



**AGENDA**  
**Special Open Board Meeting**  
**Monday, July 6, 2020**  
**VIA ZOOM 4:30 PM**

Page

1. CALL TO ORDER  
 'Uy' skweyul, sii'em' nu siiye'yu. 'Uy nu shqwaluwun kwunus 'i lumnalu.  
  
 We respectfully acknowledge that we are meeting on the traditional and ancestral lands of the Coast Salish people where we live, learn and play.
2. ADOPTION OF AGENDA
  - a. Motion to Adopt Agenda  
  
*"That the Board of Education of School District No. 79 (Cowichan Valley) adopts the agenda of the July 6, 2020 Special Open Board Meeting."*
3. CHAIR OF THE BOARD
  - 3.1. For Board Information
    - 3.1.1. Cowichan Secondary School Replacement - Trustee Representatives 3  
[Cowichan Secondary School Replacement](#)
    - 3.1.2. Board of Directors and Legislative Committee Review of Annual General Meeting 2020 Motions – Process overview 4 - 5  
[AGM 2020 Motions Review Process June 2020 Overview](#)
    - 3.1.3. BCSTA Trustee Town Hall Summary 6 - 8  
[BCSTA Trustee Town Hall Summary](#)
    - 3.1.4. Letter to Minister Hajdu from the Cowichan Leadership Group 9 - 12  
[2020-07-02 Letter to Minister Hajdu RE Opioid Crisis in Cowichan Valley Regional District](#)

3.2. For Board Action

3.2.1. Lieutenant Governor of BC's #DifferentTogether Pledge

13

"That the Board of Education of School District No. 79 (Cowichan Valley) adopts the "Different Together Pledge" for the Cowichan Valley School District."

[DifferentTogether Pledge](#)

3.2.2. Wellness and Recovery Centre

*"That the Board of Education of School District No. 79 (Cowichan Valley) requests the Chair contact the Cowichan Valley Medical Health Officer to request that representation from the Board of Education be placed on the Advisory Committee and to suggest that DPAC be invited to have representation on the Advisory Committee for the Wellness & Recovery Center mentioned in the presentation to the Board of Education on June 2, 2020."*

4. SUPERINTENDENT OF SCHOOLS

4.1. For Board Information

4.1.1. School Board Office Changes

4.2. For Board Action

4.2.1. School Calendar 2020-2021

14 - 16

*"That the Board of Education of School District No. 79 (Cowichan Valley) amends the 2020-2021 School Calendar to change the District Closure week from March 8-12 to March 22-26."*

[Briefing Note - School Calendar 2020-2021](#)

[Proposed Amendment 2020-21 School Calendar](#)

4.2.2. Cowichan Secondary School BAA Course

17 - 26

*"That the Board of Education of School District No. 79 (Cowichan Valley) approves Indigenous Technology 12 for implementation at Cowichan Secondary School effective September 2020."*

[BAA - Indigenous Technology 12](#)

5. ADJOURNMENT

a. Motion to Adjourn

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

**Cowichan Secondary School Replacement**

Trustee Liaisons on Committees

**Cowichan Tribes Vision Team:**

- Trustee Joe Thorne

**District Advisory Team:**

- Trustees Elizabeth Croft & Randy Doman

**CSS Advisory Team:**

- Trustees Barb de Groot & Rob Hutchins

**Neighbourhood Learning Centers:**

- Trustee Candace Spilsbury

## **BOARD OF DIRECTORS AND LEGISLATIVE COMMITTEE REVIEW OF AGM 2020 MOTIONS – Process overview**

June 15, 2020

At its June 5<sup>th</sup>, 2020 meeting, the board of directors confirmed three actions that will have indirect, or possibly direct, implications for AGM 2020 member motions previously deferred because of the COVID outbreak. They were:

- That the October 2020 meeting of BCSTA Provincial Council (where AGM 2020 substantive motions were to be considered) be held virtually.
- That the BCSTA legislative committee be asked to review all of the motions (substantive and extraordinary) deferred from AGM 2020 to determine if there has been any circumstantial changes or actions taken that would have changed the context or motivation for the motion (e.g. the action requested in a motion might already have been completed by BCSTA or government). In short, to indicate whether or not the committee believes the motion is still relevant.
- That the BCSTA board of directors, utilizing the information from the legislative committee, contact each AGM 2020 motion sponsor (prior to September 4, 2020) to discuss how they would like to have their motion proceed:
  1. To October's Provincial Council (substantive motions only),
  2. To AGM 2021 (substantive and/or extraordinary motions), or
  3. To be withdrawn entirely.

In order to address these actions, the following process will be undertaken:

### **The BCSTA Legislative Committee will:**

- Review all of the AGM 2020 motions (substantive and extraordinary) for the purpose of determining whether or not each motion's intended outcome is still relevant (i.e. has not already been addressed, either directly or indirectly by BCSTA, an external body such as government, or through changes in circumstance or context).
- Consult with motion sponsor representatives (e.g. board chair, branch president, or committee chair) as needed to help determine whether or not each motion remains relevant. The legislative committee is not charged with determining the final outcome of each motion (referral to PC or AGM, or to be withdrawn), but may report a motion sponsor's preference when so indicated.
- Prepare a written report to the BCSTA board of directors by July 31, 2020 briefly detailing any/all information regarding the current relevancy of each motion.

### **The BCSTA Board of Directors will:**

Upon receiving the legislative committee report, the board of directors will complete the following next steps in the review process.

- Review the findings of the legislative committee (as per their July written report), and confirm the assignment of motions and next steps to individual directors based on current branch liaison roles.
- Provide all motion sponsor representatives with a brief written overview of the legislative committee's findings regarding their motion's current context, details of the three possible choices of how their motion might be dealt with, and notice that a director will be contacting them in August to discuss their choice as to how to proceed. Motion sponsor representatives (i.e. board chairs, branch presidents and committee chairs) will also be reminded that they are speaking on behalf of their group (e.g. their board) and that they should ensure they consult with the members of their group before deciding on how they wish their motion to proceed.
- Individual directors to contact each motion sponsor representative (based on assigned motions determined by branch and committee liaison roles) for the purpose of discussing how best to deal with the motion (within the current context) and confirming the motion sponsor's choice as to how they wish their motion to proceed. It will be important to again remind the motion sponsor representative that they are speaking on behalf of their group and not just themselves when indicating their decision.
- By no later than September 4<sup>th</sup>, each director is to provide the BCSTA CEO with each motion sponsor's decision as to how they wish their motion to proceed (PC, AGM or withdrawn).
- At their September 18<sup>th</sup> board meeting, directors will review the outcome of the AGM 2020 motion review process as well as the initial list of additional proposed motions on emergent issues for October's meeting of Provincial Council, for the purpose of determining the final format and business agenda for the event.

### **October 2020 Provincial Council emergent motions**

There is no change in the usual process for motion sponsors to bring forward substantive motions on emergent issues to the October 2020 meeting of Provincial Council. The legislative committee's role in reviewing all submitted motions remains unchanged, although they will want to consider repetition or overlap of suggested new motions with any referred from AGM 2020.



## **June 25 – Trustee Town Hall Summary**

The following is a brief overview of items discussed on Thursday's online Trustee Town Hall. This is not a direct transcript, so it is subject to errors or omissions. The information is not intended for public distribution.

---

### **General**

- We don't know what AGM 2021 will look like yet, but we hope we can meet in person.
- There is no process for 2020 AGM motions that will be deferred to 2021 AGM yet, but the BCSTA legislative committee is working on a process that will be fair for everyone.
- We will be guided by the ministry's stages in September but won't know what stage we will be at until closer to the end of summer. We will need to be nimble.
- Our strategic plan should be the filter through which all decisions are made.
- The minister has put together a steering group to work on issues that have arisen so far to guide districts in September. The steering group has representatives from teachers, parents, First Nations, support staff, principals and vice-principals, school boards and trustees, and the public health sector.
- We are working on having issues tiered so that decisions can be made on some things quickly. (For example, clarity on density limits, funding stability, health and safety guidelines, protocols for field trips, band practice).
- BCSTA's COVID19 Strategic Response Working Group started meeting two weeks ago. Carolyn Broady and Tim Bennet are co-chairing. Other committee members include Korleen Carreras, Bob Holmes, Bill MacFarlane, Jordan Watters. The committee is hearing from guests on issues such as the impact of international student revenue loss, COVID19 budget impacts, labour relations, Ministry of Education steering committee updates and student and staff mental health. The committee's first report back to the

board is due August 15, and there will be a survey to trustees late August or early September to gather information to help trustees work more closely with the ministry and the provincial health officer in September.

- The province is working hard to get the federal government to look at international student visas. International students have a big impact both on k-12 and advanced education. This is a good opportunity to meet with your MP.
- Clarity on funding issues has been identified as something that needs to be answered sooner than later.
- Equity and access will be worked on by one of the working groups, for example, issues relating to ELL testing.
- There is one BCSTA board member on each provincial working group.
- Re: the teacher who tested positive for COVID19. Contact tracing has occurred, there was no spread in the school. This shows that health and safety protocols are working, as COVID was not passed on to anyone in the building.
- Ministry working groups will be looking at the issue of special needs students and any extra supports needed. We are already advocating for supports for students with special needs, and we'll continue that work.
- Food security and supports for special needs students will be included in the work of the BCSTA's COVID19 Strategic Response Working Group.
- There is no change in the ministry's expectations for the budget process so far. Fewer students will result in less funding, more students in more funding, which will require districts to adjust their budgets. The issue of funding stability will be raised with the ministry.
- We will need to find ways to deliver curriculum expectations in all five stages.
- Hoping that getting kids in school more will increase physical activity, with some level of organized sports happening.
- We have two pandemics; the opioid crisis is still happening and deaths are increasing. We must find a way to continue the work we were doing on this as districts.
- COVID19 measures will look different in every district. The ministry will develop guidelines and districts will plan how to implement them. Some schools are more crowded than others. Additional funding requests have been raised but there is no commitment from the government.

- We will be working with the ministry in July to set up a protocol on district reserves and will have some opportunities to find out the next steps for that.
- Districts will be draining their reserves in the next year with the increased costs, leading to cuts. So will need to be addressed.
- The expectation from the ministry is that we will be using our savings from this year's suspension of learning to pay for this next year's expenses. We have been clear in our communication to the ministry that this will drain our reserves. The ministry is working with BCASBO to look at increased costs that districts are facing. Flavia Coughlan has been an excellent advocate for boards.
- The cost of cleaning equipment has been expensive, having kids back in school in June has helped boards anticipate some of the potential cost increases for September.
- Stability in financing is being talked about, we will have to wait until things are reconciled to see if savings from this year will offset costs of next year.
- Understanding what our savings from this year are will be important. If we have operating surpluses from this year must find out exactly what that is and go from there.
- Make sure your staff gets vacation and downtime so that they don't run out of steam because the next school year will be busy and demanding.

### **Black and Indigenous Lives Matter / Police in Schools**

- These are important conversations for boards to have. We have a responsibility as trustees to create safe, caring environments for all our students. We need to listen to the lived experiences of our students.
- You know your community best in determining how to go about hearing these stories, in a careful and thoughtful way. We need to make sure our decisions are reflective of the lived experiences of all our students.
- Thoughtful and comprehensive action is what is needed. Some of us may need to do some personal learning to understand and make changes in our systems. BCSTA would like to hear what you need in terms of support to address this issue in your communities. We have a responsibility to pay attention to this, need to view our policies through an antiracist lens.

***Cowichan Leadership***

July 2, 2020

The Honourable Patty Hajdu  
Minister of Health  
House of Commons  
Ottawa, Ontario K1A 0A6

**Re: Request for funding through the Substance Use and Addictions Program (SUAP)**

Dear Minister Hajdu,

We are writing to bring to your attention the ongoing and increasingly serious problem of drug addiction in the Cowichan Valley Regional District (CVRD) as part of the opioid crisis. This letter and attached briefing note represent a collective call from local non-profit, Indigenous, governmental, and academic organizations for federal relief funding through Health Canada's Substance Use and Addiction Program (SUAP).

We appreciate that SUAP funding was approved for the *Safer Alternatives for Emergency Response* project; and the *Tablet Injectable Opioid Agonist Treatment* projects in response to the July 2019 call for SUAP proposals. However, given the ever-increasing resources required in dealing with the health outcomes for people with addictions, and the escalating conflict and security concerns for our residents, service providers, and the business community, we believe that the CVRD is at a consequential crossroads that demands increased attention from the federal government.

While deaths due to overdose have reduced significantly due to the Cowichan Valley Overdose Prevention Site (OPS), the number of overdoses have increased and the congregation of users in the downtown core is drastically affecting the business community and citizens due to theft and destruction of private property.

The current opioid crisis is hitting our younger population especially hard. Observational data collected through the OPS suggests that over one third of total unique users are youth 15-24 years of age; 20% of this group have complex needs with challenging behaviours posing serious harm to themselves and others.

Additionally, it is important to recognize the disproportionate impact of the opioid crisis on First Nations populations. This impact has been exacerbated by the by the COVID-19 pandemic. We believe that additional SUAP funding in support of projects providing pharmaceutical-grade medications in an effort to sideline the tainted street supply of drugs is vital to the individual and collective health of Cowichan's First Nations communities.

Minister, Cowichan Valley residents are proud of the efforts that Canada's federal healthcare system has taken to keep our communities safe throughout the COVID-19 pandemic. We ask that you honour that pride by allocating the entire spectrum of policy changes and resources necessary through SUAP to address the ongoing and escalating opioid crisis in the Cowichan Valley.

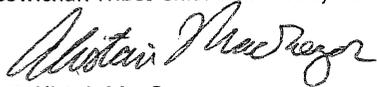
Thank you for your attention to this matter. We look forward to your reply.

Sincerely,

Cowichan Leadership Group



Cowichan Tribes Chief William Seymour



MP Alistair MacGregor



MLA Sonia Furstenau

City of Duncan Mayor Michelle Staples



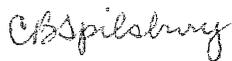
Municipality of North Cowichan Mayor Al Siebring



Lake Cowichan Mayor Rod Peters



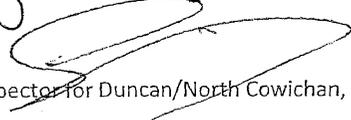
CVRD Chair Ian Morrison



School District 79 Chair Candace Spilsbury



Representative the Vancouver Island Health Authority



RCMP Inspector for Duncan/North Cowichan, Chris Bear

## ***Cowichan Leadership***

### **BRIEFING NOTE**

July 2, 2020

**PREPARED FOR:** Honourable Patty Hajdu, Minister of Health

**ISSUE:** Request for funding through the Substance Use and Addictions Program (SUAP)

#### **BACKGROUND:**

- The Cowichan Valley is in crisis due to the growing use of illegal opioids. While deaths due to overdose have reduced significantly due to the Overdose Prevention Site (OPS), the number of overdoses have increased and the congregation of users in the downtown core is drastically affecting the business community and citizens due to theft and destruction of private property.
- Over the past two years, a Collective Impact approach has been used to involve over 300 participants across 60 organizations to design a community response to this crisis. However, the situation has now reached a point where community members are taking dangerous action to protect their property and families.
- The COVID-19 pandemic has further exacerbated the problem, as the population of drug users are increasingly vulnerable and physical distancing guidelines them has posed a serious challenge among.
- Observational data collected through the OPS, open 6 hours a day 7 days a week, suggests the following profile for fiscal year 2018/19: o 26,683 client visits, representing 316 unique individuals; with 170 overdoses recorded
- Over one third of total unique users are youth 15-24 years of age; 75% of this group are Indigenous and 20% of this group have complex needs with challenging behaviours posing serious harm to themselves and others (i.e. theft, destruction of property, and assaults)
- The remaining two thirds is comprised of adults who use substances. Approximately 20% of adults using substances are responsible for most of the challenging behaviours
- Due to the continued risk associated with the illegal drug supply, the decision has been made by the BC Centre for Disease Control to extend the previously issued overdose alert inclusive of all communities on Vancouver Island, with specific concern to both opioids and stimulants
- Through Cowichan's peer-led 'Street School' over 180 individuals of all ages, who use substances have met and identified their pathways to hope: having a voice in their health and wellbeing; access to stigma-free health care when needed; safe drug supply; local treatment coinciding with housing/ recovery housing; mental health support and treatment to deal with ongoing trauma, anxiety and depression and opportunities to be reintegrated into work and community

**REQUEST:** Invest SUAP funds in Cowichan each year between 2020 and 2024 to trial and evaluate a multi-pronged approach that augments the existing system of health services, promotes cultural safety, respects the spirit and the intent of the Official Languages Act, and is trauma and LGBTQS informed. The strategy is to: simultaneously remove the market for a poisoned drug supply; create a supportive recovery environment; and disrupt the current pattern of crime and addiction that is impacting Cowichan's residential and business communities.

This investment in health services will contribute to a whole system approach to stabilization and healing aligned with provincial and municipal investments in a variety of affordable and low barrier housing options, and a review of policing policies or bylaws.

Key components of this request include:

- **Youth Prevention (indigenous):** co-develop pathways of connection with Cowichan Tribes for marginalized youth to return to community, culture, traditional healing and well-being
- **Safe drug supply:** a clearly identified subset of people who use drugs will be provided supervised access to pharmaceutical-grade alternatives such as injectable hydromorphone and/or injectable diacetylmorphine (iOAT) for the treatment of moderate to severe opioid use.
- **Expanded OAT offered at a central clinic and via mobile outreach teams:** the services will support individuals using substances, focused on youth, Indigenous, and clients with challenging behaviours where they are at (e.g. rural, remote, home, streets, and mental health services)
- **Community restoration:** Continued collaboration with community partners to reduce stigma, fear, address compassion fatigue, and involvement in design, implementation, and evaluation
- **Commitment to Cooperation:** Continued participation with and contributions to an independent, third-party evaluation, coordinated by Health Canada, which will include common outcome and performance indicator measures across projects. A commitment to submit and share data and translate knowledge in support of a multi-site evaluation.

The screenshot shows the website of the Lieutenant Governor of British Columbia, The Honourable Janet Austin, OBC. The page features a navigation menu with links for 'Lieutenant Governor', 'Government House', 'Events & Protocol', 'LG Blog', and 'Contact'. A sidebar on the left lists various categories, with 'Equality and Inclusion' highlighted in blue. The main content area displays a blog post titled '#DifferentTogether: Join Me in Opposing Racism'. The post includes a video player showing the Lieutenant Governor speaking, a call to action to 'Take the #DifferentTogether Pledge', and a list of 'Ways to Participate in Three Easy Steps'. A yellow-bordered box contains the text of the pledge, which states that B.C. is inclusive and respects all ethnicities, cultures, and faiths, and that the Lieutenant Governor pledges to uphold and promote these values while opposing racism and hate in all its forms. The page also includes social media links and a statement about diversity being at the core of Canadian identity.

Lieutenant Governor of British Columbia  
The Honourable Janet Austin, OBC

VISIT PHOTOS ABOUT SEARCH

Lieutenant Governor Government House Events & Protocol LG Blog Contact

Home / Blog / Equality and Inclusion

Government House

Ceremonies and Celebrations

Reconciliation

Democracy and Civic Engagement

Equality and Inclusion

Vice Regal

Constitutional

Government House

Ceremonies and Celebrations

Reconciliation

Democracy and Civic Engagement

Equality and Inclusion

Vice Regal

Constitutional

Media Releases

MacDuff

## #DifferentTogether: Join Me in Opposing Racism

Over the past few months, British Columbians have pulled together to vanquish COVID-19, and we have witnessed many acts of kindness and selfless generosity. Sadly, however, our success has been marred by recent incidents of race-based violence and discrimination. I strongly condemn these racist acts; they have no place in our province or our country. I ask you to join me, alongside leaders in government, business and social services, in pledging to uphold the Canadian values of diversity and inclusion and to oppose racism and hate in all its forms. We are stronger when we are #DifferentTogether.

Take the #DifferentTogether Pledge to Fight Racism in British Columbia

Watch later Share

### Take the #DifferentTogether Pledge:

Join me in sharing the #DifferentTogether pledge on social media and encouraging others to take part.

#### Ways to Participate in Three Easy Steps:

1. Download the #DifferentTogether pledge graphic for [Twitter](#), [Facebook](#) or [Instagram](#).
2. Share it on social media and tag five friends, family members, or leaders in your community.
3. Encourage them to do the same.

I also encourage you to share a video of yourself highlighting your commitment to opposing racism, and upload it to social media using the hashtag #DifferentTogether.

### #DifferentTogether Pledge

*Our B.C. is inclusive and respects people of all ethnicities, cultures and faiths and their contributions to our collective well-being.*

*Our B.C. holds diversity as a fundamental value at the heart of the success, strength and resilience of our communities, workplaces, schools, public and private institutions.*

*I pledge to uphold and promote these values and I commit to speaking up to oppose racism and hate in all its forms.*

You can also follow me on my [Twitter](#), [Facebook](#) or [Instagram](#), and share my related posts.

Diversity is at the core of who we are as Canadians. Join me in opposing racism in all its forms.



Cowichan Valley School District

## BRIEFING NOTE

---

**Date of Report:** Monday, July 6, 2020

**Prepared for:** Board of Education for **Action** on proposed change to District Closure Week for Special Open Board Meeting – July 6, 2020

**Subject:** School Calendar 2020-2021

**Background:**

At the Open Board Meeting on Tuesday, June 2, 2020 the Board of Education passed a motion for staff to start the 30-day community consultation process for a proposed change to the District Closure Week for the 2020-2021 school year.

The full motion reads:

*"That the Board of Education of School District No. 79 (Cowichan Valley) enters into a 30-day consultation period prior to amending the 2020-2021 school calendar to change the school district closure week from March 8th-12th to March 22nd-26th."*

Originally the District Closure week was scheduled from Monday, March 8th to Friday, March 12th which precedes Spring Break: March 15th to 19th (which is always the 3rd week of March, as per the District and Teachers' collective agreement). Although there were reasons for the original date, the District encountered several challenges when trying to align with the provincial response to the COVID-19 pandemic.

A short, and easy to use, survey was created and distributed to the community through Media partners, promoted through District and School Facebook pages, and posted on twitter.

The survey asked the community the following question:

*Would you be in favour of moving the District Closure week from March 8-12 to March 22-26?*

The community was given three options for response: Yes, No, or Maybe (if Maybe, please explain).

**Summary:**

Overall there were 1794 survey respondents with 1169 (or 65.15%) saying that 'Yes' they would be in favour of changing the date of the District Closure; 538 (or 29.99%) saying 'No' they would not be in favour; and 90 (or 5.02%) saying 'Maybe' and leaving 149 comments.

Given the high number of respondents to this survey, the Board can feel confident that shifting the closure week to May 22<sup>nd</sup> – 26<sup>th</sup> has a high degree of support.

**Suggested Action:**

*"That the Board of Education of School District No. 79 (Cowichan Valley) amends the 2020-2021 School Calendar to change the District Closure week from March 8-12 to March 22-26."*

**Prepared by:**



Mike Russell, Director of Communications

**Reviewed by:**



Robyn Gray, Superintendent

Date signed: July 3, 2020



## Proposed Amendment to 2020-2021 School Year Calendar

School Opening Day (No Early Dismissal)	Tuesday, September 8, 2020
Non-Instructional Day (District Pro-D)	Monday, September 21, 2020
1-hour Early Dismissal	Wednesday, October 7, 2020
Thanksgiving	Monday, October 12, 2020
Non-Instructional Day (Teacher Pro-D)	Friday, October 23, 2020
1-hour Early Dismissal (PLC)	Wednesday, October 28, 2020
Remembrance Day	Wednesday, November 11, 2020
1-hour Early Dismissal (PLC)	Wednesday, November 25, 2020
Last day of school before Winter Vacation	Friday, December 18, 2020
Winter Vacation	December 21, 2020 to January 1, 2021
School re-opens after Winter Vacation	Monday, January 4, 2021
1-hour Early Dismissal (PLC)	Wednesday, January 27, 2021
Non-Instructional Day (Teacher Pro-D)	Friday, February 12, 2021
Family Day	Monday, February 15, 2021
Last day of school before Spring Vacation	<b>Friday, March 12, 2021</b>
Spring Break	March 15, 2021 to March 19, 2021
District Closure	<b>March 22, 2021 to March 26, 2021</b>
School re-opens after Spring Vacation	<b>Monday, March 29, 2021</b>
Good Friday	Friday April 2, 2021
Easter Monday	Monday, April 5, 2021
1-hour Early Dismissal	Friday, April 16, 2021
Non-Instructional Day (District Pro-D)	Monday, April 19, 2021
1-hour Early Dismissal (PLC)	Wednesday, April 28, 2021
Non-Instructional Day (Teacher Pro-D)	Friday, May 7, 2021
1-hour Early Dismissal (PLC)	Wednesday, May 19, 2021
Victoria Day	Monday, May 24, 2021
Last day of school for students (No Early Dismissal)	Thursday, June 24, 2021
Year-end Administrative Day	Friday, June 25, 2021

Days in session: 183

Total Number of Instructional Hours:

- Kindergarten: 853 hours (177 days of instruction; accounts for gradual entry)
- Elementary: 878 hours (177 days of instruction)
- Secondary: 952 hours (174 days of instruction; Semester 1: 85 days / Semester 2: 89 days)

Note: Prescribed minimum hours of instruction for the 2020/21 school year according to the *School Act/School Calendar Regulation*:

- 853 hours for Kindergarten
- 878 hours for Grades 1-7
- 952 hours for Grades 8-12

*Proposed Amendment: change District Closure week from March 8<sup>th</sup>-12<sup>th</sup> to March 22<sup>nd</sup>-26<sup>th</sup>.*



Board/Authority Authorized Course: **Indigenous Technology 12**

<b>School District/Independent School Authority Name:</b> Cowichan Valley School District	<b>School District/Independent School Authority Number:</b> SD79 Cowichan Valley
<b>Developed by:</b> Tobias Lemay	<b>Date Developed:</b> June 17, 2020
<b>School Name:</b> Cowichan Secondary School	<b>Principal's Name:</b> Alison Keple
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Indigenous Technology 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120 hours
<b>Course Category:</b> Area and Ethnic Studies	<b>Course Code:</b>

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:**

- Teacher trained in Technology Education; specifically, wood and metal work
- Teacher background in two and three-dimensional design
- Guest experts in various Indigenous technologies
- Access to both Woodshop and Metal shop

*BAA Course Framework: Indigenous Technology 12*

- Variety of two-dimensional supplies: paper, pencils, felts, acrylic and watercolour paint, brushes, printmaking supplies etc.
- Variety of three-dimensional supplies; this could be an extremely wide variety of needs, depending on the cultures explored:

Example: Northwest Coast Indigenous cultures: variety of wood mediums, 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, dyes, to name a few

- Other cultures (Inuit, Eastern Canadian, Aztec, etc.) will all use similar tools but may require the resourcefulness of the teacher to find tools to enable students to proceed with inquiry of a culture that is not of the local indigenous people.
- Resource materials: access to internet, books, resource centre materials

**Goals and Rationale:**

Students will be introduced a variety of traditional Indigenous technologies. Production techniques used to produce and reproduce artifacts will be explored. Students will be guided and encouraged in skill development and tool use toward mastery of Indigenous technologies. Examples include: three-dimensional wood sculptures, fishing spears, basket weaving, segmented drums, steam bent boxes, traditional bridge building, plant technologies, canoes paddles, skinned drums...etc. Techniques covered will encompass woodshop and metal shop machine processes and emphasize the safe use of all tools and machines.

The teachings will reflect the balance of physical, emotional, mental, and spiritual values that exist in the material world of stories, as seen in Indigenous cultures.

Students will develop an understanding and appreciation of Indigenous cultures technologies.

**Course Synopsis:**

A course designed to explore the technologies specific Indigenous cultures and the design, fabrication, and machining processes involved in production.

**Aboriginal Worldviews and Perspectives:**

**Learning involves patience and time:** The structure of the course is centered on a collaborative learning environment. This will require students to make connections and organize their knowledge. Reflection on their own performance will be encouraged in order to further their own learning.

**Learning requires exploration of one’s identity:** Through the carving process students are encouraged and asked to always return to their own unique experience. They will learn their strengths, challenges 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:** This principle will be supported by providing multiple access points for students to learn. The students will also be able to represent their learning in various ways.

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

Course Name: Indigenous Technologies 12

Grade: 12

**BIG IDEAS**

Social, ethical, and sustainability considerations impact design	Technologies help us accomplish many specific tasks in our lives.	User needs and interests drive the <b>design process</b> .	Complex tasks require different technologies and tools at different stages.	The identities, worldviews, and technologies of Indigenous cultures are renewed, sustained, and transformed through their connection to the land.
--	---	--	---	---

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Explore and Create:</b></p> <ul style="list-style-type: none"> <li>• Apply the principles of design to the creation of a variety of projects</li> <li>• Create projects which emphasize <b>traditional Indigenous histories</b>, technologies and design strategies</li> <li>• Demonstrate safe and <b>responsible use of materials</b>, tools, technologies, and work space</li> <li>• Explore artistic possibilities and take <b>creative risks</b></li> <li>• Develop and refine artistic skills, reflecting <b>historical cultural traditions</b></li> </ul> <p><b>Reason and Reflect</b></p> <ul style="list-style-type: none"> <li>• Describe and analyze how materials, technologies, and processes are used in Indigenous cultures</li> <li>• Recognize and evaluate design choices in creations</li> <li>• Develop personal answers to <b>aesthetic questions</b></li> </ul> <p><b>Communicate and Document</b></p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>Principles of design</b></li> <li>• <b>Image development strategies</b></li> <li>• Materials, techniques, and technologies specific to Indigenous cultures</li> <li>• <b>Creative processes</b> as a reflection of the moral, values, beliefs, and traditions</li> <li>• Use of <b>symbols and metaphors</b> to represent ideas and perspectives</li> <li>• Identify the <b>shapes and motifs</b> specific to the cultural context of indigenous culture being explored</li> <li>• Role of the artist, technologies, and audience</li> <li>• Influence of visual culture and technologies on self-perception and identity</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Document</b>, share, and appreciate works of art in a variety of contexts</li> <li>• Demonstrate respect for self, others, and <b>place</b></li> <li>• Communicate ideas and historical culture through art making</li> <li>• Communicate and <b>respond to social and environmental issues</b></li> </ul> <p><b>Connect and Expand</b></p> <ul style="list-style-type: none"> <li>• Explore First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge through artistic works</li> <li>• Create projects that demonstrate personal, cultural, and historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional and contemporary First Peoples worldviews, stories, and history as expressed through visual arts and technologies</li> <li>• Contributions of traditional, innovative, and inter-cultural artists</li> <li>• The ethics of <b>cultural appropriation</b> and plagiarism</li> <li>• Traditional and contemporary First Peoples worldviews, stories, and history as expressed through arts and technologies</li> <li>• Understand that creating art forms that reflect personal indigenous identity helps to shape a better understanding of self and one's identity within the modern world</li> <li>• Identify the <b>materials, techniques, and technologies traditionally used</b> in indigenous cultures</li> </ul>
---	---

### 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:** emotional 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 in an environmentally responsible way, considering their level of biodegradability and potential for reuse and recycling
- **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
- **Historical cultural traditions:** works of art that share common visual characteristics can be described as belonging to the same indigenous culture
- **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., writing an essay or article, journaling, taking pictures, storyboarding, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **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, gender-related, subject/discipline-specific, cultural, embodied, intuitive

### Content – Elaborations

- **Principles of design:** balance, contrast, harmony, emphasis and unity

**Content – Elaborations**

- **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:** not in a western art context, but 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
- **Traditional histories:** identifying traditional shapes and motifs, to inform others of the morals, values, beliefs, and traditions of an indigenous culture
- **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
- **Materials, techniques, and technologies traditionally used:** used by the creators of artwork in a historical context, not what we would use today. The tools discussed will vary depending on the culture(s) students wish to complete an inquiry on; this could be a wood, fabric, cedar for weaving, soapstone, shell, etc. and the tools original used to change the raw materials to artwork with cultural meaning

**Recommended Instructional Components: Core Competencies**

*BAA Course Framework: Indigenous Technology 12*

**Communication**

- **Connect and Engage with others (to share and develop ideas)**
  - I ask and respond to simple, direct questions.
  - I can consult with instructor as necessary in class

**Thinking: Creative Thinking**

- **Generate Ideas**
  - I build on others ideas and add new ideas of my own or combine with people's ideas in new ways to create new things or solve straightforward problems.
- **Develop Ideas**
  - I can persevere over years if necessary to develop my ideas.

**Thinking: Critical Thinking**

- **Analyze and Critique**
  - I can show if I like something or not.
- **Question and Investigate**
  - I can explore materials and actions.
- **Develop and Design**
  - I can experiment with different ways of doing things
  - I can monitor my progress and adjust my actions to make sure I achieve what I want.

**Assessment:**

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

*BAA Course Framework: Indigenous Technology 12*

- 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?

Each student will have a final conversation about their final product and the collected teacher data observations. This process gives the students a role in the assessment process and encourages the students to invest in their own learning. The teacher will use this information to make a final assessment on the three components of the curriculum model – knowing, doing, understanding and will determine if the student demonstrates an understanding of the concepts and competencies relevant to Indigenous Technologies 12.

**Specific to Indigenous Technology 12** (assignments will be dependent on availability of Community Knowledge Keepers):

Grade 12 students will extend their knowledge into mentoring and marketing.

**Mentoring:**

The Grade 12 Indigenous Technology students will guide Grade 11 Indigenous Technology students through the protocols and procedures necessary to accomplish their traditional work “*in a good way*”.

**Marketing:**

As the student’s skills improve, the demand for their artwork will increase. Therefore, the students will need to be guided by their teacher and traditional mentors in the process of marketing their artwork as a viable career option.

The students will be responsible for deeper personal reflections on their technical skill improvement as well as their mentoring and marketing.

*\*In a good way: coming to your work with a clear heart and clear mind, open to receiving and giving knowledge and respecting the process as well as the product.*

**Learning Resources:**

SD#79 Cowichan Resource Centre: Salish Weave Collection, die cuts, as well as other resources

First Peoples classroom resources: [www.fnese.ca](http://www.fnese.ca)

Heart/Mind Coast Salish Principles of Learning

*BAA Course Framework: Indigenous Technology 12*

Gilbert, Jim and Karin Clark, Learning by Designing, Volumes 1 and 2  
Gilbert, Jim and Karin Clark, Learning by Doing Northwest Coast Native Indian Art  
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