



**Qualicum School District
Education Committee of the Whole Report
Tuesday, May 20, 2025
Via Video Conferencing
2:30 a.m.**

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.

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. PRESENTATION

a. Inclusive Education

Katie Marren, District Principal of Indigenous Education; Jennifer Fuhrmann, District Principal of Learning Support; Michelle Cavin and Rosalind Shafi – Combining the Inclusive education approach with Indigenous World views have impacted our understanding of cultural influences in learning. The PowerPoint will be posted on the district website.

b. Mindfulness in May “Have Your Say” Exhibition

14 students submitted 17 art pieces created through various types of media to the [Mindfulness in May](#) formal art exhibit at the Qualicum Beach Library for Youth and Mental Health Week in May. The theme for this event was “Have your Say.” This is the 3rd year of the Mindfulness in May Show. *(photos attached)*

2. EDUCATION UPDATES – SCHOOL AND/OR PROGRAMS

a. Director of Instruction/Associate Superintendent

- Grade 7 Health Fair was held on May 8th at Nanoose Place. Thank you to the Nanoose Place staff and Eve Flynn for their work supporting the event.
- Pre-Kindergarten Program is up and running for students currently registered to begin Kindergarten in September. A survey of the Pre-K program will be provided to the parents/caregivers of those participating students for feedback on the program.
- Zero Waste Grant of \$25K was received from the Regional District of Nanaimo (RDN). This will be the last year of this funding to support recycling at all schools. Thanks to Denise Spencer-Dahl for her work on this program.
- There has been an improvement in FSA results as can be viewed on the [Ministry of Education and Childcare website](#).

b. 2025/2026 School Fees

Fee schedule as attached to the agenda. Discussion re: relative costs and cost recoveries for the speciality academies. We base the fees on recovery costs.

3. SHARED LEARNING**a. School Impact Plans**

Trustees attended a meeting to hear from individual schools on the impact of work on the District's Strategic Goals. Trustees were split into 2 rooms and each school presented two focused objectives, one in each room. Trustees appreciated the deeper focus on outcomes related to learning, growing, belonging and giving. The presentations have been placed in Trustees' files for independent study.

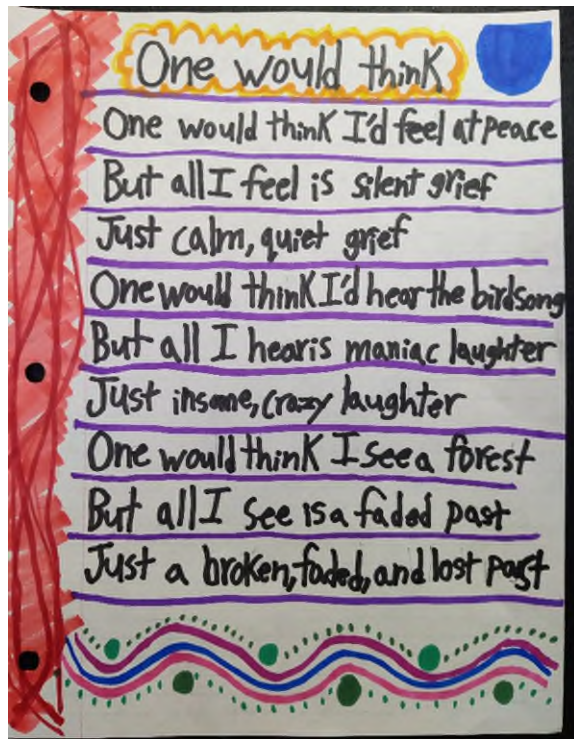
4. INFORMATION**a. School Food Programs – Feeding Futures Funding**

Oral report on how the food related funding (provincial/federal) is being used. Associate Superintendent Wilson explained that work is in progress. Further discussion will occur at the Finance and Operations Committee once a plan is finished. Sheila Morrison reminded the group that we are still in the beginning phases of food programing and that other areas have been working on feeding students and community support for decades.

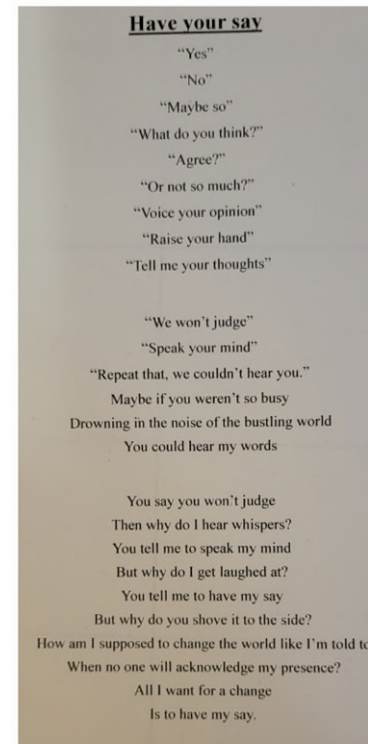
b. Kwalikum Secondary Student Proposal for a Healing and Food Forest

Andrew Lee (KSS Principal) presented a PowerPoint featuring a conceptual design of the Healing and Food Forest to replace the old basketball courts at KSS. Community partners have met and considered the plan. Meetings will continue in the future. Some trustees expressed interest in the project. PowerPoint will be posted on the district website. Trustee Young noted that she wished to participate in future planning meetings.

5. ITEM(S) TO RECOMMEND FOR APPROVAL TO THE BOARD MEETING**a. 2025/2026 School Fees as presented****6. UPCOMING TOPICS****a. Kwalikum Secondary Student Climate Action Symposium Report****b. Results of the Pre K surveys****c. Education Committee Evaluation****7. NEXT MEETING DATE: Tuesday, June 17, 2025 at 2:30 p.m. via Teams**



K.A. One Would Think



K.M.







KSS Healing and Food Forest



What is a Healing and Food Forest?

A Healing Forest is a beautiful landscape stewarded by the community for improved ecosystem health, relationships with nature and personal well being

A Food Forest is an edible landscape full of trees, shrubs, and other perennial plants. Harnessing the same systems present in a forest, a food forest becomes a high productivity low labour alternative to conventional farming

Job → Farming Type		Fertilizing	Pest control	Weeding	Watering	Disease Control	Harvesting	Planting
Conventional Monoculture		Chemical or Imported	Chemical	Chemical or manual	Irrigation system, massive water requirements	Chemical	Machine or Manual	Machine or Manual
Food Forest Polyculture		Compost, mulch, chop and drop	Ecosystem biodiversity	Ecosystem (no bare soil) or manual	Harvesting rainwater, and irrigation systems optional	Ecosystem Biodiversity (does not prevent but improves resiliency)	Manual	Already done, volunteer plants

Benefits of a Healing Forest

Increased connection

Building and maintaining a healing forest means giving back to the land and taking care of the life that provides for us. This mutually beneficial relationship, often referred to as reciprocity by Indigenous peoples, comes from a connection between people and nature

Hope for the Future

In a time of ecological anxiety and climate change, a healing forest is a way to contribute towards carbon storage and environmental restoration. When we create resilient biodiverse ecosystems, we take the future back into our hands.

Benefits of a Healing Forest Cont.

Building Community

Working together on a shared project can be a great way to build community and find common interests. Healing forests help us to better take care of the land, ourselves, and one another creating community friendships and collaboration

Hands on Learning

The healing forest classroom provides many opportunities for hands on learning in a wide range of subjects. For those of us who love more things to look at and natural daylight, the healing forest is a far more comfortable, engaging place to learn.

Benefits of a Healing Forest Cont.

Improved Health Outcomes

Research shows that developing a connection with nature and spending time outside in the forest can improve mental health by reducing levels of stress, anxiety, and depression

Spending time outdoors also improve well being and acts as a form of preventative healthcare by reducing hypertension, improving cardiac function, improving immune function, lowering blood pressure, and reducing inflammation

Reconciliation In Action

In aligning our work with natural stewardship we can respect and honour Indigenous ways of knowing and being on this land. The healing forest provides a decolonized classroom space where students and teachers can learn together from one another and the land

Benefits of a Food Forest

Healthy Fresh Food

Because the soil is healthy, the food we harvest from a food forest is much more nutritionally dense and flavorful than store bought. Food will also be free of pesticides. A Food Forest helps to address food insecurity at the root.

Increased Food Skills, Holistic Education, and Confidence

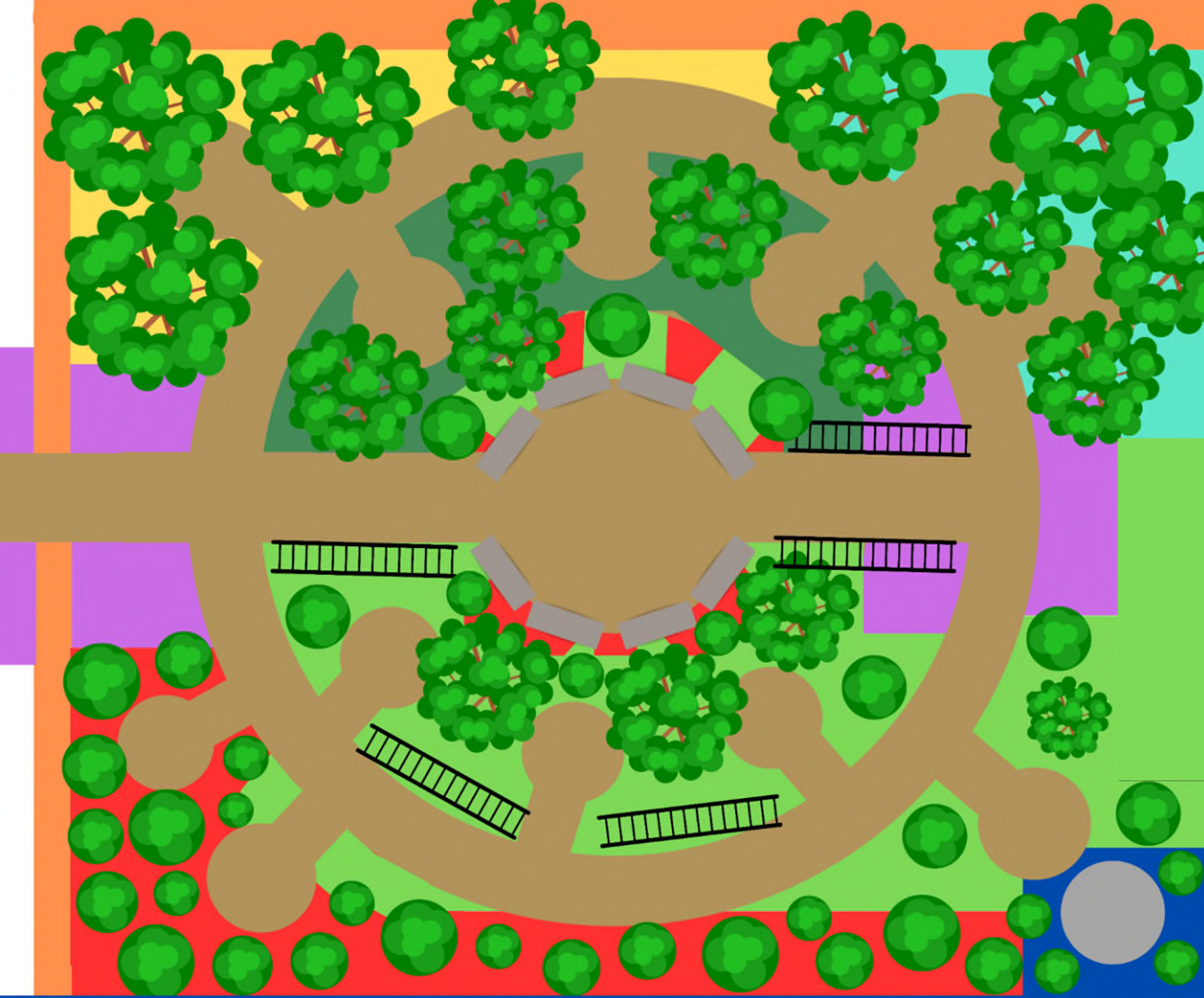
The knowledge of environmental stewardship and growing food for your community is invaluable and contributes to building community leadership skills.









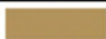



Many lessons from math, to biology, to history to home ex. all connect to a food forest. A food forest encourages a variety of learning styles and understanding of the ways we are all connected

In Summary...

A Healing and Food Forest Can Provide:

- Fresh food
- Increased mental and physical health outcomes
- An improved local ecosystem
- Enhanced reconciliation and connection with the local Indigenous Nation
- Hand on experiential learning
- Increased connection to nature and the wider community
- A sense of pride and ownership for KSS students



Zone 1 Intensive Pollinator Patches	Legend:
Zone 2 Intensive Forest	
Zone 3 Paw Paw Patch	
Zone 4 Ephemeral Stream Berry Patches	
Zone 5 Pond	
Zone 6 Cut and Lay Hedge Row	
Zone 7 Extensive Edible Meadow	
Zone 8 Extensive Native Pioneer and Nut Tree Canopy	
Trellis	
Path	
Tree	
Berry Bush	
Pond	

Inspiring Students to be Stewards!

By connecting students education to tangible projects we can encourage students to be stewards of the land, to nurture themselves, their environment, and their community, and to live in ecologically suitable ways that preserve their future.



'UY' SKWEYUL
GOOD DAY
TAANISHI
HELLO

INCLUSION FOR ALL STUDENTS



	Students will:	Educators will:	Tasks/Assessments will:	Leaders will:
To Belong and to Give	Each student is able to share their learning with others	Each educator will collaborate and share with others to create a safe space for learning and provide opportunities for sharing and interacting	Each task/assessment will contain elements of student interest/ culture and are interactive, predictable, safe and allow for demonstration of learning without feeling judged	Each leader will create time and space for educators to learn about, practice and collaborate on creating safe spaces and tasks/assessments
To Learn	Each student is able to choose different tools and strategies to access the learning and meet the goal	Each educator will make time to learn, practice, model, collaborate on, and teach a variety of tools and strategies relevant to individual needs	Each task/assessment will provide students with choice in how to access the learning and reach the goal	Each leader will make time to learn, practice, model and collaborate on a variety of tools and strategies
To Grow	Each student can articulate their learning goal, describe where they are at, as well as next steps	Each educator will design tasks based on formative assessment and co-creating criteria and steps	Each task/assessment will provide multiple access points and require reflection/feedback on where they are at and next steps	Each leader will provide opportunities and model assessment practices that lead planning and improved student learning

THE VISION of INCLUSION:

To align planning for all learners with all staff part of **planning, communicating and implementing** the support plan.

TO BELONG | TO GIVE

Curiosity



What does it look like when students share their learning with others ... and how does that improve belonging?

Rarely
4.3%

Sometimes
39.1%

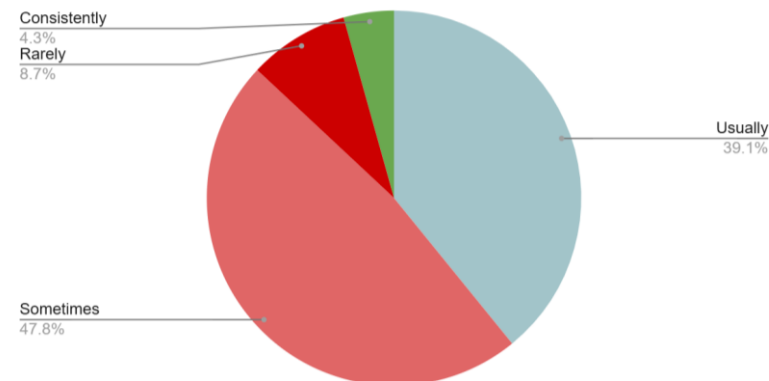
Usually
56.5%

**CURRENT
IMPACT**





Each student is able to **choose** different tools and strategies to access learning and meet their goal(s)

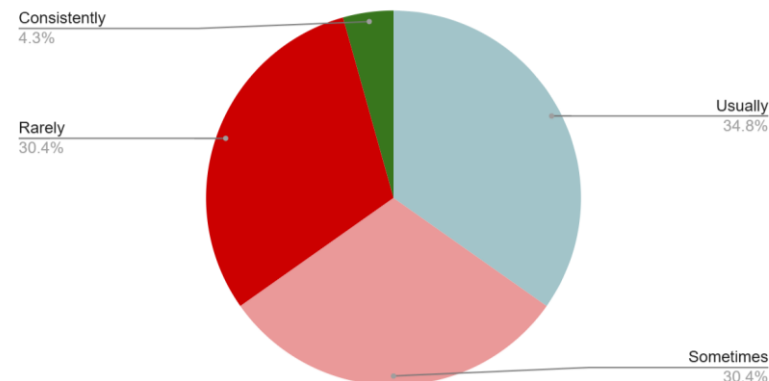


TO LEARN

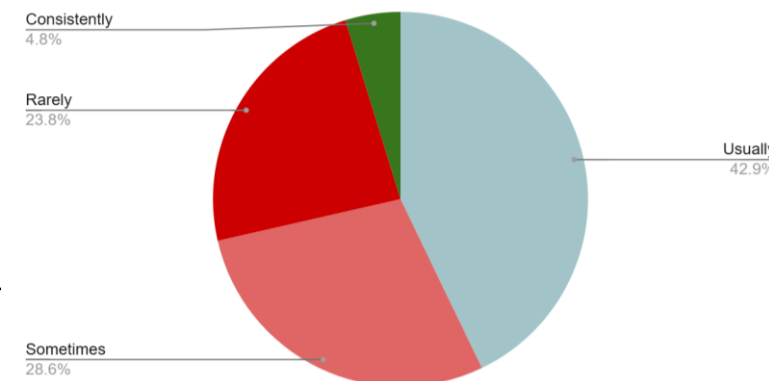
What is the problem?

What is the question?

Each educator will make time to learn, practice, model, collaborate on, and **teach a variety of tools and strategies** relevant to individual needs



Each leader will make time to learn, practice, model, collaborate on, **a variety of tools and strategies**



WHAT DOES IT LOOK LIKE?

- Observables
 - Visuals standard in all classrooms.
 - Repeated modelling of Ready. Do. Done.
 - Flexible seating.
 - Manipulatives in literacy and numeracy.
 - Choice in learning and how it is represented. Choice in tasks.
 - Staff sharing at staff meetings.
 - Each teacher can identify one (new) strategy they will try.

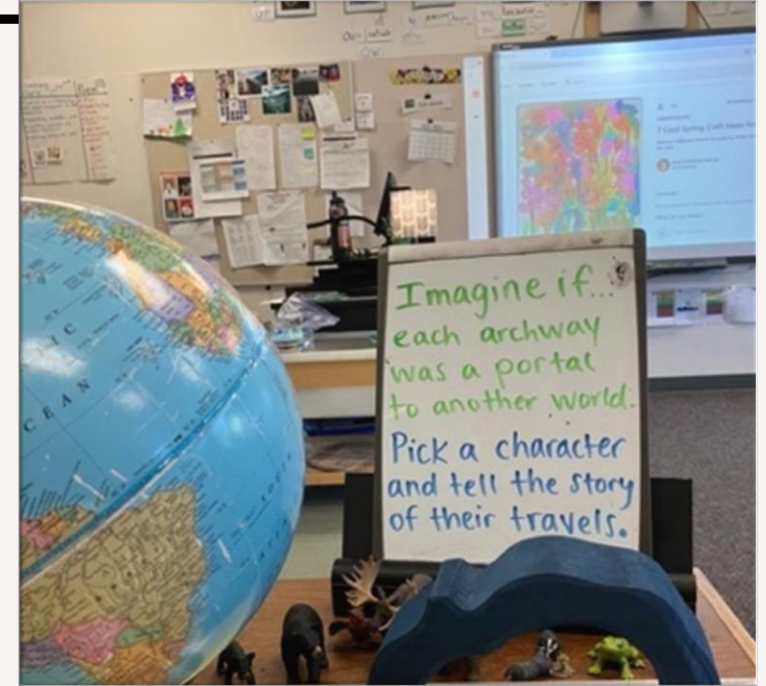
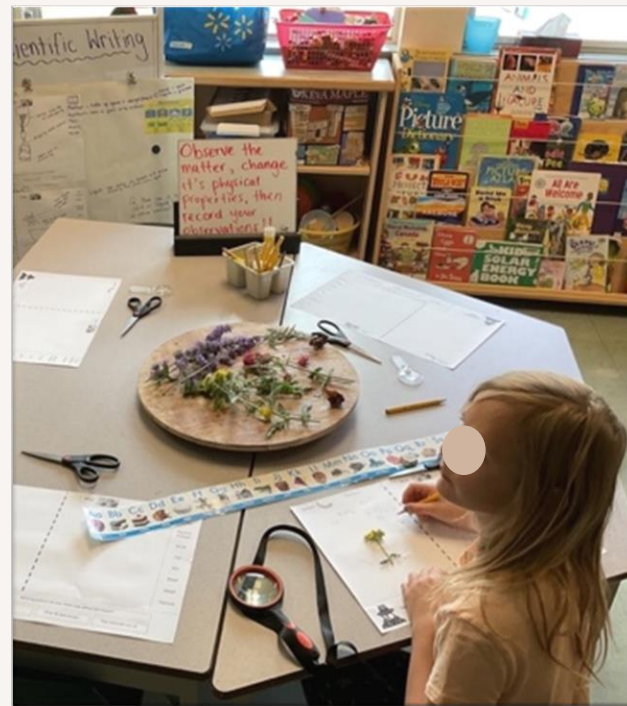
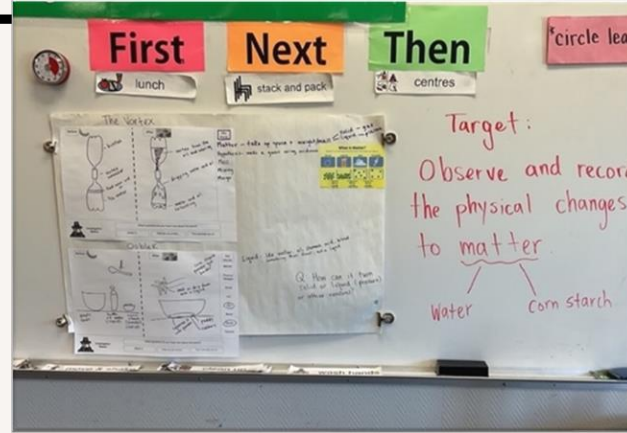
If ... Then Strategy and Reflection:
“Teachers are afraid of differentiating for the more complex learners, but when they see it in action, they find it is not so ‘terrifying’”

COLLABORATION

{it} ... helps to build educator capacity and level the playing field for our students.

When we brainstorm how to plan access points for our most vulnerable learners, it allows all students to demonstrate success and feel belonging.

Inquiry Teacher, AES

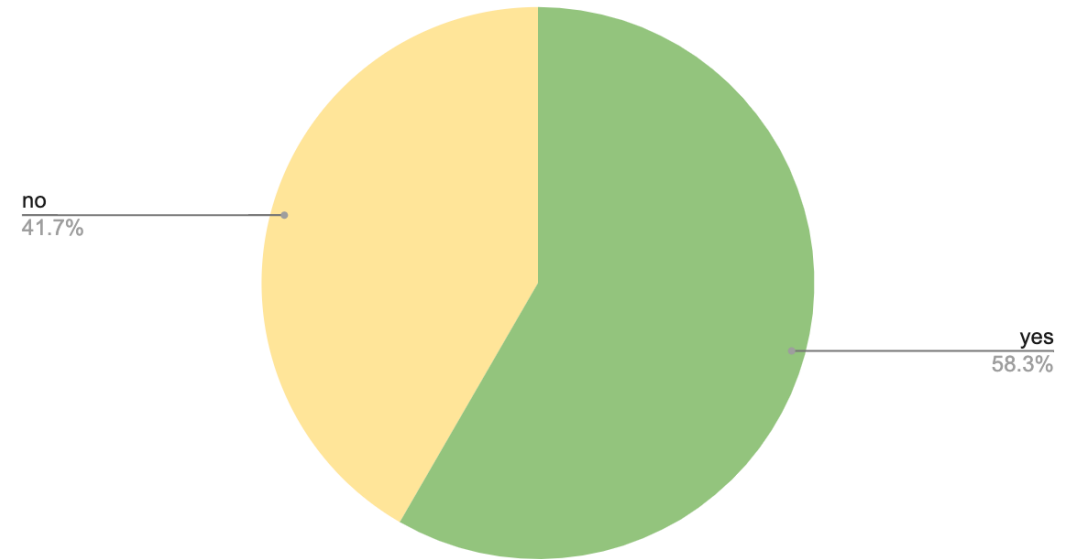




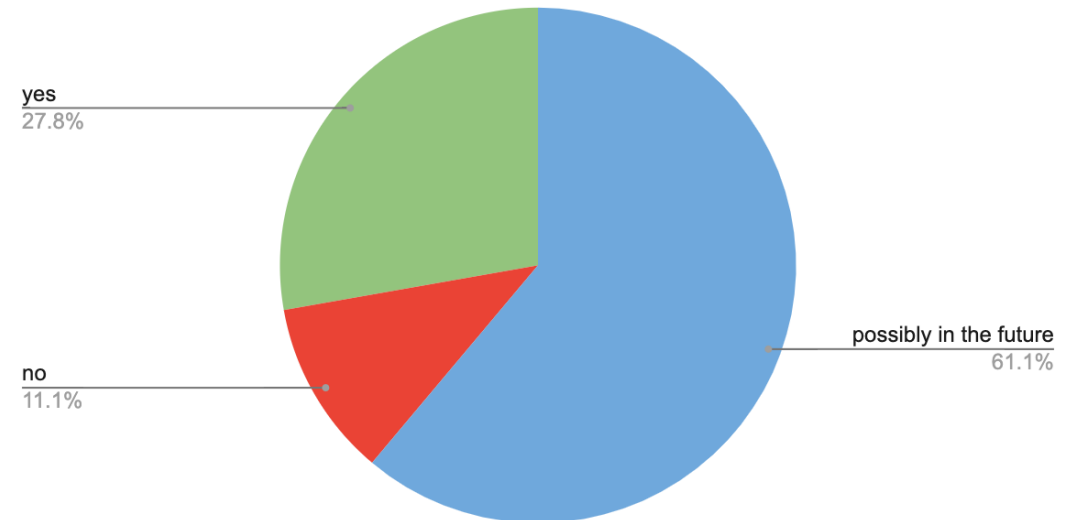
COLLABORATION

- Develop common understanding of ‘collaboration’
- Consistent messaging across District
- Develop skills to facilitate collaboration (connect with other facilitators across District).
- Focus on ‘adaptive practices and responses’
- Know the learner; be trauma-informed

Count of I have participated in a NRT (collab):



Count of I have / or would like to facilitate a collaboration group to support inclusion (eg. NRT)



SHARING OUR STRATEGY

If ...Then

Learning Support Teacher:		School:
Focus of Challenge: To have a continued focus on <u>aligning planning for all learners</u> with all staff part of planning, communicating and implementing the support plan is needed.		
Desired Observables IF I were to accomplish / achieve this leadership challenge, I would observe ...		
What I would observe:	What I would need to do as an educator to help make these happen:	
The students would be... (Observables)	I would be... (Observables)	Tasks/ Activities would look like... (Observables in class, during play, recess, structured / unstructured time, etc.)
S1. Each student is able to share their learning with others	E1.	T1.
S2. Each student is able to choose different tools and strategies to access the learning and meet the goal	E2.	T3.
S3. Each student can articulate their learning goal, describe where they are at, as well as next steps	E3.	T3.

LITERACY

PROFESSIONAL STANDARDS FOR BC EDUCATORS

STANDARD 9 REQUIRES EDUCATORS TO EMBED INDIGENEITY WITHIN THEIR PEDAGOGY.

“Educators critically examine their own biases, attitudes, beliefs, values, and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit, and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community, and the natural world. Educators integrate First Nations, Inuit, and Métis worldviews and perspectives into learning environments.”



LITERACY

PROFESSIONAL STANDARDS FOR BC EDUCATORS

STANDARD 9 REQUIRES EDUCATORS TO EMBED INDIGENEITY WITHIN THEIR PEDAGOGY.

- Land-based learning (place) and language hul'q'umin'um'
- Develop culturally appropriate curricula
- Culturally responsive & inclusive



ASSESSMENT, LANGUAGE & UNDERSTANDING

Michelle Cavin, SLP and Rosalind Shafi,
Indigenous Advocate

- We can be culturally responsive & inclusive
- Consideration of First Nations English dialects which are *"shaped by both the transference of features from the ancestral languages and by patterns of communication"* (Jessica Ball)
- For indigenous and non-indigenous students to demonstrate knowledge through story-telling and dialogue. Michelle has used it for informal language assessment and articulation sessions.



LAND-BASED LEARNING (PLACE) AND LANGUAGE HUL'Q'UMIN'UM'

- Students can explore and include in their dialogues words in Hul'q'umi'num' that are accessed through the speech output buttons pictured (using recordings from First Voices).
- This allows indigenous students to demonstrate their knowledge using vocabulary and concepts that are a better match with their dialect and experiences.
- Consider differences such as use of eye contact and direct questions to "test".



STORY TELLING WITH GRADE 4'S

A class came in to use the storytelling table. Each student used Michelle's outline (**Story Champs** resource) to create their stories.



