being and self-care as a means of sustaining careers in the Care Economy sector.

For students who possess a desire to help and serve others, they will learn the importance of recognizing diverse world views and how that enables understanding and opens pathways to inclusivity and accessibility in communities.

The rationale behind the Career Sampler course is for students in the BC graduation program to gain a greater understanding of the breadth and depth of opportunities about "in demand" careers in the Care Economy. Career development is recognized as one of the 3 pillars of the educated citizen in British Columbia. There is room in the Care Economy sector to employ workers with a wide range of interests, skills, and expertise. Through this course, students will be able to explore, plan, apply, and reflect on the attributes, skills and awareness needed for a successful career in the Care Economy.

Students learn to define who they are by what they value. One value common to all occupations in this sector is "care for the vulnerable." Students will come to understand how their values impact choices and outcomes in all areas of their lives.

Recognizing and adopting a balanced approach to personal well-being requires ongoing self-management. This course offers students tools and resources to acquire skills and apply strategies that increase their ability to think and act independently. And it helps students build confidence and trust in their abilities to plan and achieve their career development goals.

Indigenous Worldviews and Perspectives:

- Student self-awareness, grounded in family origins, cultural background, place of origin, citizenship and other "identity markers," is encouraged. Self-expression and reflection will be recommended for students to be clear about their own thinking processes and transformations in their understanding.
- When referencing Indigenous content, learners will be given the chance to work with locally developed resources, data, and stories, including local knowledge keepers, wherever possible.
- Real-life connections, hands-on experiences, and practical applications of concepts build personalized strengths-based, learner-centered education.

Local Context:

- The concepts introduced in this course will align with the Qualicum School District Enhancement Agreement Goals, including a culture of care and respect, where all Indigenous learners feel a sense of belonging, learn about their culture, feel connected to local Indigenous communities and are well prepared for successful careers with the knowledge of post-secondary options, bursaries, scholarships, and funding. The course will have opportunities for learners to engage in and learn about local Indigenous content, culture, history and values through resources, guests, and activities that honor Aboriginal Worldviews and Perspectives.

BIG IDEAS

Career life development includes ongoing cycles of exploring, planning, reflecting, adapting, and personalizing one's education, experiences, and options.

Well-being and self-care support excellence, learning, and competence sustaining careers in the Care Economy sector.

Awareness of diverse world views enables understanding of complex communities and opens pathways to inclusivity and accessibility.

The desire to help and serve others is a value shared by all occupations in the Care Economy sector.

Focused exploration and real-life connections with campuses, worksites, and career programs lead to informed post-secondary choices.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Explore</p> <ul style="list-style-type: none"> Analyze internal and external factors that inform personal career-life choices for secondary and post-secondary planning, related to the Care Economy. Recognize personal world views and perspectives, consider their influence on values, actions, and preferred futures as they relate to roles in the Care Economy. Engage in research and empathetic observation to determine care or service opportunities and barriers. Recognize the need for trauma-informed practice and support strategies when working with clients with historical, intergenerational, or current trauma. Explore strategies for actively upholding healthy boundaries, mental health, and self-care. Explore essential skills for roles in the Care Economy: thinking skills, collaboration, communication, and personal and social competencies. Identify models used in the Care Economy to measure success when designing approaches and actions. Explore existing, new, and emerging tools and technologies in the Care Economy sector. <p>Plan</p> <ul style="list-style-type: none"> Plan multiple problem-solving strategies in real-life, applied, and conceptual situations. Use applied design methods to understand problem solving and how to develop services and products for accessibility in the Care Economy. 	<p><i>Students are expected to know the following:</i></p> <p>Human Growth and Development</p> <ul style="list-style-type: none"> Human stages of physical growth and development as a means of understanding the people being served. Human stages of brain development and social-emotional growth. <p>Family Dynamics and Interpersonal Relationships</p> <ul style="list-style-type: none"> Factors involved in interpersonal relationships, including roles, functions, and challenges. Specific ACEs (Adverse Childhood Experiences) or challenges can be triggers; recognize early signs of escalating behaviour and learn to use intervention strategies. Grief and loss support for families, at the workplace, and in the community. <p>Professional Communication Methods</p> <ul style="list-style-type: none"> The meaning of "professionalism." Conflict resolution strategies. Understand Codes of Ethics and Procedures, Policies & Regulations for each sector. Collaboration methods.

- Design **safety plans** for potentially unsafe situations that incorporate Trauma Informed Practice and WorkSafe Policies, including **return to work plans**.
- Create personal wellness plans to set **healthy boundaries**, understanding personal limits, and respecting those of others within the context of a career.
- Develop plans for **respectful and effective communication and** understanding of the population you are working with.

Apply

- Apply **First Peoples'** perspective and knowledge, ways of knowing, and local knowledge to sources of information.
- Visit post-secondary institutions (virtually or in person) to investigate a range of **learning opportunities** in the Care Economy.
- Practice communication skills such as **mirroring**, asking open questions, paying attention to body positioning/assertiveness and eye contact/respect.
- Practice precautionary, **safe**, and **supportive interpersonal strategies and communications**, both face-to-face and digital.
- When working collaboratively, **demonstrate professional ethics, confidentiality, and practice situational delicacy**.
- Apply understanding of **implicit bias** to the topics you chose to prioritize, research, and discuss.
- Use scientific methods and analysis to understand, share, and present information.

Reflect

- Observe who/what is missing or gets missed, then make room/**build capacity, diversity, inclusion**, and equity.
- Contemplate dual relationships, the potential or **felt dissonance** between your values and/or methods and those of another.
- Note signs of burnout, stressors, triggers in yourself and others to protect your **mental health**.
- Consider strategies for **managing stress**, taking note of benefits and limitations.
- Identify skills to support change and growth, including ongoing communication with self.
- Critically reflect on **cultural sensitivity and etiquette** skills to develop specific plans to learn or refine them over time.
- Notice methods of communication, specifically barriers and strategies to **enhance clear messaging**.
- Think about the emotional, psychological, intellectual, social, spiritual, and physical dimensions of health and how they are all essential in managing personal well-being.

Understanding Populations

- **Trauma informed practice** & training (TIP).
- **Cultural awareness** - marginalized communities, Indigenous communities, histories, cultures and perspectives, **cultural appropriation**.
- Community supports that help overcome limitations & barriers for students, teachers & care workers (i.e. **MECC & MCFD**)
- Understanding the impacts of **implicit bias** and privilege in the sectors.
- The benefits of experiences through **volunteering**.

Personal Awareness and Self-regulation

- How passion for helping people can be channeled into a **vocation**.
- **Personal learning styles**, interests, preferred ways of learning and knowing can lead to success in studies and work performance.
- Understanding your roles and **responsibilities** as a worker in each sector; knowing where the **boundaries** of work begin and end.
- How to comply with **WorkSafe BC** regulations in the Care Economy for violence prevention, emotional and physical safety.
- Understand how injured workers are supported and returned to work through the healthcare system in BC.
- Specific injury prevention techniques for caregivers, including specific safety practices, use of **PPE**, and body mechanics when working with patients.
- Techniques for **stress management, self-care**, and self-regulation of emotions in a healthcare setting.

Pathways for Post-secondary and Continuing Education in the Care Economy

- Required and suggested secondary school courses for Career Economy pathway.
- Gain required **certifications** for a variety of Care Economy sectors.
- **Pathways and requirements** for entry into Care Economy sectors in BC (and Canada).
- Perform an internal check to see if you feel drawn to serve and help others. Is this your **vocation/calling**?
- Opportunities to make friends with Care Economy professionals in other countries.

Big Ideas – Elaborations

- Teachings will consider how **internal and external factors** inform personal **career-life choices** for secondary and post-secondary planning related to the Care Economy. These will be examined through the lenses of Explore, Plan, Apply, and Reflect.

Inquiry Question Sample:

- How do we bring our knowledge of our personal values together with what issues are important to you?
- In what ways do personal values and strengths align with career choices that address global challenges?

- Lessons will focus on the importance of **wellbeing** and self-care, healthy boundaries, professional communication, mental health, and support strategies which are the backbones to sustaining a career in the Care Economy.

Inquiry Question Sample:

- How can a person in the Care Economy understand themselves and unpack their own background, trauma, privileges and needs to be the one who cares?
- You are what you value. What components, strategies or inner-knowing does your self-care plan feature?

- Teachings will illuminate how personal **world views and perspectives**, impact and influence values, actions, and preferred futures of workers in the Care Economy sector. Recognizing and appreciating different perspectives is key to both interpreting and creating communication.

Inquiry Question Sample:

- How have your personal worldviews & perspectives been nurtured through your own lived experience?
- What worldviews & perspectives are different to yours?
- In what way does understanding the lived experiences and worldviews of other people and cultures improve the ability to care?

- Teachings will help students examine their level of **commitment to serve others** by pursuing a career in the Care Economy. A strong commitment can be channeled into a **vocation**.

Inquiry Question Sample:

- What is the impact of engaging with your work at the level of a job, a career, or a calling (where one serves a cause or the greater good)?

- Activities will focus on exploration and the pursuit of **real-life connections** with mentors, in person visits to campuses, worksites and programs that lead to a fuller, deeper knowledge and understanding of pathways to careers in the Care Economy sector.

Inquiry Question Sample:

- In what ways does exposure to the community fill knowledge content gaps and open students to the world beyond the classroom?

Curricular Competencies – Elaborations

Explore

- **Internal factors** are those that you control; they come from within you. Internal factors are influenced by your feelings and thoughts. These can be positive or negative.
- **External factors** are those that stem from your surroundings. External factors may include expectations from your family, friends, cultural or gender stereotypes, and family responsibilities.
- **Career life choices** - may include consideration of passions, preferences, strengths, education/work opportunities, and well-being.
- **World view** - particular philosophies of life or conceptions of the world that underpin identity and the ways people interact with the world; for example, First Peoples, new immigrant, refugee, rural, urban, colonial, geocentric.
- **Perspectives** - attitudes of people according to their gender, race, sexual orientation, and diverse abilities.
- **Research** - seeking knowledge from other people as experts, interviewing people involved, finding secondary sources and collective pools of knowledge in communities and collaborative atmospheres, learning the appropriate protocols for approaching local First Peoples communities.
- **Empathic Observation** - aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples' worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders.
- **Trauma Informed Practice** - is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma. It emphasizes physical, psychological, and emotional safety for everyone, and creates opportunities for survivors to rebuild a sense of control and empowerment.
- **Support strategies** - recognize the signs and symptoms of trauma, integrate knowledge about trauma into procedures and practices, seek to actively resist re-traumatization by avoiding creating environments that inadvertently remind clients of their traumatic experiences and causes them to experience emotional and biological stress.
- **Healthy Boundaries** - understanding personal limits and rules we set for ourselves within work and personal relationships.
- **Mental Health** - emotional, psychological, and social well-being.
- **Self-care** - the practice of individuals looking after their own health using the knowledge and information available to them.
- **Essential Skills** for the workplace are foundational & transferable skills that are important for social interactions, literacy, and numeracy.
- Types of **communication** - compassionate, accountable, empathic, responsible, assertive.
- **Models** - metrics used in the Care Economy to evaluate approaches and actions.
- **Tools and Technologies** are used in all care sectors for diagnostics, treatment, and accessibility purposes.

Plan

- **Problem solving strategies** - includes plans to assess behaviour and development.
- **Applied Design** - the phases of the design process, from inception to completion. Phases include understanding context, defining, ideating, prototyping, refining, making, and sharing.
- **Safety plans** - should focus on specific goals and objectives while minimizing key risk factors in care economy worksites.
- **Return to work plans** - through WorkSafe BC, are supported by many aspects of the care economy.
- **Healthy boundaries** - are an essential life skill, consisting of limits and rules we set for ourselves within relationships. They help us stand by values. Healthy boundaries allow the communication of wants and needs while also respecting those of others.
- **Respectful and effective** - avoid using personal characteristics unless relevant, use inclusive language and person-first construction, use preferred terms of clients.

Apply

- **First Peoples** - refers to the Indigenous people of Canada including, Metis, Inuit, and First Nations peoples. Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments.
- **Learning opportunities** - at post-secondary includes certificates, diplomas, degrees as well as opportunities to tour, shadow and/or take continuing education courses.
- **Mirroring** - is a therapeutic technique where you repeat back to a client, usually in your own words but sometimes word for word, the idea that has just been expressed. It can literally be as simple as: Client: "I felt hurt and confused." Therapist: "You felt hurt and confused." Use critical thinking to inform reasoning and decision-making when communicating.
- **Professional ethics** include respectful, and safe interactions in diverse career-life environments.
- **Situational delicacy** - if you say that a situation or problem is of some delicacy, you mean that it is difficult to handle and needs careful and sensitive treatment.
- **Implicit bias** - is an unconscious association, belief, or attitude toward any social group. It is important to remember that implicit biases operate almost entirely on an unconscious level.

Reflect

- **Build capacity, diversity, and inclusion** - Explain how to make thoughtful choices and decisions considering the needs of self, others, and society.
- **Felt dissonance** - is inconsistency between the beliefs one holds or between one's actions and one's beliefs. Understand how various attitudes, values, world views, and behaviours impact meaningful personal relationships.
- **Mental health support** - is accessible in all communities in BC. Many supports are targeted at students and care workers through the BC Government.
- **Stress** - has benefits and limitations. Stress management tools include addressing the physical, emotional, and spiritual self.
- **Cultural sensitivity** - means that you are aware and accepting of cultural differences. It implies that you withhold judgment of cross-cultural practices, and that you can deal effectively with these differences.
- **Etiquette** includes use of social media and the understanding that workers in the care economy are vetted and an individuals' personal actions on social media carry over to their professional reputation. Students recognize the consequences of their own actions and biases.
- **Clear communication** - conflict resolution and team-building skills help to support change and growth, including ongoing communication with self that leads to well-being.

Content – Elaborations

Human Growth and Development

- Each sector requires specific **knowledge of human development at different ages or stages**. i.e.: Childhood development, brain development, dementia or impacts of trauma.
- Social-emotional development includes the development of self or temperament and relationship with others or attachment.

Family Dynamics and Interpersonal Relationships

- **Factors** that influence family dynamics (**roles & responsibilities**), may include distribution and use of resources within a family, as well as needs and wants of all family members.
- **ACEs** are **Adverse Childhood Experiences** and include **challenges** that may include economic, social, displacement, health, and emotional experiences.
- **Grief and loss services** could include victim services, grief counselling, the local Hospice branch, or the religious community.

Professional Communication Methods

- **Professionalism in** communication includes learning to exchange information respectfully purposefully and actively.
- Recognizing and appreciating **different perspectives** is key to both interpreting and creating communication.
- Each sector has a provincial body upholding a **code of ethics and values**.
- **Collaboration** involves building and sustaining relationships, interacting and problem solving, ethically.

Understanding Populations

- **Populations** refers to a community of people grouped by, for example, geography, ethnicity, age, religion, or culture; understand how diverse Populations offer contributions to society.
- Understanding the impact of trauma is an important first step in becoming a compassionate and supportive community of care. **Trauma informed practice (TIP)** recognizes that people often have had many different types of traumas in their lives. Trauma survivors can be re-traumatized by well-meaning caregivers and community service providers.
- **Trauma Care** refers to the immediate care of physical injuries by a medical team.
- **Cultural appropriation** is defined as the use of a motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn.
- **MECC** (Ministry of Education and Child Care) and **MCFD** (Ministry of Children and Family Development) support the well-being of children, youth, and families in British Columbia by providing services, such as child protection, counselling, foster care, medical, dental, and learning supports that are accessible, inclusive, and culturally respectful.
- **Implicit bias** is a **bias** or **prejudice** that is present but not consciously held or recognized. The first step to becoming a culturally effective healthcare provider is to be able to recognize and mitigate your own **implicit biases**.
- **Volunteering** with a range of community events and activities, including health care facilities, develops employability skills and social relationships.

Content – Elaborations

Personal Awareness and Self-Regulation

- **Vocation:** a strong feeling of suitability for a particular career or occupation; understanding the difference between a job, vocation, or career.
- **Personal learning styles can be explored through MyBlueprint.ca or other surveys.**
- **Responsibilities of employees** in a work environment are limited to the training and job descriptions specific to each Care Economy sector.
- Students learn to **recognize behaviours** which without intent may cause bodily harm. Understanding that not every individual who acts out can understand the potential outcomes of behaviour.
- **Caregivers:** parents, grandparents, early childhood educators, babysitters, youth workers
- **PPE** - Personal Protective Equipment differs by sector, i.e., gloves, safety glasses, face masks, hearing protection, appropriate shoes.
- **Practice self-care and stress management** through awareness, self-control, and self-reliance to achieve or maintain balance and health. Self-care is the practice of taking action to preserve or improve one's own health.

Pathways for Post-secondary and Continuing Education in the Care

- **Certifications** are short, intensive programs resulting in an official document attesting to level of achievement. (examples include Emergency First Aid, Class 5 Driver's license, Radio Operator's license)
- Using MyBlueprint.ca or a similar platform, **pre-requisite courses and requirements** are outlined for each program at colleges and universities.
- **Vocation:** a strong feeling of suitability for a particular career or occupation; understanding the difference between a job, vocation, or career.

Recommended Instructional Components:

The instructional component of this course:

- Draws from and builds on prior knowledge, skills, and understandings.
- Using that knowledge base as a springboard, students will be stimulated to explore and follow their curiosity and interests.
- Is student-centred and meets the needs of diverse learners.
- Focused on developing the Curricular Competencies through the Content Outcomes
- Uses varied approaches, including both innovate and “tried and true.”
- Teachers and students will demonstrate a positive attitude towards learning by stretching themselves, taking risks, and making mistakes.
- Perseverance will be rewarded and continually promoted by allowing time for difficult problems and revisiting scenarios.
- Values connections with field-expertise, including learning from Care Economy sector professionals.
- Supports a variety of learning styles.
- Utilizes First Peoples Principles of Learning
- Utilizes inquiry approaches, including problem-based, project-based, and/or experiential learning.
- Builds skills, knowledge, and understandings that are transferable to other contexts.
- Learners will be encouraged to reflect on and be clear about their own thinking processes and the transformations in their understanding.

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

The assessment component of this course:

- Is fair, transparent, meaningful, and responsive to all learners.
- Focuses on all areas of the curriculum model, Big Ideas, Curricular Competencies and Content.
- Provides ongoing descriptive feedback to students.
- Is timely, specific, and embedded in day-to-day instruction.
- Provides varied and multiple opportunities for students to demonstrate their learning.
- Promotes development of student self-assessment and goal setting for next steps.
- Allows for a collection of student work to be gathered over time to provide a full profile of the learner and knowledge gained.
- Communicates clearly to the learner and parents where the student is, what they are working towards, and the ways that learning can be supported.

Learning Resources:

Career exploration includes the three essential pillars of self-discovery, values, and hope. (Poehnell, G., Amundson, N., (2011) Hope-Filled Engagement. Richmond, BC.: Ergon Communications.)

The following is a non-comprehensive list of resources supporting exploration and deeper learning of the curricular competencies & content in career exploration related to the Care Economy. Ongoing opportunities for self-exploration, self-assessment, and goal setting may happen at any point that seems appropriate for teachers and students during the learning process. A detailed list of resources and occupational profiles will be available as part of the Care Economy Sampler Course Guide.

- WorkBC.ca - [Plan a Career | WorkBC](#)
- Self-Assessment Strategies - [Microsoft Word - Supporting Self-Assessment.docx \(gov.bc.ca\)](#)
- Education Planner BC - [EducationPlannerBC](#)
- [My Guide Inside](#) – Knowing Myself and Understanding My World (Book III) by Christa Campsall & Kathy Marshall Emerson.
- WorkSafe BC - [Worker Orientation Checklist for Health Care | WorkSafeBC](#)
- [Accessibility and Inclusion Toolkit - Province of British Columbia \(gov.bc.ca\)](#)
- [First Peoples Principals of Learning](#)
- [Incorporating the First Peoples Principals of Learning in the Classroom](#)
- [How the Government of Canada is responding to the Truth & Reconciliation Commission's Calls to Action for Health](#)
- Implicit Bias Module Series by the Kirwan Institute for the Study of Race and Ethnicity (2018). [Implicit Bias Module Series | Kirwan Institute \(osu.edu\)](#)
- [Understanding How Adverse Childhood Experiences \(ACEs\) Can Affect Children | HealthLink BC](#)
- Guest Speakers - [What the research says: Guest speakers in the classroom \(bctf.ca\)](#)
- *Hope Filled Engagement: New Possibilities in Life/Career Counselling* by Gray Poehnell & Norman E. Amundson (2011)



QUALICUM SCHOOL DISTRICT

School Fees 2026-2027

School	Activity or Resource	Fee
AES	School Supplies K-7 (school will bulk order supplies for all families)	50.00
	Planners – <i>if requested by the classroom teacher</i>	10.00
	Cooking Program (K/1)	20.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00
BES	School Supplies K-7 (school is bulk ordering supplies for all families)	45.00
	Student Planner – <i>if requested by teacher</i>	10.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year. PAC Supported</i>	Up to 65.00
EES	School Supplies K-7 (school is bulk ordering supplies for all families)	50.00
	Cooking Program (K/1)	20.00
	Planners – <i>if requested by classroom teacher</i>	10.00
	Music Recorder – <i>if requested by music teacher</i>	Up to 10.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00
NBES	School Supplies K-7 (school is bulk ordering supplies for all families – a small number of additional supplies may be requested by classroom teachers in September.)	50.00
	Planners – <i>if requested by the classroom teacher</i>	10.00
	Music Recorder - <i>if requested by music teacher</i>	Up to 10.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year</i>	Up to 65.00
ÉOES	Music Recorder (Grades 3-5) - <i>if requested by teacher</i>	Up to 10.00
	Headphones – <i>if requested by teacher</i>	25.00
	School Supplies – K- 7 (school is bulk ordering supplies for all families)	50.00
	Planners – <i>if requested by the classroom teacher</i>	10.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00
QBES	Combination Locks – Grades 5 to 7 - <i>Optional</i>	10.00
	K-7 School Supplies (Including STREAM students)	50.00
	Music Recorder (Grades 3 - 5)	Up to 10.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00
	STREAM (4-7) For maker supplies, robotics equipment (in addition to K-7 supplies)	75.00



QUALICUM SCHOOL DISTRICT

School Fees 2026-2027

School	Activity or Resource	Fee
SES	School Supplies Fee (school is bulk ordering supplies for all families)	55.00
	Music Recorder (Grades 3-5)	n/a
	Kindergarten supplies	40.00
	Swim Program (Grade 3) <i>*The fee for this activity may be reduced depending upon the financial support provided by PAC each year.</i>	Up to 65.00
BSS	Student Activity Fee/ Locker Fee	15.00
	GLOBAL ROAMS (River, Ocean and Mountain School)	Up to 1500.00
KSS	Student Activity Fee/ Locker Fee	15.00
	GLOBAL ROAMS (River, Ocean and Mountain School)	Up to 1500.00
CEAP	Computer Rental Deposit (Laptop Model), if required - Refundable	100.00
ROAMS (River, Ocean and Mountain School) Secondary District Program -Additional fee-paying option for International Students		3000.00

DRAFT

QSD Educational Technology Plan — Alignment Update (Revised 2026)

Qualicum School District— Final Draft for Review

Executive Summary

This revised Educational Technology Plan (ETP) aligns QSD's ed-tech decisions, professional learning, and infrastructure with the District Strategic Plan (2023–2027) across the four goal areas—To Learn, To Give, To Grow, and To Belong—using the S/E/T/D framing (Students, Educators, Tasks/Artifacts, District). It centers equity, accessibility, Indigenous ways of knowing, privacy/security, and sustainability. The plan defines clear strategies, measurable targets, leads, and timelines to improve student outcomes and support staff in all roles.

- Device access maintained at an equitable average ratio system wide of 3:1 students to devices with reliable classroom connectivity and secure identity/management.
- Universal Design for Learning (UDL), AT (Assistive Technology) and AI (Artificial Intelligence) are embedded across classrooms and assessments, with student choice in multimodal evidence of learning.
- A K–12 Digital Citizenship, Safety and AI continuum is implemented, with annual student learning and community showcases.
- Data-informed and privacy-respecting practices guide targeted supports to advance equity of outcomes.
- Digital well-being, safety, AI, and belonging are intentionally taught and measured through surveys and behaviour/participation data.

Purpose

Refresh the 2021–2024 ETP to align explicitly with the QSD Strategic Plan (2023–2027). The ETP supports the goal of improving student outcomes by ensuring that technology enables teaching, learning, and district operations. This includes devices, software — including district-approved AI-supported tools, infrastructure, security, professional learning, and curated resources for all staff.

Alignment Overview

Vision, Mission, Values

This update affirms QSD's vision ("Always growing"), mission (curiosity and joy; learners as designers of their future), and values (Dynamic, Connected, Sustainable, Equitable, Purposeful), applying them to ed-tech decisions, procurement, and pedagogy.

First Peoples Principles of Learning (FPPL)

Note: AI and other websites that do not have permission from the Nation, should not be used as a source of Indigenous knowledge or be used to create lessons on Indigenous knowledge. AI is not, currently, capable of following Indigenous protocol or seeking permission. Using tools without respecting protocols is cultural appropriation and exploitation.

- Relational: Center belonging and relationships in classroom and online spaces.
- Experiential & Place-based: Use technology to connect with local lands, waters, and community knowledge holders.
- Identity-affirming: Ensure digital tools and content reflect diverse identities and local Indigenous perspectives.
- Patient & Holistic: Provide time and multimodal pathways for learning, reflection, and demonstration.
- Contextual: Select tools and tasks that fit the learner, the place, and the purpose.

Organizing Structure & Core Platforms

The plan uses the S/E/T/D framing (Students, Educators, Tasks/Artifacts, District) across four goal areas. QSD provides a core platform suite, district-vetted creation and assessment tools, and approved assistive technologies to support each of the goal areas.

Goal Area 1 — To Learn

Focusing on student curricular skills and competencies that lead to meaningful graduation and successful lives beyond school.

Objectives (S/E/T/D)

- S (Students): Make choices about learning, select strategies/tools, demonstrate proficiency in literacy/numeracy, and transition successfully using district-approved digital tools.
- E (Educators): Enable agency and flexible assessment; integrate authentic, real-world problems with technology; teach questioning/critical thinking frameworks.
- T (Tasks/Artifacts): Artifacts show authenticity and student voice; provincial and local assessments use digital workflows and data is accessed and stored on a common platform.
- D (District): Provide curriculum check-ins and responsive professional learning (including assessment and UDL-aligned technology use).

Goal Area 2 — To Give

Students leading local and global change.

Objectives (S/E/T/D)

- S: Student are given the opportunity to demonstrate confidence, pride, and empathy through engagement in service/leadership using digital platforms.
- E: Co-develop projects emphasizing social responsibility, service, leadership, and student voice, amplified by technology.
- T: Presentations include citizenship/leadership components; digital artifacts document impact.
- D: Sponsor events and platforms for student voice (including Indigenous leadership) and shared learning experiences across schools.

Goal Area 3 — To Grow

Supporting all learners in pursuit of equity of outcomes.

Objectives (S/E/T/D)

- S: Set goals, select strategies, self-advocate for supports, and use varied environments to learn.
- E: Apply strength-based inclusion, flexible assessment, and transparency around supports/tools (including Assistive Technology).
- T: Reporting processes include student goal-setting and self-reporting; environments are welcoming and flexible.
- D: Provide clear direction and PD for assessment/reporting; transparent structures for supports; maintain welcoming, flexible environments.

Goal Area 4 — To Belong

Developing critical social skills and strategies necessary for a healthy self.

Objectives (S/E/T/D)

- S: Build healthy digital habits through self-awareness, communicating respectfully, and solving problems.
 - E: Model and teach wellness and connection; facilitate positive social contact
 - T: Survey/discipline data show positive trends in wellness/connection/behaviour; participation in extra-curriculars increases, supported by digital tools.
 - D: Support learning opportunities for school communities regarding on-line safety and wellness.
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Ed-Tech Strategies – (combined)

- Sustainable Access: Progress toward an equitable average ratio of 3:1 student to devices with classroom-ready connectivity and secure identity/management.
- Assistive & Inclusive Tools: Normalize and expand use of educational (assistive) technologies, including AI-enhanced supports where appropriate for literacy, communication, executive function, and accessibility across grades.
- UDL in Digital Assessment: Provide flexible options for demonstrating learning (text, audio, video, multimodal) supported by core platforms and consistent rubrics.
- Core Competencies via Technology: Embed collaboration, communication, and creative/critical thinking with district-approved apps.
- Digital Leadership & Citizenship: Implement a K–12 continuum that includes AI for responsible tech use, bias awareness, source validation, and social media conduct.
- Community Publishing: Provide safe, moderated channels (district sites, classroom blogs, video showcases) for student projects addressing local/global issues.
- Student Leadership: Use school-based leadership groups to co-design projects and advise on tools.
- Equity of Access: Prioritize student need for assistive technology.
- Assistive Technology Pathways, including the thoughtful integration of AI-supported tools: Offer tiered supports (awareness → adoption → proficiency).
- Digital Well-being & Safety: Integrate lessons on screen-time balance, privacy, consent, and cyber-safety into SEL, aligned with the district’s digital citizenship continuum. Parent/caregiver information session.
- Connection Platforms: support and streamline communication tools for school communities.
- Well-Being Analytics: Use surveys and on-line reporting tools to monitor connection and well-being; intervene with targeted supports where needed.

Measures & Targets (combined)

- Device access meets 3:1 in each school; classrooms have reliable Wi-Fi and standardized sign-in/workflows.
- Educators teach UDL-aligned digital learning strategies; student choice evidenced through artifacts.
- Digital artifacts are present in literacy/numeracy resource collections.
- Provincial/local assessments are supported by common tools with documented workflows.
- All students receive annual instruction aligned to the K–12 continuum that addresses digital citizenship, safety, and AI. Timeline: Year 1—publish continuum and resources; Year 2—embed across schools; Year 3—refine via feedback and evidence.
- Leadership groups provide annual feedback on tools, publishing practices, and responsible technology use lessons.
- Assistive Technology and AI utilization and educator proficiency increase over time, supported by in-service and professional development.

- Positive trend lines in wellness/connection surveys and behaviour data.
- Documented improvements in digital citizenship and reduced incidents of cyber-misconduct.

Cross-Cutting Commitments

- Indigenous Ways of Knowing: Honour local First Nations and embed Indigenous knowledge in digital content, place-based projects, and leadership opportunities; acknowledge QSD's context.
- Privacy, Security, & Safety: Uphold FIPPA; implement cybersecurity controls (e.g., MFA), identity and device management, and safe publishing practices.
- Accessibility, UDL & Emerging AI: Ensure platforms/tools meet accessibility standards; offer multimodal options for demonstrating learning.
- Ensure ethical and transparent use of emerging AI-supported features aligned with district privacy and instructional guidelines.
- Sustainability: Practice responsible device lifecycle and e-waste management; align procurement with sustainability and plan for refresh cycles.

Resourcing & Supports

Professional Learning

- Professional development, job-embedded coaching and in-service, and collaboration time aligned to educator-identified needs.
- Cyclical offerings: on-demand resources, live workshops, and co-teaching.

Infrastructure

- Network reliability, classroom connectivity, secure identity management, device management, and cybersecurity practices to sustain learning.
- Standardized sign-in and workflows for assessments and classroom tasks.

Governance & Roles

- Steering: Director of Instruction, District Principal of Technology, IT Services, Inclusive Education, Indigenous Education, Communications, and School Admin and Teacher reps.
- School Implementation: Principals/VPs with site-based teams (teachers, EA/clerical representation, student voice).
- Vetting: Annual review of digital tools for privacy, security, accessibility, and instructional fit.

Monitoring & Reporting

- Quarterly check-ins on device access, connectivity, and assessment workflows.

- Annual reporting on AI, UDL and AT adoption, student artifacts/portfolios, and digital citizenship outcomes.

Notes

This revision integrates structure, clarity, and measurability while preserving QSD's strategic intent and values. School-level implementation plans and budgets accompany this district framework.

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