



AGENDA
Open Board Meeting

Tuesday, September 3, 2024

4:30 p.m.

Boardroom - Public Participation via Zoom

Pages

1. CALL TO ORDER
'Uy' skweyul, sii'em' nu siiye'yu. 'Uy nu shqwaluwun kwunus 'i lumnalu. I would like to acknowledge that this meeting is taking place on the lands of the Hul'q'umi'num' speaking people, specifically the Kwa'mutsun village. The Board of Education is honoured to be able to collaboratively walk beside the Quw'utsun, Malahat, Ts'uubaa-asatx, Halalt, Penelakut, Stz'uminus, and Lyackson Peoples who have cared for this land for thousands of years. May we walk gently on the ceded and unceded territories of their lands as we work together to lift up all of the xe'xe' smun'eem.
2. ADOPTION OF AGENDA
 - 2.1 Motion to Adopt Agenda
"That the Board of Education of School District No. 79 (Cowichan Valley) adopts the agenda of the September 3, 2024 Open Board Meeting."
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8.3.3	National Principals' Month - October <i>"That the Board of Education of School District No. 79 (Cowichan Valley) refers the matter of appropriate recognition of National Principals' Month to the Chair and Superintendent."</i>	
8.3.4	Board/Authority Authorized Course: Indigenous Technologies 11 <i>"That the Board of Education of School District No. 79 (Cowichan Valley), having consulted with the local First Nation(s), approves the submission of BAA Indigenous Technology 11 to the Ministry of Education and Child Care to qualify for credit towards the Indigenous Focused Graduation Requirement."</i>	16 - 26
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13. NEW BUSINESS

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15. ADJOURNMENT

15.1 Motion to Adjourn

"That there being no further business, the meeting be adjourned."

**MINUTES OF THE OPEN MEETING OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 79
(COWICHAN VALLEY)**

**Tuesday, June 4, 2024, 4:30 p.m.
Boardroom - Public Participation via Zoom**

PRESENT

Trustee Cathy Schmidt, Chair
Trustee Elizabeth Croft, Vice-Chair
Trustee Randy Doman
Trustee Cindy Lise
Trustee Eduardo Sousa
Trustee Jennifer Strachan
Jason Sandquist, Secretary-Treasurer
Robyn Gray, Superintendent
Margaret Olsen, Assistant Superintendent
Darlene Reynolds, Assistant Superintendent
Jeff Rowan, Acting Assistant Superintendent
Jeffrey Robinson, Director of Operations
Darcy Hoff, Temporary Director of Inclusive Learning
Claudia McMahon, Associate Secretary-Treasurer
Claire Spencer, Recording Secretary

APOLOGIES **Trustee Joe Thorne**

1. CALL TO ORDER

Trustee Schmidt called the meeting to order at 4:30 p.m. and acknowledged that the meeting was taking place on the lands of the Hul'q'umi'num' speaking people, specifically the Kwa'mutsun village. The Board of Education is honoured to be able to collaboratively walk beside the Quw'utsun, Malahat, Ts'uubaa-asatx, Halalt, Penelakut, Stz'uminus, and Lyackson Peoples who have cared for this land for thousands of years. May we walk gently on the ceded and unceded territories of their lands as we work together to lift up all of the xe'xe' smun'eem.

2. ADOPTION OF AGENDA

2.1 Motion to Adopt Agenda

Moved by Trustee Doman
Seconded by Trustee Lise

"That the Board of Education of School District No. 79 (Cowichan Valley) adopts the agenda of the June 4, 2024 Open Board Meeting."

CARRIED

3. APPROVAL OF THE CONSENT AGENDA

3.1 Motion to Approve the Consent Agenda

Moved by Trustee Doman
Seconded by Trustee Strachan

"That the Board of Education of School District No. 79 (Cowichan Valley) approves the consent agenda items of the Open Board Meeting of June 4, 2024, as presented."

CARRIED

4. **MINUTES**

4.1 **Minutes of the May 7, 2024 Open Board Meeting**

Moved by Trustee Doman
Seconded by Trustee Lise

"That the Board of Education of School District No. 79 (Cowichan Valley) adopts the minutes of the May 7, 2024 Open Board Meeting."

CARRIED

5. **RECOGNITION AND DELEGATIONS**

5.1 **Recognition: Inclusive Learning Team**

The Board recognized the Inclusive Learning Team whose were recipients of an award celebrating exceptional dedication within a school community in supporting students with dyslexia. Team members Amy Loudon, Tara Janes, Jessica Lendrum, Corina Fitznar, Michele Andrews, Brenda Lee, Kim Darbyshire, Dani Morrow, Glen Posey, Carissa Dunham, Erica Roberts, Marydawn MacWatt, Rich Ready and Darlene Reynolds were recognized for their remarkable commitment and innovation in ensuring equitable education for students with dyslexia. Through the Team's work, our District has introduced universal screening and implemented evidence-based reading instruction. Using data collected, the District has been able to target students' learning needs. The team has been creating equitable outcomes for learners by emphasizing the need for evidence-based approaches to instruction, intervention and proactive monitoring of students' reading journeys. This has been achieved through district-wide inservice for all teachers K-12 and education assistants, identifying school-based literacy leads and creating professional learning sessions, and developing a website and supportive learning materials. A letter of congratulations from Dyslexia Canada was also shared.

5.2 **Delegation: Cowichan Valley Schools Heritage Society**

The Cowichan Valley Schools Heritage Society was formed in 2007 to research information on schools, document and safely store the information, and share the educational history of the Valley with the public. To date they have documented over 200 former public and private schools within the boundaries of the Cowichan Valley School District, dating back to c. 1849. They have collected hundreds of archival records such as photos, newsletters, and yearbooks. All documents are stored at a fonds in the Society's name at the Cowichan Valley Museum Archives. In 2012 the Society decided to honour former schools with signage placed as close as possible to the site of the original school. Signs have now been placed at 61 former school sites. It was noted that signs were not placed at remote sites that would not be visible to the community (such as the site of the former Mt. Sicker School, which was the largest school on the island in 1901) or where the exact location could not be determined. The Society expressed its gratitude to the present and former members of the District's Operations Department who assisted with signs, including Monroe Grobe, Graeme Murray, Ian Murray, Richard Dyble and Jeff Robinson. They also thanked the District staff who have forwarded messages about donations and research inquiries from the public. The Board was presented with the Society's booklet on the 61 sites that have had signage erected.

5.3 **Delegation: Municipality of North Cowichan re SAFER Community Plan**

John Horn, Director, Planning and Protective Services, Municipality of North Cowichan, informed Trustees that he is in the process of updating the SAFER Community Plan for the corridor between Somenos Marsh and the Silver Bridge. He is in the consultation phase, getting feedback from people who work and reside in the area. Meetings have also taken place with service providers to identify the key priorities in the social infrastructure and determine required

resources. While the focus is on the unhoused and those with additions and/or mental health challenges, they are also including others such as the elderly and kids coming out of foster care. Documentation from this process will form the base of the SAFER Community Plan. A goal as they develop the Plan is to align all jurisdictions around the solutions so when they advocate they are unified, coherent and clear about what they want and need. There will be a public meeting at 7:00 p.m. on June 20 in the Quamichan School Multi-Purpose Room for residents and business-owners in the corridor.

6. REPORT OF CLOSED MEETING

6.1 Report of Closed Meeting

Prior to the Open Meeting the Board met in Closed session. Personnel, property matters and compensation planning were on the Agenda. The Board concluded its business.

7. OLD BUSINESS

7.1 Action List

The Action List was reviewed.

8. SUPERINTENDENT OF SCHOOLS

8.1 Personnel

8.1.1 Principal and Vice-Principal Updates

The adjustments to Principal/Vice-Principal assignments for 2024-2025 were shared with Trustees. The changes were communicated to schools and District staff on May 24.

8.2 For Board Information

8.2.1 School District Retirement Dinner - June 10, 2024

The Board's Retirement Dinner will be held at 4:30 p.m. on June 10 at Arbutus Ridge Golf Course.

8.2.2 School Calendar 2024-2025

The School Calendar 2024-2025 has been updated to show the two-hour early dismissal days for PLC on October 23, November 20, February 26, April 23 and May 14, as well as the CVTF Pro-D days on October 25, February 14 and May 2.

8.2.3 District Scholarship Update

Trustees were invited to participate in judging the District Scholarship presentations last month. Sixty-six scholarships valued at \$1,250 have been allocated to the District.

8.2.4 Quamichan School Annual Update

As required by Board motion, staff provided an annual report on Quamichan campus. The closure of Quamichan campus, which requires students to remain on site during the lunch break, has positively impacted the school culture and has resulted in an increase in student-requested clubs and activities. Students also have the opportunity to play a variety of sports during the break. Food options have increased and include free food provided by Nourish Cowichan, a salad/food bar funded by a Presidents Choice grant, a school store which sells sushi, wraps and bowls (as requested by students), and regular PAC healthy lunch options such as Booster Juice. Assistant Superintendent Jeff Rowan represents the District at twice-monthly meetings at Warmland where any issues are

discussed. No interactions between students and the unhoused population have been reported this year.

8.2.5 Superintendent's Update

Acknowledgements/Appreciation:

- Congratulations to Louise Thomson for being re-elected as President of the CVTU, Erin Harvie for being re-elected as President of the LCTA, and to Nicolas Schofield for being newly elected as Vice-President of the CVTU;
- Congratulations to Carmen Sundstrom for being re-elected as Chair of DPAC and Keirsten Tymko for being newly elected as Vice-Chair of DPAC for the 2024/25 school year;
- Chemainus Elementary Vice-Principal/Early Learning Coordinator Brenda Lee, Early Learning and Child Care Manager Sarah Foster, Kindergarten Teachers and community agencies were recognized for their collaborative efforts around the recent Ready Set Learn and Ready Set Go events;
- Students Haruki Ikemura and Esther Popma represented the Cowichan Valley School District at the Skills Canada Nationals on May 30 and 31 in Quebec. Esther, from Cowichan Open School, competed in Hairstyling, and Haruki, from Cowichan Secondary, won Silver in the Cabinet Making category. Congratulations Haruki and Esther!

Catalyst Update – Drama Challenge Results: The District Drama Challenge was held at Quamichan School on May 2. Almost 100 students from 7 schools in teams of 4-5 students performed a 2 minute pre-planned skit with an underwater theme, and then were given 20 minutes to plan a two-minute improvised skit.

Photos: Pictures from a variety of recent events across the District were shared with Trustees.

- **Quamichan** Lightning participating at the Vancouver Island Track and Field Championships and Quamichan students bouldering and holding music and dance events.
- **Palsson** students being greeted on National Dinosaur Day on May 21 by crossing guards in inflatable T-Rex costumes. Classes enjoyed different dinosaur themed activities and games, students read books about dinosaurs, measured the size of real dinosaurs on the pavement and watched videos teaching about dinosaurs.
- **Lake Cowichan School** track meet for students in Grades 4-7, and Grade 12 Capstone and District Scholarship presentations.
- **The Grove** had local Coast Salish Artist Charlene Johnny do a painting workshop with students in Grades 4 through 12. They also had a three-day workshop with Della Rice where students received oral teachings, went exploring and harvesting edible and medicinal plants, and made tea and medicinal salves. The PAC also put on a spring fair which was well attended by both past and present students from all programs and Open Learning. Many community members also participated, including the Intercultural Society. On May 23 the Nature Collective program performed end-of-year school plays. Four classes performed on stage at Providence Farm, with one of the plays being completely written

and directed by the students. A huge school potluck was enjoyed between shows.

- **George Bonner** had a team travel to Victoria to partake in the Times Colonist 10KM run on Sunday, April 30. Students had a wonderful time performing “Alice in Wonderland” for families and students over two days in May. There was a Grade 6/7 Entrepreneur Showcase in mid-May. Students designed and came up with a marketing plan for their product and were able to sell them to students and parents at the showcase.

Revised Administrative Procedures:

- AP 145 - Use of Personal Digital Devices (PDDs) has been revised to align with Ministerial order M89. PDDs are not to be accessed or operated during regular instruction or during a school-sponsored activity unless such use facilitates the learning activity and is authorized. PDDs may be used for educational purposes as directed by educators.
- AP 301 - Student Registration, Enrolment and Placement now requires a birth certificate or other legally-accepted document along with two documents proving residency at the time of registration in order to confirm the student's catchment area. Section 4.5 was modified to reflect implementation of Bill 40 and First Nations' preferred school of choice for their students learning on reserve.
- AP 360 – Assessment, Evaluation and Reporting was revised to reflect the new BC Ministry of Education and Childcare K-12 Student Reporting policy, and to reflect current District assessment and reporting practices.

Trustee Doman left the meeting at 5:38 p.m.

Pride Month: The Pride flag is flying at the School District Office, and many activities are happening at schools to recognize Pride Month. The District is pleased to be able to support the message of diversity and inclusion represented by those activities. People are invited to join the Cowichan Valley School District group at the *Cowichan Walk and Festival Pride Parade* on Sunday, June 23 at 11am. There will be flags and stickers to hand out and a banner to walk behind.

BC Child and Youth in Care (CYIC) Week - June 3-9, 2024 is a time for everyone in communities across the province to support and celebrate our province’s incredible, diverse young people in government care. Youth envisioned a week that acknowledges and celebrates the unique strength of young people in care, and that’s how BC Child and Youth in Care Week was created.

School Visits/Check-ins: The Superintendent attended Crofton Elementary's Coast Salish Art Gallery on May 30.

8.3 For Board Action

8.3.1 National Indigenous Peoples Day - June 21, 2024

Moved by Trustee Sousa
Seconded by Trustee Strachan

"That the Board of Education of School District No. 79 (Cowichan Valley) recognizes National Indigenous Peoples Day, June 21, 2024."

CARRIED

8.3.2 Approval in Principle - Cowichan Secondary School International Student Exchange to Lyon, France

Moved by Trustee Strachan
Seconded by Trustee Lise

"That the Board of Education of School District No. 79 (Cowichan Valley) grants approval in principle to the 2024/2025 Grade 11 French Immersion Student Exchange with Académie de Lyon."

CARRIED

9. SECRETARY-TREASURER

9.1 For Board Information

9.1.1 School Board Office Summer Hours of Operation

The main School Board Office will be closed to the public July 1 - August 23, 2024.

- Central Receiving will be open 8:00– 3:00 (closed 12:00 - 12:30) from July 2 – August 23, 2024;
- Operations will be open 7:30 – 3:30 (closed 11:30 – 12:30) from July 2 – August 23, 2024;
- Transportation and Grounds will be open 9:00 – 1:00 from July 15 – August 16, 2024.

10. COMMITTEES AND OUTSIDE ORGANIZATIONS

11. UPCOMING MEETINGS AND EVENTS

11.1 Schedule of Upcoming Meetings and Events

The Schedule of Upcoming Meetings and Events was reviewed.

12. CORRESPONDENCE

Moved by Trustee Croft
Seconded by Trustee Strachan

"That the Board of Education of School District No. 79 (Cowichan Valley) receives the following correspondence:

12.1 Correspondence from Leslie Chance

12.2 Correspondence from Deputy Minister Christina Zacharuk"

CARRIED

13. NEW BUSINESS

14. QUESTION PERIOD

15. ADJOURNMENT

15.1 Motion to Adjourn

The meeting adjourned at 5:46 p.m.

Moved by Trustee Lise
Seconded by Trustee Croft

"That there being no further business, the meeting be adjourned."

CARRIED

Cathy Schmidt, Chair

Jason Sandquist, Secretary-Treasurer

MINUTES OF THE SPECIAL OPEN MEETING OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 79 (COWICHAN VALLEY)

Tuesday, June 18, 2024, 4:30 p.m.
Via Zoom at <https://sd79.zoom.us/j/65341273882>

PRESENT

Trustee Cathy Schmidt, Chair
Trustee Elizabeth Croft, Vice-Chair
Trustee Randy Doman
Trustee Cindy Lise
Trustee Eduardo Sousa
Trustee Jennifer Strachan
Trustee Joe Thorne
Jason Sandquist, Secretary-Treasurer
Robyn Gray, Superintendent
Margaret Olsen, Assistant Superintendent
Darlene Reynolds, Assistant Superintendent
Jeff Rowan, Acting Assistant Superintendent
Jeffrey Robinson, Director of Operations
Darcy Hoff, Temporary Director of Inclusive Learning
Claire Spencer, Recording Secretary

APOLOGIES Claudia McMahon, Associate Secretary-Treasurer

1. CALL TO ORDER

Trustee Schmidt called the meeting to order at 4:30 p.m. and acknowledged that the meeting was taking place on the lands of the Hul'q'umi'num' speaking people, specifically the Kwa'mutsun village. The Board of Education is honoured to be able to collaboratively walk beside the Quw'utsun, Malahat, Ts'uubaa-asatx, Halalt, Penelakut, Stz'uminus, and Lyackson Peoples who have cared for this land for thousands of years. May we walk gently on the ceded and unceded territories of their lands as we work together to lift up all of the xe'xe' smun'eem.

2. ADOPTION OF AGENDA

2.1 Motion to Adopt Agenda

Moved by Trustee Thorne
Seconded by Trustee Doman

"That the Board of Education of School District No. 79 (Cowichan Valley) adopts the agenda of the June 18, 2024 Special Open Board Meeting."

CARRIED

3. SECRETARY - TREASURER

3.1 For Board Action

3.1.1 2025/2026 Major Capital Plan Submission

The Secretary-Treasurer reviewed the District's prioritized Capital Plan requests, which are categorized as additions, new schools, replacement/renovations, seismic upgrades and site acquisitions. He also advised that any seismic upgrades would be unlikely due to the enrolment growth pressures across the province.

Moved by Trustee Strachan
Seconded by Trustee Croft

"In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 79 (Cowichan Valley) hereby approves the proposed Five-Year Capital Plan (Major Capital Programs) for 2025/26, as provided on the Five-Year Capital Plan Summary for 2025/26 submitted to the Ministry of Education and Child Care."

CARRIED

3.1.2 2025/2026 Five-Year Capital Plan Building Envelope Program (BEP)

The lone item on the District's Five-Year Capital Plan Building Envelope Program (BEP) submission is for exterior upgrades at Alex Aitken Elementary which experienced water ingress.

Moved by Trustee Lise
Seconded by Trustee Sousa

"In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 79 (Cowichan Valley) hereby approves the proposed Five-Year Capital Plan (Building Envelope Program) for 2025/2026, as provided on the Five-Year Capital Plan Summary for 2025/2026 submitted to the Ministry of Education and Child Care."

CARRIED

3.1.3 Ongoing Recognition - Duncan Lions Club Donation

Drinkwater Elementary's Parent Advisory Council has been fundraising for a new school playground for several years. The Duncan Lions Club has offered to make a generous donation towards the new playground but asks for a small sign with their logo and a statement that they worked with the Drinkwater PAC to fund the playground. The Board's Administrative Procedure 514 - Management of School Based Grant Generated Funds requires that proposals for ongoing recognition be approved by the Board.

Moved by Trustee Thorne
Seconded by Trustee Strachan

"That the Board of Education of School District No. 79 (Cowichan Valley) approves the installation of a small recognition sign that acknowledges the fundraising collaboration between the Drinkwater Elementary Parent Advisory Council and the Duncan Lions Club once the new playground at Drinkwater Elementary has been installed."

CARRIED

Moved by Trustee Croft
Seconded by Trustee Thorne

"That the Board of Education of School District No. 79 (Cowichan Valley) directs staff to develop a framework for community contributions and donations and bring it back to Board at the end of the year."

CARRIED

4. **NEW BUSINESS**

5. **ADJOURNMENT**

5.1 Motion to Adjourn

The meeting adjourned at 5:00 p.m.

Moved by Trustee Sousa
Seconded by Trustee Doman

"That there being no further business, the meeting be adjourned."

CARRIED

Cathy Schmidt, Chair

Jason Sandquist, Secretary-Treasurer

ACTION LIST FOR OPEN MEETINGS

Description	Assigned To	Action	Disposition / Completion
June 18, 2024 Special Open Meeting			
Framework for Community Contributions and Donations	Jason Sandquist	Develop a framework for community contributions and donations and bring it back to Board at the end of the year.	In progress

Principal and Vice-Principal Placements for September 2024

Alex Aitken	Principal	Mike Martin
Alexander	Principal	Ann Kissinger
Alexander	Vice-principal	Brenda Lee
Bench	Principal	Scott Jackson
Bench	Vice-principal	Kyla Bridge
Chemainus Elem.	Principal	Ixchel Bradley
Chemainus Elem.	Vice-principal	Rhonda Rose
Crofton	Principal	Craig McLeod
Discovery	Principal	Dani Morrow
Discovery	Vice-principal	Emily Nickason
Drinkwater	Principal	Brenda Stevenson
Drinkwater	Vice-principal	Grant Mellemstrand
Ecole Cobble Hill	Principal	Ian Zibin
Ecole Cobble Hill	Vice-principal	Carmen Boudreau
Ecole Mt. Prevost	Acting Principal	Madelin Rocheleau
Ecole Mt. Prevost	Vice-principal	Sandra Buckland
George Bonner	Principal	Updesh Cheema
George Bonner	Vice-principal	Delyth Morgan
Khowhemun	Principal	Jennifer Calverley
Khowhemun	Vice-principal	Camila Bhandari-Arscott
Maple Bay	Principal	Nicole Davey
Mill Bay Nature School	Principal	Alison Leslie
Palsson	Principal	Fiona Somerville
Tansor	Principal	Brent Ranger
Chemainus Sec.	Principal	Jaime Doyle
Chemainus Sec.	Vice-principal	Ashley Bell
Cowichan/Quw'utsun Sec.	Principal	Darcy Hoff
Cowichan/Quw'utsun Sec.	Vice-principal	Jennifer Merrett
Cowichan/Quw'utsun Sec.	Vice-principal	Lindy Thompson
The Grove/CVOLC	Principal	Venessa MacDowell
Alternative Options	Principal	Nicole Boucher
Frances Kelsey	Principal	Kevin van der Linden
Frances Kelsey	Vice-principal	Colleen Mullin
Frances Kelsey	Vice-principal	Penny Butler
Lake Cowichan	Principal	Jennie Lee Hittinger
Lake Cowichan	Vice-principal	Mike Greenslade
Quamichan	Principal	Claire Whitney
Quamichan	Vice-principal	Darren Hart
District Principal of Careers and Trades		Ryan Gough
District Principal of Instruction and Innovation K - 12		Glen Posey
District Principal of Indigenous Education		Mary Peter
District Principal of Inclusive Learning		Tammy Renyard
District Vice-principal of Inclusive Learning		Kim Darbyshire
District Principal of International Student Program		Alison Keple
District Vice-principal of International Student Program		Kevin O'Donnell

*please note some of these placements are temporary



Briefing Note



Date of Report: August 27, 2024

Prepared for: The Board of Education for **Action** for the September 3, 2024 Open Board Meeting

Subject: For Action: Board/Authority Authorized Course Approval

Background:

The Ministry of Education has changed the graduation requirements starting in 2023-24 to include all students requiring an Indigenous focused course at the grade 10, 11 or 12 level.

[BAA Course Criteria and Process - Indigenous grad req section - NEW \(gov.bc.ca\)](https://www2.gov.bc.ca/assets/gov/education/indigenous/indigenous_grad_req_section_NEW.pdf)

Cowichan Secondary School is located on the territory of the Cowichan Tribes and has run three locally developed, Indigenous focussed courses since 2018. With the changing graduation requirements, Cowichan Secondary believes that there would be increased levels of participation and interest in these courses if they met the graduation requirement. The BAA courses were initially brought forward to the Board on June 6, 2023 but the Ministry of Education and Child Care gave feedback that further changes were required. Those changes are now in place for the Indigenous Technologies 11 course and it is being brought forward to the Board.

Attached are:

- ✓ The Cowichan Valley School District BAA Course Framework
- ✓ A letter of support from Cowichan Tribes
- ✓ The Ministry of Education BAA Course Form

Process for BAA courses meeting the new graduation requirement - Existing BAA courses:

- ✓ Any existing BAA course a board/authority wishes to put forward as meeting the new Indigenous-focused graduation requirement must be re-submitted to the Board/Authority for review and approval.
- ✓ While a co-development process with the local First Nation(s) may not have occurred with these courses, a new updated course form must be completed and signed off by the Board/Authority and then submitted to the Ministry along with formal letter(s) of support from the First Nation(s) on whose territory(s) the board/authority operates schools. The form can be found here: https://www2.gov.bc.ca/assets/gov/education/indigenous/indigenous_grad_req_section_NEW.pdf
- ✓ If an existing course is determined to meet the new graduation requirement criteria, and a student has taken it prior to the 2024/25 school year, it will count towards the student's graduation requirement so long as the course has not undergone changes (since the student took the course) to obtain board/authority re-approval.
- ✓ If an existing course has not gone through the re-approval process with the board/authority, it cannot be used to meet this graduation requirement.

Considerations:

By establishing this BAA course to meet the Indigenous graduation requirement, Cowichan Secondary students will have more options to pursue interests and be motivated to learn more about local Cowichan Tribes traditions and culture.

Recommended Action:

As the proposal for the Cowichan Secondary BAA course meets the criteria for re-establishing BAA courses to fulfill the Indigenous graduation requirement, the Board is asked to approve **Indigenous Technology 11** as a BAA course intended to fulfill the graduation requirement as an Indigenous focused course.

For Action:

Motion: *“That the Board of Education of School District No. 79 (Cowichan Valley), having consulted with the local First Nation(s), approves the submission of **BAA Indigenous Technology 11** to the Ministry of Education and Child Care to qualify for credit towards the Indigenous Focused Graduation Requirement.”*

Prepared by:



Jeff Rowan
Director of Inclusive Learning

Reviewed by:



Robyn Gray, Superintendent
Date: August 30, 2024

From: Don Rempel <Don.Rempel@cowichantribes.com>

Sent: Wednesday, August 21, 2024 10:43 AM

To: Tammy Renyard <trenyard@sd79.bc.ca>

Cc: roxanne.harris@cowichantribes.com <Roxanne.Harris@cowichantribes.com>; Mary Peter <mpeter@sd79.bc.ca>

Subject: Indigenous Technologies 11

Caution: This message originated from outside the Cowichan Valley School District. Please exercise additional caution with any links and attachments.

Dear Tammy,

This message is to confirm that Quw'utsun Syuw'entst Lelum of Cowichan Tribes supports the revisions made to the Board Authority Authorized (BAA) Indigenous Technologies 11 course to be offered at Cowichan Secondary School.

Kind regards,

Don Rempel, B.Ed., P.G.D., M.Ed.
Acting Associate Director of Education
Quw'utsun Syuw'entst Lelum
of Cowichan Tribes
5744 Allenby Rd, Duncan BC, V9L 5J1
E-mail: Don.Rempel@cowichantribes.com
Office: [250-715-1022](tel:250-715-1022)
Cell: [250-732-2903](tel:250-732-2903)
Personal: 306-921-3149



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PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School, or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Robyn Gray verify that I have reviewed the BAA Course to ensure that it is fully compliant with the School Act (if offered by a Board or Offshore School), the Independent School Act (if offered by an Independent School Authority), the Board Authorized Course Order, policy document Board/Authority Authorized Courses: Requirements and Procedures Guidebook, and for BAA ELL courses, the ELL Guidelines: Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels.

By signing below, I verify that the BAA Course:

- is not preparatory, remedial, or modified
does not significantly overlap with provincial curriculum Content
name reflects the subject area and includes the Grade level
assigned Grade reflects the appropriate level of instruction
credit value appropriately reflects the length and scope of the course
synopsis clearly outlines what a student has gained when the course is completed
goals are general statements of intention that give structure to the curriculum
rationale outlines the importance of the learning to the student and society
embeds Indigenous Worldviews and Perspectives
organizational structure outlines the Content, Curricular Competencies, and Big Ideas
learning standards are assessable and observable and can be understood by students and parents
recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
recommended assessment component aligns with the Principles of Quality Assessment
learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Indigenous Technology Grade: 11 TRAX Code: YIHW 11 (e.g. YVPA)

School District Name and Number: Cowichan Valley, 79

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Robyn Gray

Signature:

Date:

Course intended to satisfy the Grade 11 Arts Education/Applied Design, Skills, and Technologies Graduation Requirement.

Course intended to satisfy the Indigenous-focused Graduation Requirement.

For Indigenous-focused Graduation Requirement courses only: Formal letter(s) signed by an authorized representative of the local First Nation(s) (e.g. Chief, Band Councillor, Education Coordinator/Director) on whose territory(ies) the course will be offered, confirming support for and co-development of the course is/are attached to the Form.

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education, Ministry of Education

A signed copy of this document must be submitted to the ministry's Graduation Programs and Policy team. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

I declare that this BAA Course is approved by the Board/Authority or Executive Director.

Name of Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education:

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the Independent School Act and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:

Send completed form to the Ministry of Education and Child Care's
Graduation Programs and Policy team:

Email EDUC.GradStandards@gov.bc.ca



COWICHAN VALLEY
School District

Board/Authority Authorized Course: **Indigenous Technology 11**

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD79 Cowichan Valley
Developed by: Tobias Lemay	Date Developed: April 30, 2018 revised April 12, 2024
School Name: Cowichan Secondary School	Principal's Name: Venessa MacDowell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Indigenous Technology 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120 hours

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

- Teacher collaborates with Indigenous Education Department staff to ensure protocols are followed and a culturally safe environment is created and supported for students and community (knowledge keepers).
- Teacher trained in Technology Education; specifically, wood and metal work
- Teacher background in two and three-dimensional design
- Local Indigenous knowledge holders (carvers, weavers, jewelers, knowledge keepers, cooks, land/water stewards etc.) in various Indigenous technologies
- Access to local community sites (Quw'utsun River, Ye'yumnuts, Cowichan Tribes Fisheries, and other cultural sites when invited), elementary schools, metal and wood shops

- Variety of supplies such as wood mediums, looms, wool, carding paddles, cedar, skins, fish scales, carving knives, chisels, gouges, saws, tracing paper, light table, projector, planes, sanders, drills, clamps files, vices, adzes, workbench, rasps, emery cloths, sandpaper, glue, paint, oils, stains, and dyes etc.

Course Synopsis:

Students in this course will be introduced a variety of traditional Indigenous technologies. Local knowledge holders will regularly be present to skill share and guide the students in projects such as three-dimensional wood sculptures, fishing spears, basket weaving, segmented drums, steam bent boxes, traditional bridge building, plant technologies, canoe paddles, skinned drums, etc. Students will be guided and encouraged in skill development and tool use. Traditional Indigenous technologies have thrived since time immemorial. Students will learn how they can use their personal gifts to contribute to the transmission of local Indigenous knowledge and skills.

Goals and Rationale:

Community members expressed a need to preserve and promote the technological knowledge and skills specific to the local Indigenous Nations. Students need to be provided with an opportunity that is centered in Quw'utsun traditions, practices, and ways of being. Creating technology and design that responds to Quw'utsun territory deepens ones understanding of self in relation to the land. Giving students the opportunity to explore their gifts through direct learning from local Indigenous community members, fosters a stronger sense of self. Through these shared experiences, the intention is to create strong reciprocal relationships between the school (i.e., staff and students) and the local Indigenous communities.

“Children are invaluable sources of intergenerational transmission of traditional knowledge. Education, therefore, needs to encourage the development and survival of that knowledge within educational sites...”

Marie Battiste, Decolonizing Education: Nourishing the Learning Spirit, 2013

Indigenous Worldviews and Perspectives:

This course will be rooted in the Quw'utsun Teachings which centre family, teachings, culture and governance. Additionally, the First Peoples Principles of Learning will be a key resource used throughout the course, specifically:

- Learning involves patience and time: Each individual learning journey will be celebrated and honoured as it happens. Through multiple experiences, students will have the opportunity to demonstrate their understanding and application of the learning.
- Learning requires exploration of one's identity: Through the learning process students are encouraged and asked to always return to their own unique experience. They will learn their strengths, stretches and their innate abilities and capacity to learn.
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors: Creating technology and design that responds to Quw'utsun territory deepens ones understanding of self in relation to the land. Fostering students' sense of self provides opportunity for the students to share their gifts with family and community where reciprocity comes from the heart.

As this course is focused on the technologies of Indigenous peoples, we rely heavily on the expertise of knowledge keepers in our local Coast Salish Community. They not only bring a breadth of knowledge about topics ranging from carving, to painting, to drum making, to traditional plant use, they also bring a local understanding of Indigenous worldview and perspectives connected to the land we are situated on.

BIG IDEAS

<p>Social, ethical, traditional, contemporary and sustainability considerations impact local Indigenous design and technologies.</p>	<p>Honouring, centring and skill sharing with local Indigenous knowledge keepers has the power to transform personal paradigms and perspectives.</p>	<p>The identities, worldviews, and technologies of Indigenous cultures are renewed, sustained, and transformed through their connection to the land.</p>	<p>Complex tasks require different technologies and tools at different stages. These tools and technologies will vary in relation to the land and the people.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i> In a holistic manner, and with permission and guidance, connect the teachings and protocols related to traditional and contemporary Indigenous technologies, the people, the land and thoughtfully demonstrate the following:</p> <p>Explore and Create:</p> <ul style="list-style-type: none"> • Apply the principles of Coast Salish design to the creation of a variety of projects • Create projects which emphasize traditional Indigenous histories, technologies and design strategies • Demonstrate safe and responsible use of materials, tools, technologies, and work space • Explore artistic possibilities and take creative risks • Develop and refine technological skills, reflecting historical and contemporary local Indigenous cultural traditions <p>Reason and reflect:</p> <ul style="list-style-type: none"> • Describe and analyze how materials, technologies, and processes are used in Indigenous cultures • Recognize how place influences design • Develop personal answers to aesthetic questions <p>Communicate and document:</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Elements of Coast Salish design • Image development strategies • Traditional uses of Indigenous technologies and tools • Identify materials, techniques, and technologies specific to Indigenous cultures • Creative processes as a reflection of the moral, values, beliefs, and traditions • Use of symbols and metaphors to represent ideas and perspectives • The shapes and motifs specific to the cultural context of indigenous culture being explored • Influence of cultural traditions on the development of technology design • Role of the artist, technologies, and audience • Influence of visual culture and technologies on self-perception and identity

<ul style="list-style-type: none"> • Document, share, and appreciate a variety of Indigenous technologies and local Indigenous works of art in various contexts • Demonstrate respect for self, others, and place • Communicate ideas and historical culture through the engagement of Indigenous technological practises • Communicate and respond to social and environmental issues <p>Connect and expand:</p> <ul style="list-style-type: none"> • Explore First Peoples ways of knowing, and local cultural knowledge through relation and skill sharing with knowledge holders • Create projects that demonstrate personal, cultural, and historical contexts • Examine the reciprocal relations between Indigenous technologies, art, culture and society • Evaluate personal, educational, and professional opportunities in related fields 	<ul style="list-style-type: none"> • Traditional and contemporary First Peoples worldviews, stories, and history as expressed through visual arts and technologies • Contributions of Coast Salish artists, with a specific focus on Quw’utsun artists • The ethics of cultural appropriation, plagiarism and intellectual property • Creating technology and design that respond to Quw’utsun territory deepens ones understanding of self in relation to the land • Creating technology and design that reflect personal Indigenous identity helps to shape understanding of self, community, and the modern world
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Big Ideas – Elaborations

- **design process:** an approach for breaking down a large project into manageable chunks. Architects, engineers, scientists, and other thinkers use the design process to solve a variety of problems

Curricular Competencies – Elaborations

- **traditional Indigenous histories:** connection through identifying with traditional shapes and motifs, to inform others of the morals, values, beliefs, and traditions of an Indigenous culture
- **responsible use of materials:** using materials to reflect the values of the Quw'utsun people (e.g., following the protocol, guided by the knowledge holder, in responsibly harvesting cedar bark for weaving at a specific time of year to ensure that the tree continues to thrive)
- **creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **materials:** the broad spectrum of materials, technologies and processes is open-ended and constantly evolving, and materials chosen will reflect the indigenous culture chosen by the student to explore
- **aesthetic questions:** questions relating to the nature, expression, and perception of artistic works
- **document:** through activities that help students reflect on and demonstrate their learning (e.g., info-graphic, slide show, graphic recorder, drawings, site sketches, design exploration, etc.)
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **respond:** through activities ranging from reflection to action
- **social and environmental issues:** locally, regionally, nationally, and/or globally
- **ways of knowing:** First Nations, Métis and Inuit, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **elements of Coast Salish design:** circle, trigon, oval and crescent
- **image development strategies:** processes that transform ideas into visual images. The students will learn the following strategies: thumbnail sketches, transferring images, modifying images, differentiating between cultural shapes and forms, and differentiating and choosing different cultural shapes and forms
- **creative process:** as a reflection of the moral, values, beliefs, and traditions: projects created to reflect the stories, histories, and religion of the indigenous culture being explored
- **symbols and metaphors:** symbols are any motif, shape or image that has meaning, while metaphors are the meaning that develops when more than one symbol is juxtaposed
- **shapes and motifs:** reflective of the Indigenous culture in a historical context. In traditional Northwest Coast Indigenous, for example, art forms use the basic motifs of form line, ovoid, trigon, crescent, and circle
- **cultural appropriation:** use of a cultural 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

Recommended Instructional Components:

- Large group instruction on cultural history, techniques and theories
- Guest Indigenous knowledge holders
- Small group demonstrations of techniques
- Student-led cooperative learning
- One-to-one instruction during progress of practice, task development and summative projects
- Individual student exploration of techniques and creative expression

Recommended Assessment Components:

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following Principles of Quality Assessment will be noted:

- Assessment is ongoing, timely, specific, and embedded in day-to-day instruction.
- Student is involved in assessment and feedback.
- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding.
- Assessment provides ongoing descriptive feedback to students.

The students will play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing and where to next.

Learning Resources:

- Local Coast Salish knowledge holders and artist
- Cowichan Tribes (e.g., education, fisheries, governance, lands)
- SD #79 Indigenous Education Department (e.g., Elder in Residence, Hul'q'umi'num' Language and Cultural Advisors)
- SD#79 Cowichan Resource Centre: Salish Weave Collection, die cuts, as well as other resources
- Marshall, Daniel, [Those who fell from the sky: A history of Cowichan Peoples](#)
- Charlie, Lushchiim Turner, Nancy, [Luschiim's plants: Traditional Indigenous foods, materials and medicines](#)
- Peter, Ruby, [What was said to me: The life of Sti'tum'atul'wut, a Cowichan woman](#)
- TV Series: [The Story of Coast Salish Knitters](#)
- First Peoples classroom resources: <https://www.fnesc.ca>
- Heart/Mind Coast Salish Principles of Learning
- Stanley, Robert Sr., [Northwest Native Arts, Basic Forms](#)
- Stanley, Robert Sr., [Northwest Native Arts, Creative Colors](#), book 1 and 2
- Classroom library essential: Bill Reid, Robert Davidson
- Access to internet for student inquiry

SCHEDULE OF UPCOMING COMMITTEE / OTHER MEETINGS

MEETING	DATE/TIME	LOCATION
Board Planning	September 10, 4:00 p.m.	Yuxwule' Eagle Room
Advisory Committee	September 17, 4:30 p.m.	Inspire Room
DPAC (Trustee Doman)	September 19, 7:00 p.m.	Yuxwule' Eagle Room/Zoom
BEBC	September 24, 4:00 p.m.	Yuxwule' Eagle Room/Zoom
Closed/Open Board	October 1, 3:30/4:30 p.m.	Yuxwule' Eagle Room
Climate Action Advisory Committee	October – date to be determined	Yuxwule' Eagle Room
Audit Committee	October – date to be determined	Yuxwule' Eagle Room
VISTA Fall Conference/Business Meeting	October 4-5	Port Alberni
Board Planning	October 8, 4:00 p.m.	Yuxwule' Eagle Room
DSAC (Trustee Schmidt)	October 10, 10:00 a.m.	Inspire Room
Advisory Committee	October 15, 4:30 p.m.	Inspire Room
DPAC (Trustee Thorne)	October 17, 7:00 p.m.	Yuxwule' Eagle Room/Zoom
BEBC	October 22, 4:00 p.m.	Yuxwule' Eagle Room/Zoom
BCSTA's Provincial Council (Trustee Croft)	October 25-26	SFU Wosk Centre, Vancouver
BCPSEA Fall Symposium (Trustee Strachan)	November 7-8	Coast Coal Harbour, Vancouver
BCSTA Trustee Academy	November 21-23	Westin Bayshore Hotel