



**Qualicum School District
Education Committee of the Whole Report
Tuesday, June 17, 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. PRESENTATIONS (15 Minutes Each)

I. PROGRAM(S)

i. Education Committee Evaluation

The draft outline of presentations as attached to the agenda was reviewed. The Education Committee agenda beginning in September 2025 will feature a school/student presentation and a presentation of a program. School presentations would focus on school goals, environment and social justice. There would be room for emerging topics and for reports from Senior Staff. It was suggested that the new agenda be followed for the next meeting and continue to be evaluated. It was also suggested that the meeting adhere to being 90 minutes in length as normally scheduled.

II. SCHOOL(S)

i. Pre-Kindergarten Program Survey Results

Thanks to Sheila Morrison, District Principal of Early Learning and Child Care, for a very detailed and extensive report on this year's Pre-Kindergarten Program. The power point will be attached to this report after being posted on the District website.

ii. Interact Club – Ballenas Secondary School/Rotary International

Katie, JJ, Ella and Ethan from the Ballenas Interact Club introduced the Club, which is supported by Parksville Rotary and bottle recycling at the school. Students have participated in the following Rotary Programs— Short-term Exchange; Rotary Youth Leadership Assembly (RYLA) and the Rotary/Live Different Builds in Mexico. The students underlined the importance of giving both locally (through participation in the bottle drives on Saturdays and at school) and internationally. They affirmed that travelling beyond Canada, especially to Mexico, had been life-changing experiences.

iii. International Student Program (ISP)

Students Tibor, Kaity and Mason are International Student Program Ambassadors. These students assist in making International Students feel welcomed and at home in our schools and communities. The District welcomes students from 20 different countries and most students integrate well into our system. The ISP also provides short-term stays where younger

students come with their teacher and are guests at Elementary Schools. Mason spoke about visiting ISP students in their home countries and told us that the trip had expanded his understanding and interest in world cultures.

2. EDUCATION UPDATES

i. Director of Instruction/Associate Superintendent

Director of Instruction Terpstra presented a power point explaining the District's approach to Artificial Intelligence (AI). The District has guidelines on the use of AI that are available to all and has identified what sites may be used for learning. While the District is aware of the cybersecurity issues (covered in the Finance and Operations Committee Meeting Report), it is cautiously using AI in appropriate applications.

Director of Instruction Terpstra also presented updates to the assessment documentation. The power point will be attached to this report after being posted on the District website.

Grad Walk – June 11th

Associate Superintendent Wilson reported on the Grad walk where graduating students attended their chosen Elementary Schools (in caps and Gowns) and participate in activities with students. It was a fabulous event!

A personal comment – As a Retired Teacher, I attended the local Retired Teachers' event on Wednesday. At my table was a retired teacher who had been invited back to her former Elementary School to attend a Grad Walk. Her comments were positive and very heart-warming. Great to hear the comments from someone outside the District.

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

None

4. UPCOMING TOPICS

- Program – Framework for Enhancing Student Learning (FESL)
- School Presentation - École Oceanside Elementary
- Continued Committee Evaluation

5. NEXT MEETING

Tuesday, September 16, 2025 at 2:30 p.m. via video-conferencing (TBC)

6. ADJOURNMENT



Pre K Program for Grads 2037

May 2025

Strengthening Early Years to Kindergarten Transitions

SEY2KT – Ministry Grant



2 hours per day, 2 times per week from April 29 – May 28

3 Teachers hired to run programs in 7 QSD elementary schools

141 soon-to-be Kindergarten participants

Planning

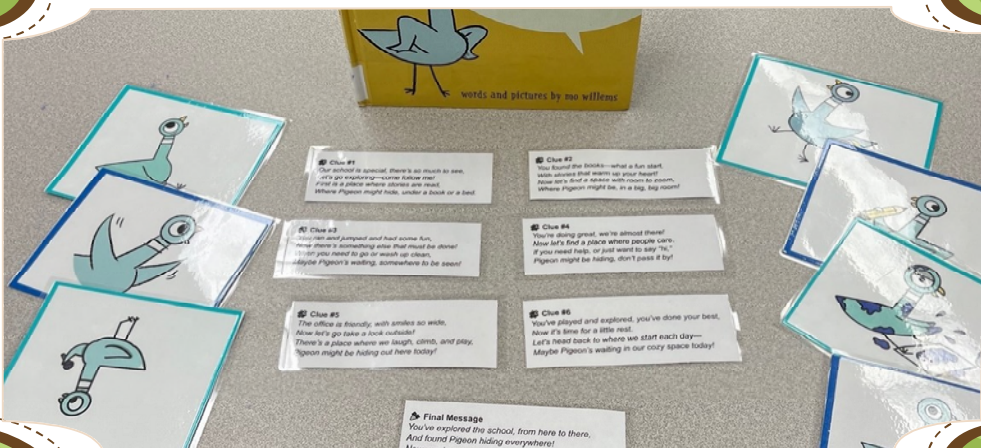
- All children who expressed interest were able to participate.
- Liaised with Learning Support, Sources, and StrongStart facilitators to identify and invite children who would benefit who may not have expressed interest.
- Orientation for teachers, gathered supply bin and other resources from the DRC, connected with each school staff to plan activities.



Activities



Experimenting and Exploring



Making and Creating



Playing with New Friends



Building, Collaborating, and Problem Solving



Exploring School Grounds



Time in Kindergarten Classes



Storytime with School Staff

Teacher Librarian



Speech, Language Pathologist
"Emotion Jar"



Parent Survey

100% of respondents agreed or strongly agreed that their child had the opportunity to

- Take part in playful learning
- Explore outdoors
- Meet other staff and students at the school
- Become familiar with the school site (library, gym, washrooms, office)

What aspects of the program did your child share with you?

- Activities they did each day like circle time, songs, stories, going to the park, library, gym, music room, playground
- Learning how to sing, be more friendly to classmates, getting to know school staff
- Friends they met, snack time, free and imaginative play
- Spending time with the Kindergarten class
- Brought home loads of pictures created, talked about hunting around the school for things, and the new rules learned
- The fun activities, the relationship with the teacher, learning about the school.
- Spending time with “big buddies,” going on a nature walk, having carpet time, finding the bathrooms, and enjoying snack and playtime.
- Excited to share about neighbors from other grades that they saw at school and new friends that they made that were going into Kindergarten next year.

How do you believe this experience may support your child when they begin Kindergarten in September?

22 respondents (54%) answered school for this question.



A word cloud visualization of responses to the question. The word 'school' is the largest and most central. Other prominent words include 'child', 'school building', 'familiar with the building', 'school setting', 'inside of the school', 'new school', 'school and staff', 'future school', 'school routine', 'familiar faces', 'September school', 'big school', 'school year', 'comfortable being in the school', 'school and teachers', 'child was excited', 'child get familiar', 'kindergarten', and 'familiar with school'.

school and staff
future school
school routine
familiar faces
September school
new school
inside of the school
school building
familiar with the building
school setting
child was excited
school and teachers
child get familiar
kindergarten
familiar with school
big school
school year
comfortable being in the school

school
child

Positive Feedback From Parents...

- "This program is so helpful. I hope it continues for years to come for future families".
- "...great program to help the little ones transition into a new school and feel more comfortable with their first day."
- "...main benefits of school familiarity and meeting some fellow students."
- "Keep it going! Loved the older students that welcomed them with bubbles and smiles at the start!"
- "I watched my child go from playing alone to making friendships. My son loved that there was everything from PlayDoh to trains to circle time as well as time in the gym and outside on a couple different playgrounds".
- "When the teacher saw a child needing extra support they instantly went out of their way to ensure that child had the extra support they needed."
- "From the first day to last day I saw children grow from shy and unsure to excited to get to class."
- "I am truly excited for my child to start school in September now and I feel all of my concerns have been resolved due to having this wonderful program!"
- "Teacher was fantastic, friendly, and clearly had a huge amount of patience and empathy for all her kids...she was superb! Thank you".

Parent Survey

95% of respondents reported that their child now moves at ease in the school setting

1 respondent reported no change in their child's comfort level in the school setting

1 respondent reported their child has increased apprehension in the school setting

Challenges Faced by Parents

- Some didn't get the invitation email (either went to junk mail or didn't get until child was registered for Kindergarten)
- 2 hour time frame during school day hard for working parents to coordinate drop-off and pick-up
- "The hardest part of the program for our child was being in a room with big, exciting toys that they weren't allowed to play with. For example there was a play kitchen that was off limits. It was hard to move from preschool where all the toys are available to a more limited play space. It resulted in negative feelings toward the classroom."
- More advertising so more families know about this program.
- "Please release a proper registration, not a request for interest. It was not properly communicated that it was a first come first served expression of interest, and it was not communicated that space was limited."

Suggestions from Parents

- Suggestions
 - Align start/end times with school schedules
 - Signage on first day to indicate where to meet and a school tour for parents
 - Arrange for additional staff, especially on first day or when there are "runners" in the group
 - Making it a little longer, 3 or 4 hours would be ideal so they get a feel for a real school day.
 - Offering more than one time slot perhaps as we almost weren't able to attend due to it being at the same time as preschool.
 - Weekly newsletter or email to share highlights of the program
 - Provide a little write-up for parents at the end of the program to share successes, challenges, and suggestions for their child.

Feedback from teachers

- Appreciated the orientation session and connecting with the StrongStart facilitators who were able to share background info to assist with transition.
- Noticed how much the children changed in such a short time – from shy and unsure at first to big smiles, chatting with new friends, and jumping into activities with excitement.
- Gentle, relationship-focused approach can ease the transition into Kindergarten.
- Children became more confident, more connected, and more excited about coming to school. Some participants who were reluctant at first didn't want to leave at the end.
- Caregivers were open and involved which helped their children settle in and feel safe.
- Kindergarten teachers and other staff were able to meet and observe the children in the program and interacting with other students which will help with class placement.
- Transition information passed along valuable for program planning.
- Program bridged between Early Learning Programs (Ready, Set, Learn, StrongStart) to Kindergarten orientation activities.
- Pre-K Teachers appreciated the schools/staff who were welcoming and were eager to plan activities together.

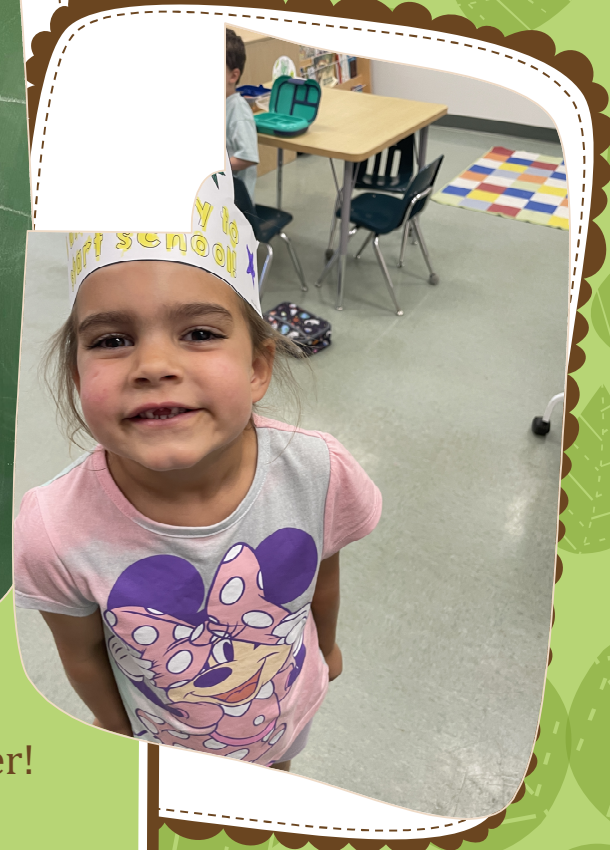
Some Challenges Faced

- Not knowing the participants or group dynamics in advance.
- Trying to meet and greet on first day without support was tricky.
- Children who would most likely require support in September are unsupported in the program.
- Dynamics, routines, and engagement at each school were different.

Suggestions

- Send the "Getting to Know You" form to parents to fill out in advance of the first day to assist with program planning.
- Speech and Language Pathologist suggested adding a question about languages spoken at home to the "Get to Know You" survey. Indigenous Advocates suggested including a question about Indigenous ancestry so they could start making connections with those children.
- Arrange for additional staff or other helpers on first day.
- Arrange for older students/big buddies to assist with handwashing, bathroom trips, reaching taps/paper towels, shoes, and coats.
- Arrange radio or phone contact with a designated school contact.
- 2 hours goes by quickly by the time drop-off and pick-up transition takes place. Arrange a 15-minute drop-off and 15-minute pick-up time outside of the 2-hour program time.

Ready for Kindergarten!



See you in September!



It takes a village...

The Pre-K Program is an incredible opportunity to welcome our youngest learners into our schools.

Collaboration with community partners such as Sources and StrongStart helped make this program a success.

Thank you to the Board of Education for supporting this very unique program!

AI and Assessment Updates for Ed Committee

June 17, 2025

Qualiucm School District



What do staff and students need in order to use AI tools safely, meaningfully and ethically?

- Understanding of the power and potential benefit – getting to the learning, curriculum and core competencies.
- Guidelines: Working Group through CIAC – in later slide.
- Tools developed for education
- Time to learn and explore



Update on the Working Group - Goals and next steps:

- To provide AI guidelines for educators
- To provide AI guidelines for students
- Adopting AI Tools – Privacy and process
- To support learning for the district around AI and how it can improve learning.
- Next steps:
 - “When Do I Use AI” and “Citing AI” as a resource docs
 - Recommending and approving AI Apps/programs

QSD Guidelines

Qualicum School District Guidelines for the Use of AI



In QSD we use AI to responsibly enhance learning while protecting the privacy of our staff, students and school community by:



- Improving educational experiences and promoting inclusive practices
- Following district, school and class guidelines on when and how to use AI to support learning. (See "When Do I Use AI").



- Ensuring AI tools align with provincial curriculum and competencies
- Protecting student data and complying with privacy laws – do not enter any personal or private information into AI tools.



- Ensuring transparency about AI tools' purposes and operations.
- Thinking critically and checking for bias. AI tools can produce culturally incorrect or inaccurate information.



- Checking that AI tools comply with legal regulations and respect intellectual property rights.

These guidelines help ensure AI is used responsibly and effectively in schools. If you need more details on any specific point, ask!

For improving workflow, for improving learning

- AI Assistant: ChatGPT, Google Gemini, NotebookLM, Microsoft Copilot.
- Teaching Assistant: Brisk, Diffit
- Student Access and Learning: Magic School, School AI, Teacher Aid
- Individual Learning and creating: [Suno](#), [Goblin.tool](#), Snorkl

Teacher Resource: Aps or Programs that help with improving workflow, feedback, planning learning or other:

| App/Program Name with Link | Brief Description |
|-----------------------------------|--|
| Brisk Teaching | AI Teaching Assistant with curric feedback, differentiation. |
| Diffit | Learning resources for all – curriculum planning and learning with student activities. |
| ChatGPT | AI Assistant - |
| Google Gemini | AI Assistant – limited version in Google right now |
| Microsoft Copilot | AI Assistant – limited version in Microsoft Edge right now |
| NotebookLM | Personalized AI research assistant Google |
| | |
| | |
| | |

Student Learning: Aps or Programs that support student learning; they may include teacher planning and support:

| App/Program Name with Link | Brief Description |
|------------------------------|--|
| School AI | AI powered learning platform |
| Magic School | For educators and students – used by West Van. |
| Suno | A cool music creation app |
| Goblin.tools | Breaking things down so you don't. Great for Neurodivergent people with tasks they find overwhelming. Try it yourself. |
| Teacher Aid | All in One curricular solution for teachers and students. Canadian and used by Surrey Schools. |
| Snorkl | Instant Feedback on authentic student thinking – whiteboard style |
| | |
| | |

K-7 Communicating Student Learning Quick Guide



Written Learning Updates



- **Two** written learning updates
- Literacy/Numeracy reported on for both
- All other areas currently studied reported on (interdisciplinary comments are acceptable)
- Can be point form or paragraph
- Uses strength-based language
- Uses proficiency language
- Includes next steps in learning

Summary of Learning



- **One** summary of learning
- All learning areas reported on
- Can be point form or paragraph
- Uses strength-based language
- Uses proficiency language
- Describes areas for further growth and development

Informal Learning Updates



- At least **two** per year
- May include:
 - email
 - phone
 - celebration of learning
 - in-person/virtual conference

Goal Setting Core Competency Reflection



- **Three** times a year
 - Both written learning updates
 - Summary of learning
- Student Generated Content
 - Goals
 - CC self assessment

For more detail please refer to the
District Assessment & Communicating Student
Learning Document





Qualicum School District

ASSESSMENT AND COMMUNICATING STUDENT LEARNING



Assessment Dates

YEAR LONG:

Continuous, Ongoing Communication with home on Student Progress K-12

SEPTEMBER:

- Learning about our Students
- Class Reviews
- K Snapshot
- Grade k-3 Fall Literacy Screener - Provincial
- Grade 3 & 5 Write, Grade 9 Literacy Assessment completed by Nov 7
- Grade 6 & 8 District Wide Numeracy Assessment completed by Nov 7
- Grades 10-12 Graduation Status Update

OCTOBER:

- Class Reviews continue
- Grade 4/7 FSA opens Oct 1 - Nov 7- Provincial
- District Wide Assessments continued
- K-12 Fall Conferencing Window Oct 15- Nov 7

November:

- K-12 MyEd BC open for Learning Updates
- Grade 10 & 12 Graduation Assessments open Nov 3- 7 - Provincial
- IEP's established
- District Wide Assessments and FSA's completed by Nov 7
- Fall Conferencing continued
- Grade 8-12 MyEd Mid-Course Learning Update November home by Nov 28

December:

- K-7 Fall Learning Updates home by Dec 12

January

- Class Reviews/Class Support Plan/IEP Progress Reports - Revisit/Update
- Grade 8-12 MyEd BC opens for Written Learning Update or Summary of Learning
- Grade 10 & 12 Graduation Assessments open Jan 12-23 - Provincial

FEBRUARY

- District School Reviews - local
- K-7 MyEd BC open for Spring Written Learning Updates
- Grade 8-12 Learning Update/Summary of Learning home by Feb 12
- Grade K-3 Mid-year Literacy Screener - Provincial

MARCH:

- K-7 MyEd BC Spring Written Learning Updates including Class Support Plans/IEP Progress Reports home by March 9
- 8-12 Spring Conferencing window, March 2-13

APRIL

- Grade 8-12 MyEd BC opens for April Written Learning Update
- K-7 Spring Conferencing/Celebration of Learning window Mar 30 - May 13
- Grade 10 & 12 Graduation Assessments open Apr 20-24 - Provincial
- Grade 8-12 MyEd BC Written Learning Update April sent home by Apr 30
- Grade 4, 7, 10 & 12 Student Learning Survey closes - provincial

MAY:

- Spring Assessments DWW, grade 3 & 5, Literacy 9, Numeracy grade 6 & 8 , and Numeracy 2 check-in
- Grade K-3 Spring Literacy Screener - Provincial
- K-12 MyEd BC opens for Summary of Learning May 17

JUNE:

- Year End Reviews and Progress Reports
- Grade 10 & 12 Graduation Assessments open June 8-19 - Provincial
- K-7 MyEd BC Summary of Learning home by last week of school
- Grade 8-12 MyEd BC Summary of Learning including graduation status update (grades 10-12) available for pick up at school June 29 to July 3